

3

Grade 3

Skills 3 | Teacher Guide

Grade 3

Skills 3

Teacher Guide

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

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

ISBN 979-8-89180-863-8

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 Review: Words with /ar/ > ‘ar’ 5

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ar/ > ‘ar’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ar/ > ‘ar’ Read r-Controlled One-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Neighborhood Garden” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 3 Dictation Pretest

Lesson 2 Review: Words with /er/ > ‘ur’, ‘ir’, and ‘er’ 18

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /er/ > ‘ur’, ‘ir’, and ‘er’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /er/ > ‘ur’, ‘ir’, and ‘er’ Read r-Controlled One-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Neighborhood Garden” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /er/ < ‘ur’, ‘ir’, and ‘er’

Lesson 3 Review: Words with /er/ > ‘or’ and ‘ar’ 28

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /er/ > ‘or’ and ‘ar’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /er/ > ‘or’ and ‘ar’ Identify r-Controlled Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Exploring Different Jobs and Professions” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /er/ > ‘or’ and ‘ar’

Lesson 4 Review: Words with /er/ > ‘ear’, ‘our’, and ‘urr’ 40

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /er/ > ‘ear’, ‘our’, and ‘urr’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /er/ > ‘ear’, ‘our’, and ‘urr’ Read r-Controlled Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>over-</i>, <i>under-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Exploring Different Jobs and Professions” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /er/ > ‘ear’, ‘our’, and ‘urr’

Lesson 5 Review: Mixed Review

52

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review r-Controlled Vowels 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr' Review r-Controlled Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i>, <i>under-</i>, <i>over-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "A Sweet Story" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 6 Review: Words with /or/ > 'or'

65

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /or/ > 'or' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /or/ > 'or' Identify r-Controlled Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>under-</i>, <i>over-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Jordan Scores" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /or/ > 'or'

Lesson 7 Review: Words with 'are' and 'air'

77

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air' Identify r-Controlled Two-Syllable Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>under-</i>, <i>over-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Jordan Scores" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'

Lesson 8 Review: Words with /or/ > 'our' and 'ore'

90

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore' Identify r-Controlled Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>tele-</i>, <i>super-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Tele-Ameer the Superhero" Fluently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'

Lesson 9 Review: Words with ‘ear’, ‘eer’, and ‘ure’

102

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’ Identify r-Controlled Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>tele-</i>, <i>super-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “Tele-Ameer the Superhero” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’

Lesson 10 Review: Mixed Review

115

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review r-Controlled Vowels and Vowel Teams 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review r-Controlled Vowel Teams Review r-Controlled Multisyllabic Words 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes: <i>under-</i>, <i>over-</i>, <i>tele-</i>, <i>super-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “Real-Life Superheroes” Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 11 Review: Words with /ə/ > ‘a’ and ‘e’

129

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Schwa /ə/ > ‘a’ and ‘e’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ > ‘a’ and ‘e’ Review Syllable Types 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>tele-</i>, <i>super-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read “A Trans-Galactic Dash” with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Schwa > ‘a’ and ‘e’

Lesson 12 Review: Words with /ə/ > ‘i’ and ‘o’

142

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ə/ > ‘i’ and ‘o’ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ > ‘i’ and ‘o’ Review Syllable Types 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>uni-</i>, <i>trans-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread “A Trans-Galactic Dash” 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with Schwa > ‘i’ and ‘o’

Lesson 13 Review: Words with /ə/ + /l/ > 'le'

155

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words That End in /ə/ + /l/ > 'le' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ + /l/ > 'le' Read Multisyllabic Words with Final Stable Syllable 'le' 	Morphology (6 min.) <ul style="list-style-type: none"> Words with <i>uni-</i> and <i>trans-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "On the Move: How Transportation Unites Our World" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'le'

Lesson 14 Review: Words with /ə/ + /l/ > 'le'

168

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words That End in /ə/ + /l/ > 'le' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words That End in /ə/ + /l/ > 'le' Read Multisyllabic Words with Final Stable Syllable 'le' 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>uni-</i>, <i>trans-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "On the Move: How Transportation Unites Our World" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'le'

Lesson 15 Review: Mixed Review

180

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ə/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ Review Multisyllabic Words with Final Stable Syllable 'le' 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i>, <i>under-</i>, <i>over-</i>, <i>tele-</i>, <i>super-</i>, <i>uni-</i>, <i>trans-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Maple Talent Show" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 16 Review: Words with /ə/ + /l/ > 'al'

192

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ə/ + /l/ > 'al' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ + /l/ > 'al' Identify Multisyllabic Words with Final Stable Syllable 'al' 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Special Report: Coral Reefs" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'al'

Lesson 17 Review: Words with /ə/ + /l/ > 'el'

204

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with /ə/ + /l/ > 'el' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /ə/ + /l/ > 'el' Identify Multisyllabic Words with Final Stable Syllable 'el' 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Special Report: Coral Reefs" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'el'

Lesson 18 Review: Words with /ə/ + l > 'il'

217

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ə/ + /l/ > 'il' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words that End in /ə/ + /l/ > 'il' Identify Multisyllabic Words with Final Stable Syllable 'il' 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Life Cycle of a Wild Gerbil" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'il'

Lesson 19 Review: Words with /ə/ + l > 'ul'

228

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ə/ + /l/ > 'ul' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words That End in /ə/ + /l/ > 'ul' Identify Multisyllabic Words with Final Stable Syllable 'ul' 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>fore-</i>, <i>pro-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Life Cycle of a Wild Gerbil" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words That End in 'ul'

Lesson 20 Review: Mixed Review

240

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /ə/ + /l/ 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Review Words with 'le', 'el', 'al', 'il', and 'ul' Schwa Sounds Sort Words by Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i>, <i>fore-</i>, <i>pro-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Nigel's Magical Pencil" Independently 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 21 Review: Words with /h/ > 'wh'

253

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review /h/ > 'wh' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /h/ > 'wh' Sort Words by Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Words with <i>fore-</i> and <i>pro-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "Visit France: A Travel Brochure" with Accuracy 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /h/ > 'wh'

Lesson 22 Review: Words with /s/ > 'sc', 'st', 'ce', and 'se'

265

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Tricky Spellings of /s/: 'sc', 'st', 'ce', 'se' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /s/ > 'sc', 'st', 'ce', and 'se' Create Words Using Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>intra-</i>, <i>inter-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "Visit France: A Travel Brochure" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /s/ > 'sc', 'st', 'ce', and 'se'

Lesson 23 Review: Words with /sh/ > 'ss', 's', and 'ch'

276

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Tricky Spellings: /sh/ > 'ss', 's', 'ch' 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with /sh/ > 'ss', 's', and 'ch' Create Words Using Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Prefixes: <i>intra-</i>, <i>inter-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Read "A Quiche Creation" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /sh/ > 'ss', 's', and 'ch'

Lesson 24 Review: Mixed Review

286

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) <ul style="list-style-type: none"> Review Words with r-Controlled Vowel Sounds 	Phonics—Decoding (6 min.) <ul style="list-style-type: none"> Read Words with r-Controlled Vowels Divide Words by Syllables 	Morphology (6 min.) <ul style="list-style-type: none"> Review Prefixes: <i>fore-</i>, <i>pro-</i>, <i>intra-</i>, <i>inter-</i> 	Reading (10 min.) <ul style="list-style-type: none"> Reread "A Quiche Creation" 	Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review

Lesson 25 Review: Foundational Skills Review

298

Part 1 (15 min.)		Part 2 (15 min.)	
Phonics—Decoding (9 min.) <ul style="list-style-type: none">• Word Sort• Read Words with Closed, Open, VCe, Vowel Team, r-Controlled, and Final Stable Syllables	Morphology (6 min.) <ul style="list-style-type: none">• Review Prefixes and Suffixes	Reading (10 min.) <ul style="list-style-type: none">• Read “Charlotte’s Art” Independently	Phonics—Encoding (5 min.) <ul style="list-style-type: none">• Unit 3 Dictation Posttest

Teacher Resources

309

Introduction

UNIT 3 CONTENT

In Unit 3, students will review: (1) a number of spellings from Grade 2 with an emphasis on r-controlled vowels, words with /ə/, and alternative sound-spellings; (2) words with r-controlled syllables or final stable syllables; and (3) words with common prefixes and suffixes.

VOWEL SPELLINGS

In Unit 3, students review tricky vowel sounds and combinations of vowels and consonants. They examine how the consonant 'r' affects the sound of single vowels and vowel teams, making them r-controlled vowel sounds. They also begin to review that the /ə/ sound can be made by any vowel, including those in words with /ə/ + l.

The r-controlled single vowel spellings:

- /ar/ > 'ar' (*arm*)
- /er/ > 'ur' (*curl*), 'ir' (*bird*), 'er' (*verb*), 'or' (*doctor*), 'ar' (*dollar*)
- /or/ > 'or' (*sort*)

The r-controlled vowel team spellings:

- /er/ > 'ear' (*earn*), 'our' (*journal*), and 'urr' (*purr*)
- /or/ > 'our' (*four*) and 'ore' (*more*)
- /air/ > 'are' (*care*) and 'air' (*chair*)
- /eer/ > 'ear' (*clear*), 'eer' (*deer*), and 'ure' (*lure*)

The /ə/ spellings:

- /ə/ > 'a' (*about*)
- /ə/ > 'e' (*event*)
- /ə/ > 'i' (*cousin*)
- /ə/ > 'o' (*button*)

The /ə/ + l spellings:

- /ə/ + l > 'le' (*apple*)

- /ə/ + l > 'al' (*final*)
- /ə/ + l > 'el' (*bagel*)
- /ə/ + l > 'il' (*pencil*)
- /ə/ + l > 'ul' (*joyful*)

The vowel sound-spelling list for Unit 3 deepens students' understanding of vowel sounds. In Unit 1, students reviewed the long and short vowel sounds. In Unit 3, they learn how the consonant 'r' changes vowel sounds they have already reviewed. They review how 'r' affects the single vowels 'a', 'e', 'i', 'o', and 'u', as well as some vowel teams.

Unit 3 also furthers students' knowledge of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. In Unit 3, students learn that any vowel can make the /ə/ sound, in addition to the short and long vowel sounds they have already reviewed. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with a vowel in it, they may need to try pronouncing it as a short vowel sound, a long vowel sound, and the /ə/ sound to correctly identify the word.

In this unit, students review many spellings of the /ə/ sound, but they are not asked to read and spell words that end in /shən/ or /shəl/. Instruction on alternative vowel sounds will continue in the next unit.

CONSONANT SPELLINGS

In Unit 3, the following spellings for consonant sounds are quickly reviewed:

- /h/ > 'wh' (*whole*)
- /s/ > 'sc' (*science*), 'st' (*listen*), 'ce' (*bounce*), and 'se' (*house*)
- /sh/ > 'ss' (*issue*), 's' (*sure*), and 'ch' (*chef*)

In Unit 3, students expand their knowledge of consonant sound-spellings from previous units. In Unit 1, students reviewed some spellings for the sounds /h/, /s/, and /sh/. In Unit 3, they focus on tricky spellings and digraph spellings for these sounds. For example, students reviewed in Unit 1 that 's' can stand for /s/ (*sip*). In Unit 3, they review that 's' can also be a tricky spelling that stands for /sh/ (*sugar*). They also review that the /s/ sound can be made by other spellings, such as 'st' (*whistle*) and 'ce' (*prince*). Similarly, students reviewed in Unit 1 that the 'w' is silent in the silent letter combination 'wr' (*wren*). In Unit 3, they learn that 'w' can also be silent in the combination 'wh' > /h/ (*who*).

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 multisyllabic words are reviewed in Unit 3 lessons. Students identify the last two of the six major syllable types: r-controlled and final stable syllable. R-Controlled syllables have one vowel sound followed by the consonant 'r', such as in the words *stair* and *barnyard*. In these syllables, the 'r' controls the vowel sound. Final stable syllables end in the sound /ə/ + l, although the spelling can vary, such as in the words *puzzle* and *national*.

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

MORPHOLOGY

Unit 3 focuses on the prefixes *under-*, *over-*, *tele-*, *super-*, *uni-*, *trans-*, *micro-*, *fore-*, *pro-*, *intra-*, and *inter-* and the suffixes *-hood*, *-ment*, *-en*, and *-ist*. Students review how the affixes 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 a final 'e', changing 'y' to 'i', or doubling a final consonant before adding a suffix.

WRITING

Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 3. Dictation words include r-controlled vowel spellings; r-controlled vowel team spellings; schwa sound-spellings; /h/ > 'wh'; /s/ > 'sc', 'st', 'ce', 'se'; and /sh/ > 'ss', 's', 'ch'. In addition, students practice spelling multisyllabic words with the prefixes *under-*, *over-*, *tele-*, *super-*, *uni-*, *trans-*, *micro-*, *fore-*, *pro-*, *intra-*, and *inter-*, and the suffixes *-hood*, *-ment*, *-en*, and *-ist*.

Reading Comprehension Questions and Writing Extension

All fifteen reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Book. 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)

The digital components site includes a list of high-frequency irregular words used in the Unit 3 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 four to seven words from this list. Additional words from the Unit 3 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.

ASSESSMENTS

Dictation Pretest and Posttest

Unit 3 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:

- Anecdotal Reading Record—Unit 3
- Discussion Questions Observation Record—Unit 3
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

REVIEW

Words with /ar/ > 'ar'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with /ar/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- Students will read words with /ar/ > 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will read r-controlled one-syllable words. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with suffixes.

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

Reading

Students will read “Neighborhood Garden” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

- Students will take the dictation pretest for Unit 3. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 1.1	Sentences with 'ar' Words <ul style="list-style-type: none"> TEKS 3.2.A.i; TEKS 3.2.A.ii
Observation	Discussion Questions Observation Record <ul style="list-style-type: none"> TEKS 3.4
Activity Page 1.4	Unit 3 Dictation Pretest <ul style="list-style-type: none"> 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;

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /ar/ > 'ar'	3 min.	
Phonics—Decoding		
Read Words with /ar/ > 'ar'	3 min.	<input type="checkbox"/> Activity Page 1.1
Read r-Controlled One-Syllable Words	3 min.	
Morphology		
Root Words and Suffixes: <i>-hood</i> , <i>-ment</i> , <i>-en</i>	6 min.	<input type="checkbox"/> 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 "Neighborhood Garden" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 1.3
Phonics—Encoding		
Unit 3 Dictation Pretest	5 min.	<input type="checkbox"/> Activity Page 1.4

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

- Prepare the Unit 3 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 questions about characters, setting, and main event 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—Decoding

- Plan how you will pair students for the activity page.
- Partner options may include:
 - Have pairs complete each sentence together and then select volunteers to share their answers with the class.
 - Have partners complete the entirety of the activity page together and then form groups of four to compare their answers.

Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 3 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 25, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 3.

Universal Access

- Gather pictures to represent the words in the Reading activity: *weaken* and *moisten*.

Lesson 1: Review: Words with /ar/ > 'ar', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /ar/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Support

Give students more practice with the /ar/ sound by adding or taking away sounds. Explain that you are going to say some words and a definition and that they will change the words by adding or taking away a sound.

- Say “*tar*.” Then say, “Change it to a word for something bright in the sky.” (*star*)
- Say “*park*.” Then say, “Change it to a word for something that makes a fire.” (*spark*)
- Say “*bar*.” Then say, “Change it to a word for a building on a farm.” (*barn*)

REVIEW /AR/ > 'AR' (3 MIN.)

- Say, “When a vowel is paired with ‘r’, it changes the vowel sound. We call these r-controlled vowels. The vowel and the ‘r’ are not pronounced separately. They go together to make one sound.”
- Write the word *farm* on the board. Underline ‘ar’. Say, “The word ‘farm’ has an r-controlled vowel in the middle: /ar/.”
- Say the word in a segmented fashion: /f/ /ar/ /m/. Then blend the sounds and say the word.
- Have students repeat after you.
- Say the following words in a segmented fashion and then blended: *card*, *part*, *art*, and *sharp*.
- Have students repeat the words.

Lesson 1: Review: Words with /ar/ > 'ar', Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /ar/ > ‘ar’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will read r-controlled one-syllable words. **TEKS 3.2.A.ii**

READ WORDS WITH /AR/ > 'AR' (3 MIN.)

- Say, “Remember, when a vowel is paired with ‘r’, it changes the vowel sound to an r-controlled vowel.”

✦ **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.

- Write the word *bark* on the board.
- Say, “The word *bark* has an r-controlled vowel: /ar/. Say /ar/.” (/ar/)
- “The /ar/ sound is spelled ‘ar’, like in *bark*.” Underline the ‘ar’ and slowly blend the word as you read *bark*.
- Say, “The /r/ sound mixes with the /a/ sound to make /ar/. This sound is spelled almost exactly the way you would expect: ‘ar’.”
- Write the remaining words from the Warm-Up on the board: *card*, *part*, *art*, and *sharp*. Add the words *car*, *chart*, and *tarp* to the list. Underline the ‘ar’ in each word.
- Call on students to practice blending each word. Read the words aloud, and then have the class read them aloud.

READ R-CONTROLLED ONE-SYLLABLE WORDS (3 MIN.)

- Say, “When a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable. All of the words that we just read are r-controlled syllables.”
- Write the following words on the board: *smart*, *park*, *scar*, *yarn*, *yard*, *march*, and *harp*.
- Say, “Each of these words has only one syllable. That syllable is an r-controlled syllable. Let’s read them together.” Read the words chorally.
- Direct students to Activity Page 1.1 and review the instructions. Have volunteers read aloud the words in the word bank.
- Have students work with partners to complete the sentences as you circulate and give feedback. With each sentence completion, have partners take turns reading the sentence aloud.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home. Adjust instructions, as necessary.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 1.1



Challenge

Challenge students to name and give examples of other syllable types they have learned about. (*closed, open, VCe, vowel team*)

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *weak, moist, and fulfill*.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *fulfill, state, achieve, and encourage*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think this statement is correct and a thumbs-down if you don’t: ‘When a word has an r-controlled vowel, the “r” and the vowel are part of the same syllable.’” (*thumbs-up*)

Lesson 1: Review: Words with /ar/ > ‘ar’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with suffixes.

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

ROOT WORDS AND SUFFIXES: *-HOOD, -MENT, -EN* (6 MIN.)

- Say, “Today we’re going to learn more about the suffixes *-hood, -ment,* and *-en*. Remember, a suffix is a word part added to the end of a root word. A suffix can change the meaning and part of speech of the word.”
- Write the following sentences on the board and read each aloud: *Samuel is a child. Most of Samuel’s childhood was spent in Texas.*
- Circle the word *child*. Point out that it is a noun. Circle the word *childhood*. Point out that it is also a noun.
- Underline *-hood* in *childhood*. Say, “*-hood* is a suffix. It means ‘a condition or a state of being.’ So, *childhood* is the state of being a child. Your childhood is the time when you are a child: *I liked to play games in my childhood.*”
- Write the following sentences on the board and read each aloud: *I enjoy eating ice cream. Dani gets enjoyment from making ice cream.*
- Circle the word *enjoy*. Point out that it is a verb. Circle the word *enjoyment*. Point out that it is a noun.
- Underline *-ment* in *enjoyment*. Say, “*-ment* is a suffix that forms nouns. It means ‘the action or the state of doing something.’ So, *enjoyment* is the state of enjoying something: *I get enjoyment from eating ice cream too.*”

✚ **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*.

- Write the following sentences on the board and read each aloud: *The sun is bright. The sunlight can brighten the room.*
- Circle the word *bright*. Point out that it is an adjective. Circle the word *brighten*. Point out that it is a verb.
- Underline *-en* in *brighten*. Say, “*-en* is a suffix that forms a verb meaning ‘to become or make.’ So, *to brighten* is to make something bright: *Sunlight can brighten a room.*”
- Direct students to Activity Page 1.2 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 1.2



**ENGLISH
LANGUAGE
LEARNERS**

Language

Learning How English Works

Beginning

Remind students, or reteach, the basic parts of speech in English.

- A noun is a person, place, thing, feeling, 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, an adjective, or another adverb.

Intermediate

Provide sample sentences and have students identify which word is a noun and which is a verb.

Advanced/ Advanced High

Prompt students to give examples of nouns and verbs.

ELPS 1.F

Lesson 1: Review: Words with /ar/ > 'ar', Part 2

Reading



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

READ “NEIGHBORHOOD GARDEN” WITH ACCURACY (10 MIN.)

Activity Page 1.3



- Direct students to the text “Neighborhood Garden” on Activity Page 1.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *weaken, moisten, represented, fulfillment, former*
 - phrases: “embark on a mission,” “burst with pride,” “left unattended for weeks”
- Have students follow along as you read “Neighborhood Garden.”
- 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 sentence or two from the story again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “The rich colors of the flowers always seemed to brighten her day.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.
- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: ‘The rich colors of the flowers always seemed to brighten her day.’”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *community* and *movement*).
- Have students practice pronouncing the words with you.
- Read the story once more 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 (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; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Neighborhood Garden”

1. **Literal.** Why did Fern like the neighborhood garden?
 - » The bright colors of the flowers made her feel happy.
2. **Literal.** What did Fern call her plan to gather people from the neighborhood to repair and improve the garden?
 - » Fern called it “Operation Garden Survival.”
3. **Literal.** What was the purpose of the fundraiser?
 - » The fundraiser was to raise money for equipment and seeds.
4. **Evaluative.** Was “Operation Garden Survival” a success?
 - » Yes, Fern and her neighbors’ efforts made the garden healthier and better-looking.
5. **Inferential.** How did the garden become important to the neighborhood?
 - » It became a sign of their cooperation and hard work; it brought the neighborhood closer together



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression.” Read the sentence in a monotone voice: “Help our neighborhood garden survive and thrive!” (*thumbs-down*)

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.

Support

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



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: “Was the garden healthy? Did Fern fix the garden?”

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Fern saw that the garden was _____, so she _____. First, she _____ and then she _____.*

Advanced/ Advanced High

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

ELPS 4.G; ELPS 4.I



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:** For the inferential question, have students share their thoughts with one another. 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 partner's thinking with the group.

Lesson 1: Review: Words with /ar/ > 'ar', Part 2

Phonics—Encoding



Primary Focus: Students will take the dictation pretest for Unit 3.

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

UNIT 3 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will spell words with different sound spellings that they will learn about in Unit 3.
- Say the word *harden*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- | | | |
|----------------|------------------|------------------|
| 1. harden | 4. declare | 7. intrapersonal |
| 2. foreseeable | 5. microparticle | 8. international |
| 3. proactive | 6. finalist | 9. transport |

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

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.

Activity Page 1.4



1. I was grateful that the pupil gave me a tissue.
2. Do not disturb the artist painting a castle.

- 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 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 "Neighborhood Garden."
- Review the writing prompt on **Activity Page TR 1.1**.
- 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: *friends*, *heart*, *raised*, *buy*, *encouragement*, and *moisten*.
- 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 *buy* and say, "This word is tricky because the 'uy' is pronounced /ie/."
- 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 /ie/ for these letters" Point to the letters as you blend the sounds: /b/ /ie/, *buy*. Say, "*Buy!* It's a word we use all the time, like when we say 'The money raised would help buy new equipment.'"
- 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 *buy*. 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.

2

REVIEW

Words with /er/ > ‘ur’, ‘ir’, and ‘er’

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read words with /er/ > ‘ur’, ‘ir’, and ‘er’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will identify and read r-controlled one-syllable
- ✦ words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with suffixes.

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

Reading

Students will reread “Neighborhood Garden” with a partner and will answer questions about key details in the text.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /er/ > ‘ur’, ‘ir’, and ‘er’.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Neighborhood Garden” 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 /er/ > 'ur', 'ir', and 'er'	3 min.	
Phonics—Decoding		
Read Words with /er/ > 'ur', 'ir', and 'er'	3 min.	
Read r-Controlled One-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 2.1
Morphology		
Root Words and Suffixes: <i>-hood</i> , <i>-ment</i> , <i>-en</i>	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 "Neighborhood Garden"	10 min.	<input type="checkbox"/> Activity Page 1.3
Phonics—Encoding		
Spell Words with /er/ > 'ur', 'ir', and 'er'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Create and display a three-column chart with the title /er/ and with 'er,' 'ir,' and 'ur' column headings for the Phonics activity. Keep this chart for the next two lessons.

Reading

- Prepare one copy of the blank Unit 3 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: *weaken* and *moisten*.

Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 1

Warm-Up



Primary Focus: Students will identify and say words with /er/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ER/ > 'UR', 'IR', AND 'ER' (3 MIN.)

- Say, "I'm going to say some words. Raise your left hand if you hear the /ar/ sound. Raise your right hand if you heard the /er/ sound."
- Say the following words: *hurt (right), carp (left), marsh (left), birth (right), girl (right), stark (left), herd (right), verb (right), starch (left)*.
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *curl, hurt, church, burst, burden, survive, thirsty, birthday, circus, confirm, serve, answer, number, perfect, and nervous*. Ask students to identify which syllable contains the /er/ sound in each word.

Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 1

Phonics—Decoding


Primary Focus

✦ Students will read words with /er/ > 'ur', 'ir', and 'er'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify and read r-controlled one-syllable

✦ words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /ER/ > 'UR', 'IR', AND 'ER' (3 MIN.)

- Display the three-column chart with the headings 'er,' 'ir,' and 'ur' that you prepared in advance.

✦ **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, “Today, we are going to read words with the r-controlled vowel /er/ spelled three ways: ‘er’ ‘ir,’ and ‘ur.’”
- Point to the ‘er’ heading and say the sound /er/.
- Say, “The r-controlled vowel /er/ in this word is spelled ‘er.’” Write the word *clerk* on the chart under the ‘er’ column. Underline ‘er’ and then have students read the word aloud with you.
- Repeat with *germ*, *her*, and *swerve*.
- Point to ‘ir’ and say the /er/ sound.
- Say, “Let’s read some words with the r-controlled vowel /er/ spelled ‘ir.’”
- Write the word *bird* on the chart under the ‘ir’ column. Underline ‘ir’ and then have students read the word aloud with you.
- Repeat with *girl*, *chirp*, and *dirt*.
- Point to ‘ur’ and say the /er/ sound.
- Say, “Now, let’s read some words with the r-controlled vowel /er/ spelled ‘ur.’”
- Write the word *hurt* on the chart under the ‘ur’ column. Underline ‘ur’ and have students read the word aloud with you.
- Repeat with *nurse*, *slurp*, and *curl*.
- Save the chart to use in Lessons 3 and 4.

Support

Support students in saying the /ar/ and /er/ sounds. Demonstrate that the mouth is wider for making the /ar/ sound and the lips are rounded, or more puckered, for making the /er/ sound.

Activity Page 2.1



READ R-CONTROLLED ONE-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Have volunteers read a few of the words from the chart aloud, asking students to call out how many syllables are in each word. (one) Say, “These are all one syllable words with r-controlled syllables.”
- 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 or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Say, "I'm going to say some words. If you hear the /er/ sound, stand up. If you hear the /ar/ sound, stay in your seat." Say the following words: *thirst (up)*, *smart (down)*, *barn (down)*, *twirl (up)*, *stern (up)*, *farm (down)*, and *curve (up)*.



Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes/no questions about the first item on the activity page. (e.g., "Is *sharp* a describing word? Are adjectives words that describe?")

Intermediate

Provide students with specific sentence frames: *The word sharp is an _____ because it is a word that _____. (adjective; describes)*

Advanced/Advanced High

Encourage each student to expand and/or build on other students' responses; for example, by adding their own knowledge. (e.g., "Adjectives describe nouns.")

ELPS 1.C

Activity Page 2.2



Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with suffixes.

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

ROOT WORDS AND SUFFIXES: -HOOD, -MENT, -EN (6 MIN.)

- Say, "We have been learning about the suffixes *-hood*, *-ment*, and *-en*. Remember, a suffix is a word part added to the end of a root word. A suffix can change the meaning and part of speech of the word."
- Direct students to Activity Page 2.2 and review the instructions.
- Complete the first item as a class.
- Then have students work with a partner to complete the activity page. Circulate as students work, clearing up misunderstandings.
- 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.

Challenge

Have students identify other sound-spellings they learned about in Unit 2 in the text, such as VCe. Have students mark three sound-spellings in the text.

Activity Page 1.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with /ar/ and /er/ sounds.

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

Part 2

Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 2

Reading



Primary Focus: Students will reread “Neighborhood Garden” with a partner and will answer questions about key details in the text.

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

REREAD “NEIGHBORHOOD GARDEN” (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 “Neighborhood Garden” with a partner.
- Take time to answer any questions that students may have about “Neighborhood Garden.”
- 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 words with ‘ar’, ‘er’, ‘ir’, or ‘ur’, such as *smart*, *flowers*, *third*, and *church*;
 - circle words with suffixes *-hood*, *-ment*, or *-en*, such as *neighborhood*, *movement*, and *weaken*; and
 - highlight one- syllable words with r-controlled vowels, such as *church*, *her*, and *dark*.

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



Observation: “Neighborhood Garden” Anecdotal Reading Record

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

Lesson 2: Review: Words with /er/ > ‘ur’, ‘ir’, and ‘er’, Part 2 Phonics—Encoding



Primary Focus: Students will spell and write words with /er/ > ‘ur’, ‘ir’, and ‘er’.

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

SPELL WORDS WITH /ER/ > ‘UR’, ‘IR’, AND ‘ER’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ that you say aloud. Remind them that the /er/ sound can be spelled ‘ur’, ‘ir’, and ‘er’.
- Say the word *blurry*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|------------|--------------|
| 1. blurry | 4. clerk | 7. bigger |
| 2. church | 5. surface | 8. whirlwind |
| 3. birthday | 6. firm | 9. person |

- 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. Fern is an expert checkers player. |
| 2. Do not disturb the furry animals. |

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.

- 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

- Read the following words, one at a time. Have students raise their hand when they hear words with an r-controlled syllable. Words with r-controlled syllables are in bold.

1. curve	6. guard	11. start	16. twirl
2. turn	7. churn	12. term	17. twist
3. race	8. gate	13. pet	18. thirst
4. sand	9. merge	14. perch	19. sir
5. barge	10. stat	15. large	20. test

SHARING

- Pair up students and have one person share the response they wrote about “Neighborhood Garden” on **Activity Page TR 1.1**. 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 *buy* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *bie*. Write the letters to spell *buy* on the board.
- Point to the word *buy* 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 ‘uy.’”
- Show how the letters map to the sounds. Say, “We say /b/ for this letter. We say /ie/ for these letters.” Point to the letters as you blend the sounds: /b/ /ie/, *buy*. Say, “*Buy!* It’s a word we use all the time.”
- Repeat with the words *friends*, *heart*, *raised*, *encouragement*, and *moisten*. 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.

3

REVIEW

Words with /er/ > 'or' and 'ar'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read words with /er/ > 'or' and 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- ✦ Students will identify r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with suffixes.

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

Reading

Students will read “Exploring Different Jobs and Professions” fluently and will answer 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 words with /er/ > 'or' and 'ar'.

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

FORMATIVE ASSESSMENT

Activity Page 3.2 Sort Words with Suffixes

- ✦ **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, 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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /er/ > 'or' and 'ar'	3 min.	
Phonics—Decoding		
Read Words with /er/ > 'or' and 'ar'	3 min.	
Identify r-Controlled Two-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 3.1
Morphology		
Root Words and Suffixes: <i>-hood, -ment, -en</i>	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 "Exploring Different Jobs and Professions"	10 min.	<input type="checkbox"/> Activity Pages 3.3, 3.4
Phonics—Encoding		
Spell Words with /er/ > 'or' and 'ar'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Add columns to the chart you created in Lesson 2. The new headers should be 'or' and 'ar'.
- Students will use a crayon, colored pencil, or highlighter to complete Activity Page 3.1. The coloring tool may be any color, as long as printed text can be read after students have colored in boxes.

Morphology

- Create a three-column chart with the headers "Root Word," "Suffix," and "New Word" on the board or chart paper.

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: *scurry*, *mortar*, *journals* (professional magazines), and *oversee*.

Lesson 3: Review: Words with /er/ > 'or' and 'ar', Part 1

Warm-Up



Primary Focus: Students will identify and say words with /er/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ER/ > 'OR' AND 'AR' (3 MIN.)

- Say, "I'm going to say some words. Raise your left hand if you hear the /ar/ sound. Raise your right hand if you hear the /er/ sound."
- Say the following words: *part (left), cedar (right), harp (left), error (right), sharp (left), major (right), and liar (right).*
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *dollar, burglar, collar, polar, actor, doctor, error, and scholar.*

Lesson 3: Review: Words with /er/ > 'or' and 'ar', Part 1

Phonics—Decoding


Primary Focus

✦ Students will read words with /er/ > 'or' and 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will identify r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /ER/ > 'OR' AND 'AR' (3 MIN.)

- Display the chart from Lesson 2.
- Say, "Remember, there are different ways to spell the /er/ sound. We learned about 'er', 'ir', and 'ur'. There are some trickier spellings of the /er/ sound, too."

✦ **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.

- Write the words *cart*, *charm*, and *artist* on the board but not on the chart. Underline the 'ar' in each word. Say, "We have talked about 'ar' as a spelling for the /ar/ sound. The /ar/ sound in *cart*, *charm*, and *artist* is spelled 'ar.'" Have students read the words aloud with you.
- Say, "Today, we are going to read words with the r-controlled vowel sound /er/ spelled 'ar.'"
 - Point to the 'ar' and say the /er/ sound.
- Write the word *polar* on the chart under the 'ar' column. Say, "The r-controlled vowel sound /er/ in this word is spelled 'ar.'" Underline 'ar' and have students read the word aloud with you.
- Repeat with *collar*, *dollar*, and *liar*.
- Point to 'or' and say the /er/ sound.
- Say, "Now, let's read some words with the r-controlled vowel sound /er/ spelled 'or'"
 - Write the word *actor* on the chart under the 'or' column. Underline 'or' and have students read the word aloud with you.
 - Repeat with *doctor*, *factor*, and *favor*.
- Save the chart to use in Lesson 4.

IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, "Remember, when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable."
- Write the word *dollar* on the board, with the syllables marked with a slash: *dol•lar*.
- Underline 'o'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /dol/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-lar*. Say, "This is an r-controlled syllable." Pronounce the syllable /ler/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables are in *dollar*?" (*two*)
- Repeat the routine with *su•gar* and *mir•ror*.

Challenge

Ask volunteers for more 'ar' and 'or' words with the /er/ sound. Invite volunteers to come to the board and add words to the chart.

- Direct students to Activity Page 3.1 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 3.1



Check for Understanding

Say, “I’m going to say some words. If you hear the /er/ sound, stand up. If you hear the /ar/ sound, stay in your seat.” Read the following words: *minor (up)*, *start (down)*, *major (up)*, *polar (up)*, *yarn (down)*, and *pillar (up)*.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes/no questions. (e.g., “Do we double the final consonant when we add a suffix to some words?”)

Intermediate

Provide students with specific sentence frames. (e.g., *When we add a _____ to some words, such as merriment or likelihood, we drop the final e and change y to i.*)

Advanced/ Advanced High

Provide students with specific sentence frames. (e.g., *When we add a _____ to some words, we drop the final e and change y to i. Examples of words include _____ and _____.*)

ELPS 1.C

Lesson 3: Review: Words with /er/ > ‘or’ and ‘ar’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with suffixes.

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

ROOT WORDS AND SUFFIXES: *-HOOD*, *-MENT*, *-EN* (6 MIN.)

- Display the three-column chart with the headers “Root Word,” “Suffix,” and “New Word” that you prepared in advance.
- Add *flat* under the “Root Word” column and say the word aloud. Say, “If we say that the road is flat, we are using this word as an adjective.”
- Add *-en* to the “Suffix” column in the same row. Add *flatten* to the final column of the row, demonstrating doubling the final consonant to create *flatten*. Say, “When we change the adjective *flat* to the verb *flatten*, we double the final consonant before adding the suffix *-en*. We might say that we flatten something to make it smooth.”
- Add *merry* under the “Root Word” column and say the word aloud.

✦ **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 3.2



- Say, “When we add a suffix to some words, we drop the final e and change y to i.”
- Add *-ment* to the “Suffix” column in the same row. Add *merriment* to the final column of the row, demonstrating dropping the final e and changing y to i to create *merriment*.
- Repeat the routine with the following words: *red/redden*, *awake/awaken*, *give/given*, *lively/livelihood*, *accompany/accompaniment*, *likely/likelihood*.
- Be sure to define any root words or words with suffixes that are unfamiliar to students.
- Direct students to Activity Page 3.2 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.

Lesson 3: Review: Words with /er/ > 'or' and 'ar', Part 2

Reading



Primary Focus: Students will read “Exploring Different Jobs and Professions” fluently and will answer 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 “EXPLORING DIFFERENT JOBS AND PROFESSIONS” (10 MIN.)

Note: This passage is an informational text about different jobs and professions. It contains domain-specific language which you may want to include in your introduction.

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *underestimated*, *scurry*, *mortar*, *journals* (professional magazines), *oversee*
 - phrases: “states of worry or excitement,” “on the spot,” “deepen their knowledge”
- Have students follow along as you read “Exploring Different Jobs and Professions.”
- 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., *contractor*, *construction*, and *remodel*.)
- 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.

Activity Pages 3.3, 3.4



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.

Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.

Support

Before reading “Exploring Different Jobs and Professions,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

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

- 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.

Lesson 3: Review: Words with /er/ > 'or' and 'ar', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /er/ > 'or' and 'ar'.

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

SPELL WORDS WITH /ER/ > 'OR' AND 'AR' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ that you say aloud. Remind them that the /er/ sound can be spelled 'or' and 'ar'.
- Say the word *doctor*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. doctor	4. workshop	7. cedar
2. victor	5. burglar	8. dollar
3. major	6. collar	9. sugar

- Then tell students that 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. My tutor helps me with my grammar lessons.
2. Is the mirror in the cellar?

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; (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.

- 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 3: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “Exploring Different Jobs and Professions.”
- 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.
- 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: *clothes*, *pair*, *rehearse*, *builders*, and *build*.
- 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 *build* and say, "This word is tricky because the 'ui' is pronounced /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 /b/ for this letter. We say /i/ for these letters. We blend and say /l/ /d/ for these letters." Point to the letters as you blend the sounds: /b/ /i/ /l/ /d/, *build*. Say, "*Build!* It's a word we use all the time, like when we say 'These workers build and fix things.'"
- 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 *build*. 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.

4

REVIEW

Words with /er/ > ‘ear’, ‘our’, and ‘urr’

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read words with /er/ > ‘ear’, ‘our’, and ‘urr’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- ✦ Students will read r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

- ✦ *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Exploring Different Jobs and Professions” fluently with a

- ✦ partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /er/ > ‘ear’, ‘our’, and ‘urr’.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Exploring Different Jobs and Professions”

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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 /er/ > 'ear', 'our', and 'urr'	3 min.	
Phonics—Decoding		
Read Words with /er/ > 'ear', 'our', and 'urr'	3 min.	
Read r-Controlled Two-Syllable Words	3 min.	<input type="checkbox"/> Activity Page 4.1
Morphology		
Root Words and Prefixes: <i>over-</i> , <i>under-</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 “Exploring Different Jobs and Professions”	10 min.	<input type="checkbox"/> Activity Page 3.3
Phonics—Encoding		
Spell Words with /er/ > 'ear', 'our', and 'urr'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Add columns to the chart you created in Lesson 2. The new headers should be 'ear,' 'our,' and 'urr'.

Reading

- Ensure you have the Unit 3 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: *scurry*, *mortar*, *journals* (professional magazines), and *oversee*.

Lesson 4: Review: Words with /er/ > 'ear', 'our', and 'urr', Part 1

Warm-Up



Primary Focus: Students will identify and say words with /er/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ER/ > 'EAR', 'OUR', AND 'URR' (3 MIN.)

- Say, "I'm going to say some words. Stand up if you hear the /er/ sound."
- Say the following words: *earth, fret, yearn, journey, and current.* (*earth, yearn, journey, current*)
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *learn, early, courage, journal, and flurry.*

Lesson 4: Review: Words with /er/ > 'ear', 'our', and 'urr', Part 1

Phonics—Decoding


Primary Focus

✦ Students will read words with /er/ > 'ear', 'our', and 'urr'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will read r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /ER/ > 'EAR', 'OUR', AND 'URR' (3 MIN.)

- Display the chart you prepared in advance with the new columns for 'ear', 'our', and 'urr'.
- Say, "Remember, there are a few different ways to spell the /er/ sound. Let's review a few more."
- Point to 'ear' and say the /er/ sound.

✦ **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

Have students work in pairs to identify the other syllable types in each of the words on Activity Page 4.1.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Emphasize that several spellings make the /er/ sound. Point to each spelling in the chart, and ask, “Can this spelling make the /er/ sound?” (yes)

Intermediate

Have volunteers approach the chart on the board, point to a heading, and complete this sentence frame: *The ____ spelling makes the /er/ sound.*

Advanced/

Advanced High

On a piece of scratch paper, have students list each of the spellings that make the /er/ sound.

ELPS 1.C

- Say, “Let’s read some words with the r-controlled vowel sound /er/ spelled ‘ear.’”
- Write the word *earth* on the chart beneath the ‘ear’ heading. Underline ‘ear’ and have students read the word aloud with you.
- Repeat with *learn*, *pearl*, and *search*.
- Point to ‘our’ and say the /er/ sound.
- Say, “Now, let’s read some words with the /er/ sound spelled ‘our.’”
- Write the word *journal* on the chart beneath the ‘our’ heading. Underline ‘our’ and have students read the word aloud with you.
- Repeat with *journey*, *courage*, and *nourish*.
- Point to ‘urr’ and say the /er/ sound.
- Say, “Now, let’s read some words with the /er/ sound spelled ‘urr.’”
- Write the word *current* on the chart beneath the ‘urr’ heading. Underline ‘urr’ and have students read the word aloud with you.
- Repeat with *blurry*, *purr*, and *flurries*.

READ R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Write the word *earthly* on the board with the syllables marked with a slash: *earth•ly*.
- Underline ‘ear’. Say, “In this word, ‘ear’ is an r-controlled vowel. It is part of an r-controlled syllable.” Pronounce the syllable /erth/.
- Underline ‘y’. Say, “This vowel is part of an open syllable.” Pronounce the syllable /lee/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, “How many syllables are in *earthly*?” (*two*)
- Write the word *nourish* on the board with the syllables marked: *nour•ish*.
- Underline ‘our’. Say, “In this word, ‘our’ is an r-controlled vowel. It is part of an r-controlled syllable.” Pronounce the syllable /ner/.

- Underline 'i'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ish/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Write the word *blurry* on the board with the syllables marked: *blur•ry*.
- Remind students that when we have a double consonant in the middle of a word, we usually separate the syllables between the double letters.
- Say the word aloud, and then have students read the word aloud.
- 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.

Activity Page 4.1



Check for Understanding

Say, "I'm going to say some words. If you hear the /er/ sound, raise your hand." Read the following words: *drawl* (no), *discourage* (yes), *pet* (no), *purrs* (yes), *heat* (no), and *heard* (yes).

Lesson 4: Review: Words with /er/ > 'ear', 'our', and 'urr', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *OVER-*, *UNDER-* (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *under-*."

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *estimate*, *extend*, and *seasoned*.

Activity Page 4.2



- Write the word *ground* on the board. Then add the prefix *under-*.
- Say, “The prefix *under-* often means ‘below.’ So, *underground* means ‘below the ground.’ For example, we might say: *Potatoes grow underground.*”
- Have students read the word aloud.
- Point out that the spelling of *ground* did not change when you added the prefix.
- Write the word *ground* on the board again. Then add the prefix *over-*.
- Say, “The prefix *over-* often means ‘above.’ So, *overground* means ‘above the ground.’ For example, we might say: *The road goes overground.*”
- Have students read the word aloud.
- Write the word *pay* on the board. Then add the prefix *under-*.
- Say, “The prefix *under-* also means ‘too little.’ So, *underpay* means ‘to pay too little.’ For example, we might say: *Remember to bring enough money so you do not underpay.*”
- Have students read the word aloud.
- Write the word *pay* on the board again. Then add the prefix *over-*.
- Say, “The prefix *over-* also means ‘too much.’ So, *overpay* means ‘to pay too much.’ For example, we might say: *She added up the costs carefully to avoid overpaying.*”
- Direct students to Activity Page 4.2 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 4: Review: Words with /er/ > 'ear', 'our', and 'urr', Part 2

Reading



Primary Focus: Students will reread “Exploring Different Jobs and Professions” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

RERead “EXPLORING DIFFERENT JOBS AND PROFESSIONS” (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 3.3. Tell students that today they will reread “Exploring Different Jobs and Professions” with a partner.
- Take time to answer any questions that students may have about “Exploring Different Jobs and Professions.”
- 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 words with ‘ear’, ‘urr’, or ‘our’, such as *rehearse*, *scurry*, and *journals*;

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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Have students work on one annotation at a time. For example, first have them look for words with ‘ear’. Then have them look for words with ‘urr.’

Activity Page 3.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with two syllables and an r-controlled vowel.

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

- circle words with the suffixes *-hood*, *-ment*, or *-en*, such as *livelihood*, *judgments*, and *deepen*; and
- highlight two-syllable words with r-controlled vowels, such as *perform*, *actors*, and *research*.



**Observation: “Exploring Different Jobs and Professions”
Anecdotal Reading Record**

As you listen to each student read “Exploring Different Jobs and Professions,” make notes about the student’s reading, such as errors in fluency or prosody, in their Anecdotal Reading Record.

Lesson 4: Review: Words with /er/ > ‘ear’, ‘our’, and ‘urr’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /er/ > ‘ear’, ‘our’, and ‘urr’.

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

SPELL WORDS WITH /ER/ > ‘EAR’, ‘OUR’, AND ‘URR’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ > ‘ear’, ‘our’, and ‘urr’ that you say aloud.
- Say the word *scurry*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. scurry	4. discourage	7. earnest
2. burrow	5. yourself	8. relearn
3. flurries	6. nourish	9. unheard

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. Let's research early human history.
2. I encourage you to enter the tournament.

- 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 4: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Gather pictures to represent the words in **Activity Page TR 4.1**: *cat*, *chip*, *gem*, and *bun*.
- Tell students they will write the word for each picture you show them. Then, they will add an 'r' to the word to create a new word.
- Direct students' attention to the first item. Then show or draw a picture of a cat (*cart*).
- Repeat with a picture of a chip (*chirp*), a gem (*germ*), and a bun (*burn*).
- When students are done, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about “Exploring Different Jobs and Professions” on **Activity Page TR 3.1**. 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 *build* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *biiild*. Write the letters to spell *build* on the board.
- Point to the word *build* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /i/ sound is spelled with ‘ui.’”
- 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 /i/ for these letters. We blend and say /l/ /d/ for these letters.” Point to the letters as you blend the sounds: /b/ /i/ /l/ /d/, *build*. Say, “*Build!* It’s a word we use all the time.”
- Repeat with the words *clothes*, *pair*, *rehearse*, and *builders*. 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.

5

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and say words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will read words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review reading words with r-controlled syllables.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review using words with prefixes and suffixes.

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

Reading

Students will read “A Sweet Story” independently and will answer questions about

- ✦ key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with /ar/ > ‘ar’ and /er/ > ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’,

- ✦ ‘ear’, ‘our’, and ‘urr’. **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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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		
Review r-Controlled Vowels	3 min.	
Phonics—Decoding		
Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr'	3 min.	<input type="checkbox"/> Activity Page 5.1
Review r-Controlled Two-Syllable Words	3 min.	
Morphology		
Review Prefixes and Suffixes: <i>-hood</i> , <i>-ment</i> , <i>-en</i> , <i>under-</i> , <i>over-</i>	6 min.	<input type="checkbox"/> Activity Page 5.2
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 Sweet Story" Independently	10 min.	<input type="checkbox"/> Activity Pages 5.3, 5.4
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Prepare index cards for the Decoding game. Each index card should feature a consonant or a constant blend, such as *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*, *-nd*; and *scr-*, *spl-*, *spr-*, *str-*, and *thr-*.
- Students will need a red and blue crayon or highlighter to complete Activity Page 5.1.

Universal Access

- Gather pictures to represent the words in the Reading activity: *savors* and *flurry* (of activity).

Lesson 5: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will identify and say words with /ar/ and /er/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWELS (3 MIN.)

- Ask students to stand up. Tell them that you are going to say some words.
- Say, “If you hear a word with an /er/ sound, touch your toes. If you hear a word with an /ar/ sound, raise your hands in the air.”
- Say the words from the chart below.

/ar/ sound (raise hands)	/er/ sound (touch toes)
archway	current
starch	rehearse
army	survive
artist	merge
barnyard	verse
farmland	dirt
garden	workout
charge	victor
starlight	

Lesson 5: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

✦ Students will read words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review reading words with r-controlled syllables.

✦ **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; (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 'AR', 'IR', 'UR', 'ER', 'OR', 'EAR', 'OUR', AND 'URR' (3 MIN.)

- Write 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr' on the board.
- Show students the consonant and blend cards you created in advance.
- Say, "You are going to take turns picking a consonant card to place at the beginning or the end of one of the spellings on the board to form a word. You may add an additional consonant if you'd like. Then you will say the word aloud to the class."
- Demonstrate by picking the consonant card 'c' and putting it in front of 'ar'.
- Say, "I formed the word *car*. I can also add a 'd' at the end of the word to make the word *card*."
- Repeat the activity with 'ar' again but add the consonant cards 's', 'u', and 'g' before it to make the word *sugar*.
- Ask, "Does the 'ar' in my new word have the same sound that it did in *car* and *card*? (*No*) How should I read the word?" (*sugar*)
- Say, "That's right. The 'ar' in *car* makes the /ar/ sound, while the 'ar' in *sugar* makes the /er/ sound."
- Have a student volunteer select another consonant card to place at the beginning or end of one of the spellings. Have them add an optional additional consonant. Have another student read the word aloud.
- Repeat the process several times, encouraging students to pick different spellings.
- Direct students to Activity Page 5.1 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.

Challenge

Challenge students to write questions to ask a partner using the words created during the Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr' activity. Encourage partners to answer the questions using an /ar/ or /er/ word.

Activity Page 5.1





Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “If you agree with the following statement show me a thumbs-up. If not, show me a thumbs-down: ‘The following spellings can all make the /er/ sound: “ear”, “ir”, and “ur.”’” (*thumbs-up*)

REVIEW R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Write the word *farmland* on the board with the syllables marked with a slash: *farm•land*.
- Have a volunteer approach the board and underline the syllable with the r-controlled vowel. (*farm*)
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Repeat with the following words: *re•hearse*, *wor•ker*, *pil•lar*, *ce•dar*, *ter•mite*, *cir•cus*, *ar•my*, and *gar•den*.

Lesson 5: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review using words with prefixes and suffixes.

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

REVIEW PREFIXES AND SUFFIXES: *-HOOD*, *-MENT*, *-EN*, *UNDER-*, *OVER-* (6 MIN.)

- Write the following headings on the board: *-hood*, *-ment*, *-en*, *under-*, and *over-*.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *likely*.

Activity Page 5.2



ENGLISH
LANGUAGE
LEARNERS



Language

Learning How English Works

Beginning

Review the meaning of the prefix *over-* with a demonstration. Act out accidentally dropping a pencil on the ground. Then respond dramatically by apologizing and making a big show of picking it up. Say, "I am *overreacting*. I am responding too much to dropping the pencil."

Intermediate

Ask students to act out a word with the prefix *over-*. For example, a student may pretend to *overcook* something.

Advanced/ Advanced High

Have students say a sentence using a word with *over-*.

ELPS 1.E

- Say, "We have learned about these affixes this week."
- Ask for a volunteer to approach the board and write a word with one of the prefixes or suffixes under the correct heading. For example: *basement* under the *-ment* heading.
- If students have trouble thinking of words, prompt them with the following: *sisterhood, statement, tighten, oversleep, or underline*.
- Then work as a class to create a sentence using the word.
- Write the sentence on the board and read it together as a class. For example: *We store boxes in our basement.*
- Repeat with as many words as time allows.
- Direct students to Activity Page 5.2 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 5: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read “A Sweet Story” independently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

READ “A SWEET STORY” INDEPENDENTLY (10 MIN.)

Note: This passage provides information about the discovery and advancement of sugar.

- Tell students that they will be reading “A Sweet Story” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *likelihood, savors, underestimated, flurry*
 - phrases: “journey of discovery,” “paved the way,” “master the art”
 - domain-specific language: *sugar cane stalks, harvest, produce*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *advancement* and *popular*.
- 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 words with r-controlled vowels, such as *sugar, world, and early*; and
 - circle words with *-hood, -ment, -en, under-*, and *over-*, such as *childhood, advancement, and overcook*.

**Activity Pages
5.3 and 5.4**

Support

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’, ‘ear’, ‘our’, or ‘urr’. On the next read, have them highlight words with *-hood, -ment, -en, under-, and over-*.

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

Support

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

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Assist students in creating columns on their own paper for each category (e.g., *r-controlled vowels*). Provide them with or help them identify one example word from the passage for each category. Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

After students have worked independently to annotate the text, ask them to share their work with a partner.

ELPS 4.A

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently.
- If time allows, have students complete 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

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 spell and write words with /ar/ > ‘ar’ and /er/ > ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’, ‘ear’, ‘our’, and ‘urr’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with the /er/ and /ar/ sound that you say aloud.
- Say the word *sharpen*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------------|---------------|-------------|
| 1. sharpen | 4. undershirt | 7. girlhood |
| 2. sisterhood | 5. overheard | 8. argument |
| 3. encouragement | 6. blurry | 9. overturn |



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. Mice scurry in the cellar.
2. Termites are all over the barnyard.

- 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 5: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “A Sweet Story.”
- 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.
- Then, pair up students and have one person share the response they wrote about “A Sweet Story” on **Activity Page TR 5.1**. 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 1 and 3 (*friends, heart, raised, buy, encouragement, moisten, clothes, pair, rehearse, builders, build*). Write the following new words on index cards: *early, produce, children, and people*.
- 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 *early* and say, “This word is tricky because the ‘ear’ is pronounced /er/.”
- 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 /er/ for these letters. We say /l/ for this letter, and we say /ee/ for this letter.” Point to the letters as you blend the sounds: /er/ /l/ /ee/, *early*. Say, “*Early!* It’s a word we use all the time, like when we say ‘Early farmers paved the way for us to have the sugar we use today.’”
- 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 *early*. 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 /er/ sound spelled ‘ear.’” Write *learn* 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.

REVIEW

Words with /or/ > 'or'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with /or/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

- Students will read words with /or/ > 'or'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

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

Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

- under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Jordan Scores” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /or/ > 'or'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 6.1

Words with /ar/ and /or/

- 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 *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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /or/ > 'or'	3 min.	
Phonics—Decoding		
Read Words with /or/ > 'or'	3 min.	<input type="checkbox"/> Activity Page 6.1
Identify r-Controlled Two-Syllable Words	3 min.	
Morphology		
Root Words and Prefixes: <i>under-</i> , <i>over-</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 “Jordan Scores” with Accuracy	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell Words with /or/ > 'or'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Reading

- Ensure that you have the Unit 3 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.

Universal Access

- Gather pictures to represent the words in the Reading activity: *formidable*, *moral support*, and *despair*.



Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /or/, /ar/, and /er/. Practice saying the sounds together. Have students feel their mouths as they say the sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /or/, /ar/, and /er/. Students can also look at each other's mouths as they say the sounds. Talk about how their mouths look different when they say the sounds /or/, /ar/, and /er/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /or/, /ar/, or /er/ sounds. Have individual students say their words to the class and ask which word has each sound.

Lesson 6: Review: Words with /or/ > 'or', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /or/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /OR/ > 'OR' (3 MIN.)

- Tell students that today they will review the /or/ sound as in *born*.
- Have students say the /or/ sound several times, stretching it out.
- Say, "It can be hard to hear the difference between the /or/ sound and the /ar/ and /er/ sounds."
- Say, "Let's review the /ar/ sound."
- Say the following words with the /ar/ sound, and have students repeat: *farm, dark, harp, and barnyard*.
- Say, "Let's review the /er/ sound."
- Say the following words with the /er/ sound, and have students repeat: *germ, perch, favor, and factor*.
- Say, "Now let's review the /or/ sound again."
- Say the following words with the /or/ sound, and have students repeat: *acorn, boring, glory, orange, thorn, and ordinary*.

Lesson 6: Review: Words with /or/ > 'or', Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /or/ > 'or'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

✦ **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; (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 /OR/ > 'OR' (3 MIN.)

- Write 'or' on the board or chart paper.
- Remind students that when 'r' is combined with a vowel, it creates a new sound. We call these r-controlled vowels.
- Say, "The /r/ sound mixes with the /o/ sound to make /or/."
- Explain to students that there are a few spellings for this sound, but the spelling we'll look at today is the simplest one: 'or'.
- Write the word *fort* on the chart under the /or/ heading. Underline 'or' as you say the word, and have students read the word aloud with you.
- Repeat with the words *sort*, *forgot*, *porch*, *forest*, and *afford*. As you write each word, underline 'or' and have students read the word aloud with you. Point out that the spelling occurs in different places in different words.
- Direct students to Activity Page 6.1 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.

IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *order* on the board, with the syllables marked with a slash: *or•der*.
- Underline 'or'. Say, "In this word, 'or' is an r-controlled vowel. It is part of an r-controlled syllable." Pronounce the syllable /or/.
- Underline 'er'. Say, "In this word, 'er' is also an r-controlled vowel. It is part of this syllable." Circle *-der*. Say, "This is an r-controlled syllable." Pronounce the syllable /der/.
- Point to each syllable as you say the word aloud, and have students read the word aloud.
- Ask, "How many syllables are in *order*?" (*two*)
- Write the word *acorn* on the board, with the syllables marked: *a•corn*.
- Point to each syllable as you say the word aloud, and have students read the word aloud.

Activity Page 6.1



- Ask, “How many syllables are in *acorn*?” (*two*)
- Ask, “Which syllable is the r-controlled syllable?” (*the second syllable*)
- Repeat with *new•born*, *for•est*, *sup•port*, and *thor•ny*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the first syllable in the word *forgot* is an r-controlled syllable. (*thumbs-up*)”

Lesson 6: Review: Words with /or/ > ‘or’, Part 1



Morphology

Support

Primary Focus: Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *UNDER-*, *OVER-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word.
- Remind students that they have been learning that *under* and *over* can also function as prefixes.
- Write the prefix *under-* on the board, and remind students that the prefix *under-* means “too little” or “beneath.”
- Write the word *underarm* on the board.
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix under-*)
- Say, “If the prefix *under-* means ‘too little’ or ‘beneath,’ then what does the word *underarm* mean? (*the area beneath one’s arm*)”

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *confidence* and *overwhelm*. Model using a dictionary to better understand these words.

Point out that the word *confidence* comes from the Latin word *fides*, which means “trust.” The word *overwhelm* comes from the Middle English word *whelmen*, which means “to cover up.” Tell students that when they come across words that don’t have recognizable English root words, they will need to use a dictionary to define the word parts.

- Repeat with the words *underwater* and *underbake*.
- Write the prefix *over-* on the board, and remind students that the prefix *over-* means “too much” or “above.”
- Write the word *overcook* on the board. Read the word aloud and have students repeat it.
- Say, “If the prefix *over-* means ‘too much’ or ‘above,’ then what does the word *overcook* mean? (*to cook too much*)
- Repeat with the words *oversleep* and *overhang*.
- Work with students to come up with sentences using the words *underarm*, *underwater*, *underbake*, *overcook*, *oversleep*, or *overhang*.
- 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.

Support

Remind students to consider the context of each sentence when choosing whether to add the prefix *under-* or *over-*.

Activity Page 6.2



Support

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

Lesson 6: Review: Words with /or/ > ‘or’, Part 2

Reading



Primary Focus: Students will read “Jordan Scores” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

READ “JORDAN SCORES” WITH ACCURACY (10 MIN.)

Activity Page 6.3



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

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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Direct students to the text “Jordan Scores” on Activity Page 6.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *overwhelm*, *formidable*, *underestimate* (use same definition as provided in previous lessons), *overconfidence*, *despair*
 - phrases: “moral support,” “absorbed the energy,” “could not afford”
- Have students follow along as you read “Jordan Scores.”
- Read the story once without interruption, modeling how to read accurately with appropriate prosody (expression).
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “Never underestimate yourself, Jordan.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.
- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the first sentence: ‘Never underestimate yourself, Jordan.’”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *congratulated*).

- Have students practice pronouncing the words with you.
- Read the story once more, having students read aloud with you. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

Wrap-Up

Discussion Questions for “Jordan Scores”

1. **Literal.** Describe Jordan and Claire.
 - » Jordan likes sports and plays wheelchair basketball. Clair is stylish and supportive.
2. **Literal.** How did Jordan feel before the game?
 - » Jordan felt nervous.
3. **Literal.** What did Claire do to help Jordan?
 - » Claire gave Jordan moral support and told him to be confident.
4. **Literal.** What was the outcome of the game?
 - » Jordan scored the winning shot.
5. **Inferential.** What does this story say about the importance of the mind in sports?
 - » It shows that the way a person thinks can influence their ability in a sport.



Check for Understanding

Think-Pair-Share: Give students time to think about their answers to the discussion questions. Then have students turn and talk to a partner to share their responses. Remind students to be sure to cite specifics from the passage to support their answers. 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: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Lesson 6: Review: Words with /or/ > 'or', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /or/ > 'or'.

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

SPELL WORDS WITH /OR/ > 'OR' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /or/ > 'or' that you say aloud.
- Say the word *born*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. born	4. fort	7. thorny
2. porch	5. order	8. boring
3. forest	6. export	9. forklift


- Then tell students that 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 acorn fell from the tree.
2. Friends support each other.

- 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.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

 **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 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 “Jordan Scores.”
- Review the writing prompt on **Activity Page TR 6.1**.
- 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 word on an index card: *folks*. Gather cards for some previously covered Tricky Words to review in this lesson.
- 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 *folks* and say, “This word is tricky because the ‘ol’ 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 /f/ for this letter. We say /oe/ for these letters. We blend and say /k/ /s/ for these letters.” Point to the letters as you blend the sounds: /f/ /oe/ /k/ /s/, *folks*. Say, “*Folks!* It’s a word we use all the time, like when we say ‘Some folks had small plastic horns that blared.’”
- 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 *folks*. 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

Words with ‘are’ and ‘air’

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with ‘are’ and ‘air’.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ ‘are’, ‘air’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

✦ *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Jordan Scores” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✦ spellings: ‘are’, ‘air’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Jordan Scores” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'	3 min.	
Phonics—Decoding		
Read r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'	3 min.	<input type="checkbox"/> Activity Page 7.1
Identify r-Controlled Two-Syllable Words	3 min.	
Morphology		
Root Words and Prefixes: <i>under-</i> , <i>over-</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 "Jordan Scores"	10 min.	<input type="checkbox"/> Activity Page 6.3
Phonics—Encoding		
Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Prepare a T-chart with words with spellings 'are' and 'air'.

'are'	'air'
care	chair
fare	fair
stare	stair
aware	dairy
barely	repair

Reading

- Ensure you have the Unit 3 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.

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: *formidable*, *moral support*, and *despair*.

Lesson 7: Review: Words with 'are' and 'air', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with 'are' and 'air'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'ARE', 'AIR' (3 MIN.)

- Say, "Vowel teams can also be influenced by the /r/ sound in words like *share* and *pair*."
- Write the words *share* and *pair* on the board.
- Point to *share*, and say the word aloud. Explain that the separated digraph 'a_e' usually makes the long /ae/ sound, as in *shake*, but because of the 'r', the word *share* has the /air/ sound.
- Say the word again, emphasizing the /air/ sound, and have students read it aloud.
- Point to *pair*, and say the word aloud. Explain that the vowel team 'ai' usually makes the long /ae/ sound, as in *paint*, but the 'r' changes the sound to /air/.
- Say the word again, emphasizing the /air/ sound, and have students read it aloud.
- Repeat with the following words: *care*, *lair*, *dare*, and *chair*.

Lesson 7: Review: Words with 'are' and 'air', Part 1

Phonics—Decoding

**Primary Focus**

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ 'are', 'air'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

✦ **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*; (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 R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'ARE', 'AIR' (3 MIN.)

- Display the two-column chart you prepared in advance with the headings 'are' and 'air', and the following words.

'are'	'air'
<u>care</u>	ch <u>air</u>
<u>fare</u>	<u>fair</u>
st <u>are</u>	st <u>air</u>
aw <u>are</u>	da <u>iry</u>
<u>barely</u>	re <u>pair</u>

- Say, "Now, let's read some words with the spellings 'are' and 'air' for the sound /air/."
- Read each word and underline the spelling that makes the /air/ sound. Then have students read each word aloud.
- Point out the homophones *fare/fair* and *stare/stair*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same sound /air/.
- Work with students to come up with simple sentences using the words from the chart.
- 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.



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 words both make the /air/ sound: *care* and *hair*." (*thumbs-up*)

Support

Provide students with the definitions of example words, as needed.



ENGLISH
LANGUAGE
LEARNERS

Language

Learning How English Works

Explain that homophones are sets of words that have the same pronunciation but different spellings and meanings. There are many homophones in English. In addition to *fare/fair*, *stare/stair*, and *hare/hair*. Other common homophones include *two/to/too*, *there/their/they're*, and *you're/your*. Explain that because each word in a set of homophones sounds the same, the meanings need to be memorized and practiced.

ELPS 2.C

Activity Page 7.1



Challenge

Challenge students to identify other syllable types within the words, such as open, closed, vowel team, and VCe syllables. Ask students to identify which syllables are unstressed and contain schwa (/u/) sounds.

IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *compare* on the board, with the syllables marked with a slash: *com•pare*.
- Underline 'o'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /kom/.
- Underline 'are'. Say, "In this word, 'are' is an r-controlled vowel. It is part of this syllable." Circle *-pare*. Say, "This is an r-controlled syllable." Pronounce the syllable /pair/.
- Point to each syllable and say the word aloud. /kom/ /pair/. Say, "That doesn't sound right. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /kəm/. Then have students read the word aloud.
- Ask, "How many syllables are in *compare*?" (*two*)
- Write the word *airplane* on the board, with the syllables marked with a slash: *air•plane*.
- Point to each syllable as you read the word aloud. Then have students read the word aloud.
- Ask, "How many syllables are in *airplane*?" (*two*)
- Ask, "Which syllable is the r-controlled syllable?" (*the first syllable*)
- Underline 'air'.
- Repeat with the following words: *bare•foot*, *care•free*, *fare•well*, *arm•chair*, and *hair•y*.

Lesson 7: Review: Words with 'are' and 'air', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *UNDER-*, *OVER-* (6 MIN.)

- Explain that students will continue to practice words with *under* and *over* as prefixes.
- Say, “Sometimes words with the prefixes *under-* or *over-* have clear, obvious meanings, such as *underwater* or *overcook*. *Underwater* means that something is ‘under the water.’ *Overcook* means ‘to cook something too much.’ Other times, the meanings of words with the prefixes *under-* or *over-* are less obvious.”
- Write the word *underway* on the board. Read the word aloud, and have students read it aloud.
- Say, “I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix under-*)
- Tell students that *underway* does not mean “too little or under a way.”
- Say, “If we read the word *underway* in a sentence, we can use clues from the sentence to determine its meaning.”
- Write the sentence on the board: *We entered the theater quietly because the play was already underway.* Underline the word *underway*.
- Say, “In this sentence, I could replace the word *underway* with *in progress* or *happening*. I can make a reasonable guess that *underway* means ‘currently happening.’ I can check this definition with a dictionary.”
- Model using a dictionary to look up *underway*, read the definition, and verify that your meaning is correct.
- Write the word *overtake* on the board. Read the word aloud, and then have students read it aloud.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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, “I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix over-*)
- Tell students that *overtake* does not mean “too much or above take.”
- Say, “If we read the word *overtake* in a sentence, we can use clues from the sentence to determine its meaning.”
- Write the sentence on the board: *The runner overtakes the other runners to win the race.* Underline the word *overtakes* and read the sentence aloud.
- Say, “In this sentence, I could replace the word *overtakes* with *passes*. I can make a reasonable guess that *overtake* means ‘to pass by an opponent or obstacle.’ I can check this definition with a dictionary.”
- Direct students to Activity Page 7.2 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 7.2



Lesson 7: Review: Words with 'are' and 'air', Part 2

Reading



Primary Focus: Students will reread “Jordan Scores” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

REREAD “JORDAN SCORES” (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 6.3. Tell students that today they will reread “Jordan Scores” with a partner.
- Take time to answer any questions that students may have about “Jordan Scores.”
- 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 words with r-controlled vowel sounds with alternate spellings ‘are’ and ‘air’, such as *wheelchair* and *nightmare*;
 - circle words with the prefixes *over-* or *under-*, such as *Underdogs* and *overwhelm*; and

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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 6.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the prefixes *under-* and *over-*.

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

- highlight two-syllable words with r-controlled syllables, such as *supports* and *Scarecrows*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Observation: “Jordan Scores” Anecdotal Reading Record

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

Lesson 7: Review: Words with ‘are’ and ‘air’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘are’, ‘air’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘ARE’, ‘AIR’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /air/ > ‘are’ or ‘air’ that you say aloud.
- Say the word *chair*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|-------------|
| 1. chair | 4. aware | 7. farewell |
| 2. compare | 5. hairy | 8. repair |
| 3. upstairs | 6. carefree | 9. barely |

- Then tell students that 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 airplane flew overhead.
2. They walked barefoot on the beach.

- 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.

- Go over student responses and offer general feedback or 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 7: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Gather letters to use in the activity. The letters may be tiles from a word game, letter blocks, flash cards, letters on a spinner or wheel, etc. You may also choose specific letters ahead of time and create letter cards.
- Review the directions. Explain that you will pick a letter at random to show students. They will decide if it forms a word when combined with 'are', 'air', or both. They will write each new word they make.
- Tell students that if the letter makes a word with both 'are' and 'air', they should write a word in each column.
- Answer any questions students have, and then complete the activity.

- When students are finished writing, ask pairs to share their responses with a partner and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Jordan Scores” on **Activity Page TR 6.1**. 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 *folks* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *foeks*. Write the letters to spell *folks* on the board.
- Point to the word *folks* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘oi!’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /f/ for this letter. We say /oe/ for these letters. We blend and say /k/ /s/ for these letters.” Point to the letters as you blend the sounds: /f/ /oe/ /k/ /s/, *folks*. Say, “*Folks!* It’s a word we use all the time.”
- Repeat with the previously covered Tricky Words you reviewed in Lesson 6. 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

Words with /or/ > 'our' and 'ore'

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with 'our' and 'ore'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ 'our', 'ore'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will identify r-controlled multisyllabic words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *tele-* and

✦ *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read "Tele-Ameer the Superhero" fluently and will answer questions

✦ about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✦ spellings: 'our', 'ore'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 8.2

Root Words and Prefixes: *tele-*, *super-*

✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'	3 min.	
Phonics—Decoding		
Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'	3 min.	
Identify r-Controlled Multisyllabic Words	3 min.	<input type="checkbox"/> Activity Page 8.1
Morphology		
Root Words and Prefixes: <i>tele-</i> , <i>super-</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 "Tele-Ameer the Superhero" Fluently	10 min.	<input type="checkbox"/> Activity Pages 8.3, 8.4
Phonics—Encoding		
Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Prepare a T-chart on the board or chart paper with words with /or/ spelled 'our' and 'ore'.

'our'	'ore'
court	shore
four	fore
pour	pore
gourd	adore
resource	restore

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: *impact*, *restore*, *operator*, and *supervisor*.

Lesson 8: Review: Words with /or/ > 'our' and 'ore', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with 'our' and 'ore'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'OUR', 'ORE' (3 MIN.)

- Say, "The /r/ sound can change vowel team sounds in words like *course* and *explore*."
- Write the words *course* and *explore* on the board.
- Point to *course*, and say the word aloud. Explain that the vowel team 'ou' usually makes the /oe/ sound, as in *soul*, or the /ou/ sound, as in *out*. But the 'r' changes the sound to /or/.
- Say the word again, emphasizing the /or/ sound, and have students read it aloud.
- Point to *explore*, and say the word aloud. Explain that the separated digraph 'o_e' usually makes the long /oe/ sound, like in *rope*, but because of the 'r', the word *explore* has the /or/ sound.
- Say the word again, emphasizing the /or/ sound, and have students read it aloud.
- Repeat with the following words: *store*, *source*, *more*, *court*.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills
Foundational Literacy Skills

Tell students that the /r/ sound does not always change the sound of vowel teams in words with 'our'. Provide the examples *flour* and *hour*. Then say the words *sour* and *four* and ask students whether each makes the /ou/ /er/ sounds or the /or/ sound. Repeat with *tour*, explaining that this spelling of 'our' makes the /oo/ /r/ sound. Explain that they will start to recognize the sound(s) used in words spelled with 'our' with practice.

ELPS 2.A

Lesson 8: Review: Words with /or/ > 'our' and 'ore', Part 1

Phonics—Decoding


Primary Focus

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ 'our', 'ore' **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will identify r-controlled multisyllabic words. **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; (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 R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'OUR', 'ORE' (3 MIN.)

- Display the two-column chart that you prepared in advance with the headings 'our' and 'ore' and the following words.

'our'	'ore'
court	shore
four	fore
pour	pore
gourd	adore
resource	restore

- Now, let's read some words with the spellings 'our' and 'ore' for the sound /or/.
- Read each word as you underline the spelling that makes the /or/ sound. Then have students read each word aloud.
- Point out the homophones *four/fore* and *pour/pore*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same /or/ sound .
- Work with students to come up with simple sentences using the words from the chart.



Check for Understanding

Thumbs-Up/Thumbs-Down: Write the word *flour* on the board. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *flour* has the /or/ sound. (*thumbs-down*)

IDENTIFY R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *adore* on the board, with the syllables marked: *a•dore*.
- Underline 'a'. Say, "This vowel is part of an open syllable." Pronounce the syllable /æ/.
- Underline 'ore'. Say, "In this word, 'ore' is an r-controlled vowel team. It is part of this syllable." Circle *-dore*. Say, "This is an r-controlled syllable." Pronounce the syllable /dor/.
- Point to each syllable as you say the word aloud. /æ/ /dor/. Say, "That doesn't make sense. Remember that open syllables often make a long vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /ə/. Then have students read the word aloud.
- Ask, "How many syllables are in *adore*?" (*two*)
- Write the word *courtyard* on the board, with the syllables marked: *court•yard*.
- Underline 'our'. Say, "This vowel team is part of an r-controlled syllable." Circle *court-*. Say, "This is an r-controlled syllable." Pronounce the syllable /kort/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-yard*. Say, "This is an r-controlled syllable." Pronounce the syllable /yard/.
- Point to each syllable as you say the word aloud. Then have students read the word aloud.
- Ask, "How many syllables are in *courtyard*?" (*two*)
- Repeat with the following words: *a•ny•more*, *ig•nore*, *re•source•ful*, *fore•cast*.
- 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.

Support

Remind students that they can clap syllables as they read to determine how many syllables a word has.

Activity Page 8.1



Lesson 8: Review: Words with /or/ > 'our' and 'ore', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *tele-* and *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *TELE-*, *SUPER-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Point out that adding prefixes to root words does not change the root word's spelling.
- Write the prefix *tele-* on the board.
- Under the prefix, write the words *television* and *telephone*. Have students read each word aloud.
- Say, "The words *television* and *telephone* share a prefix."
- Draw a line between the prefix and root word in each example, and circle the prefix *tele-* in each word.
- Point to the word *television*. Say, "The prefix *tele-* is added to the root word *vision* to form this word."
- Read the word *television* aloud, and then have students read it aloud.
- Say, "A television lets people see images sent across a far distance."
- Point to the word *telephone*. Say, "The prefix *tele-* is added to the root word *phone* to form this word."
- Read the word *telephone* aloud, and have students read it aloud.
- Say, "A telephone lets people talk to each other across a far distance."
- Ask, "What do the meanings of *television* and *telephone* have in common?" (*Both have to do with making connections across distances.*)
- Write "distant or far" on the board next to *tele-*. Say, "The prefix *tele-* means 'distant' or 'far.'"

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Write the prefix *super-* on the board.
- Under the prefix, write the words *supermarket* and *superpower*. Have students read each word aloud.
- Say, “The words *supermarket* and *superpower* share a prefix.”
- Draw a line between the prefix and root word in each example, and circle the prefix *super-* in each word.
- Point to the word *supermarket*. Say, “The prefix *super-* is added to the root word *market* to form this word.”
- Read the word *supermarket* aloud, and have students read it aloud.
- Say, “A supermarket is a type of store that offers a wide variety of goods, beyond what an average small market might sell.”
- Point to the word *superpower*. Say, “The prefix *super-* is added to the root word *power* to form this word.”
- Read the word *superpower* aloud, and have students read it aloud.
- Say, “A superpower is an ability beyond what an average person can do.”
- Ask, “What do the meanings of *supermarket* and *superpower* have in common?” (*Both have to do with something that is beyond average.*)
- Write “*above or beyond*” on the board next to *super-*. Say, “The prefix *super-* means ‘above’ or ‘beyond.’”
- 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.

Challenge

Challenge students to extend the activity page by providing an additional example of a word with *tele-* or *super-*.

Activity Page 8.2



Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *telemarketer*, *telecommute*, *supersonic*, *supernova*.

Lesson 8: Review: Words with /or/ > 'our' and 'ore', Part 2

Reading



Primary Focus: Students will read “Tele-Ameer the Superhero” fluently and will answer questions about key details in the text.

✦ **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Activity Pages 8.3, 8.4



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

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

READ “TELE-AMEER THE SUPERHERO” FLUENTLY (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *average, impact, restore, operator, supervisor*
 - phrases: “sheer panic,” “shock grew in her eyes,” “lure her away”
- Have students follow along as you read “Tele-Ameer the Superhero.”
- 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., *average, telepathy, and telekinesis*).
- 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.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

✦ **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 (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; (v) decoding words using knowledge of prefixes; **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

Remind students to scan or reread the passage to look for key details as they complete the comprehension questions.

Before reading “Tele-Ameer the Superhero,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Lesson 8: Review: Words with /or/ > ‘our’ and ‘ore’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘our’, ‘ore’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘OUR’, ‘ORE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /or/ > ‘our’ or ‘ore’ that you say aloud.
- Say the word *explore*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|--------------|--------------|
| 1. explore | 4. shore | 7. therefore |
| 2. restore | 5. courtyard | 8. fourth |
| 3. adore | 6. ignore | 9. resource |

- 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. Wash your hands before dinner. |
| 2. The gourd grew in the garden. |

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.

- 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.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

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 “Tele-Ameer the Superhero.”
- 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: *machine, talk, notice, course, country, and mind*.
- 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 *mind* and say, “This word is tricky because the ‘i’ is pronounced /ie/.”
- 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 /m/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /m/ /ie/ /n/ /d/, *mind*. Say, “*Mind!* It’s a word we use all the time, like when we say ‘She could hear his voice so clearly in her mind.’”
- 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 *mind*. 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

Words with ‘ear’, ‘eer’, and ‘ure’

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with ‘ear’, ‘eer’, and ‘ure’.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will identify r-controlled multisyllabic words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *tele-* and

✦ *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Tele-Ameer the Superhero” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✦ spellings: ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Tele-Ameer the Superhero” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*,

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'	3 min.	
Phonics—Decoding		
Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'	3 min.	<input type="checkbox"/> Activity Page 9.1
Identify r-Controlled Multisyllabic Words	3 min.	
Morphology		
Root Words and Prefixes: <i>tele-</i> , <i>super-</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 "Tele-Ameer the Superhero"	10 min.	<input type="checkbox"/> Activity Page 8.3
Phonics—Encoding		
Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'	5 min.	<input type="checkbox"/> dictation journal

-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

- Prepare a three-column chart on the board or chart paper with words with spellings 'ear', 'eer', and 'ure'.

'ear'	'eer'	'ure'
near	cheer	pure
gear	steer	sure
shear	sheer	cure
hearing	eerie	injure
appear	career	structure

Reading

- Ensure you have the Unit 3 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.

Universal Access

- Gather pictures to represent the words in the Reading activity: *impact*, *restore*, *operator*, and *supervisor*.

Lesson 9: Review: Words with 'ear', 'eer', and 'ure', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with 'ear', 'eer', and 'ure'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'EAR', 'EER', 'URE' (3 MIN.)

- Remind students that the /r/ sound can change the sounds vowel teams make.
- Write the words *earth*, *hear*, *deer*, *creature*, and *lure* on the board.
- Point to *earth*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ea' in this word makes the sound /er/.
- Say the word again, emphasizing the /er/ sound, and have students read it aloud.
- Point to *hear*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ea' in this word makes the sounds /eer/.
- Say the word again, emphasizing the /eer/ sounds, and have students repeat.
- Point to *deer*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ee' in this word makes the sounds /eer/.
- Say the word again, emphasizing the /eer/ sounds, and have students read it aloud.
- Point to *creature*, and say the word aloud.
- Say, "When we see the separated digraph 'u_e', we usually expect to hear the long /ue/ sound. But in this case, 'ure' makes the /er/ sound."
- Say the word again, emphasizing the /er/ sound, and have students read it aloud.
- Point to *lure*, and say the word aloud.
- Say, "Here is another case of the 'ure' spelling, but this time the letter makes the sound /oo/ /r/."

✦ **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

Point out that the r-controlled vowel team 'ear' does not always make the same sound. Provide the additional examples *heard* and *clear*, and ask students whether each makes the /er/ sound or the /ee/ /er/ sound.

ELPS 2.A

- Say the word again, emphasizing the /oo/ /r/ sounds, and have students read it aloud.
- Explain that there is no reliable way to know how the /r/ sound will change the sounds some vowel teams make. Words will have to be memorized and practiced, but sometimes students may be able to use context clues to help them determine which sound the r-controlled vowel team will make.

Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 1

Phonics—Decoding



Primary Focus

Students will read words with r-controlled vowel sounds with alternate spellings:

✦ ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will identify r-controlled multisyllabic words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘EAR’, ‘EER’, ‘URE’ (3 MIN.)

- Display the three-column chart you prepared in advance with the headings ‘ear’, ‘eer’, and ‘ure’, and the following words.

‘ear’	‘eer’	‘ure’
near	cheer	pure
gear	steer	sure
shear	sheer	cure
hearing	eerie	injure
appear	career	structure

- Read each word and underline the spelling that makes the r-controlled vowel sound. Have students read each word aloud.
- Point out the homophones *shear/sheer*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same sound /eer/.

✦ **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.

- Work with students to come up with simple sentences using some of the words from the chart.
- 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.

IDENTIFY R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel or vowel team, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *adventure* on the board, with the syllables marked: *ad•ven•ture*.
- Underline 'a'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ad/.
- Underline 'e'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ven/.
- Underline 'ure'. Say, "In this word, 'ure' is an r-controlled vowel team. It is part of this syllable." Circle *-ture*. Say, "This is an r-controlled syllable." Pronounce the syllable /cher/. Point out that the 't' works with the 'ure' to make the /ch/ sound.
- Point to each syllable as you read the word aloud. /ad/ /ven/ /cher/. Say, "That doesn't sound right. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /əd/. Then have students read the word aloud.
- Ask, "How many syllables are in *adventure*?" (*three*)
- Repeat the routine with *cheer•lead•er*.
- Ask, "Which syllable is an r-controlled syllable with the spelling 'eer'?" (*the first syllable*)
- Underline 'eer.'

Activity Page 9.1



Challenge

Challenge pairs or small groups to brainstorm more multisyllabic words with 'ear', 'eer', 'ure' to add to the list.

- Ask, “Do you see any other r-controlled syllables? Which one?” (yes, the third syllable)
- Repeat with the following words: *vo•lun•teer*, *clear•ance*, *de•par•ture*, *trea•sure*, *pi•o•neer*, *re•ap•pear*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the first syllable in *earbuds* is an r-controlled syllable.” (*thumbs-up*)

Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *tele-* and *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *TELE-*, *SUPER-* (6 MIN.)

- Write the prefixes *tele-* and *super-* on the board. Remind students that these are prefixes that can be added to the beginning of a word to change its meaning.
- Point to *tele-*. Say, “The prefix *tele-* means ‘distant’ or ‘far.’”
- Point to *super-*. Say, “The prefix *super-* means ‘beyond’ or ‘above.’”
- Write the word *teleprompter* on the board.
- Model for students how to decode the word by breaking the word into its root and affixes: *tele-*, *prompt*, and *-er*.
- Draw a line between the root word and its affixes. Say the word aloud, and have students read it aloud.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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, “A teleprompter is a device that shows people what to say when they are giving a speech or presentation.”
- Write the word *supervisor* on the board.
- Model for students how to decode the word by breaking the word into its root and affixes: *super-*, *vis*, and *-or*.
- Draw a line between the root word and its affixes. Say the word aloud, and have students read it aloud.
- Point out that breaking the word into its parts may not provide students with a full enough understanding of the word’s meaning.
- Say, “I know that *super-* can mean ‘above’ and I know that *-or* can mean ‘someone who does an action,’ but I don’t know what the part of the word *vis* means. That doesn’t seem like a word by itself in English. If I read the word in a sentence, I can use the other words in the sentence to gain clues about the meaning of *supervisor*. I can also look this word up in the dictionary to really understand it.”
- Model using a dictionary to look up the word. If possible, point out that *vis* comes from the Latin word for “see.”
- Say, “Now I understand that a supervisor is a person who watches over or is in charge of workers.”
- Repeat with the words *telecast*, *telemarketer*, *superglued*, *superman*.
- Direct students to Activity Page 9.2 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 9.2



Support

Have students first look for words with the spelling 'ear', then the spelling 'eer', and then the spelling 'ure'.

Activity Page 8.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the prefixes *tele-* and *super-*.

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

Lesson 9: Review: Words with 'ear', 'eer', and 'ure', Part 2

Reading



Primary Focus: Students will reread "Tele-Ameer the Superhero" fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

REREAD "TELE-AMEER THE SUPERHERO" (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 8.3. Tell students that today they will reread "Tele-Ameer the Superhero" with a partner.
- Take time to answer any questions that students may have about "Tele-Ameer the Superhero."
- 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.
- Tell students that after they finish reading, they should work together to
 - underline words with the spellings 'ear', 'eer', and 'ure', such as *clearing*, *deer*, and *creatures*;
 - circle words with the prefixes *tele-* and *super-*, such as *superpowers* and *teleportation*; and

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 (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eight*, *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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- highlight multisyllabic words with r-controlled syllables, such as *nearly* and *adored*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Think-Pair-Share: Give students one minute to review their annotations. Then have pairs of partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share one of their partner’s annotations with the group.



Observation: “Tele-Ameer the Superhero” Anecdotal Reading Record

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

Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘EAR’, ‘EER’, ‘URE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with ‘ear’, ‘eer’, or ‘ure’ that you say aloud.

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 *cheer*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|------------|
| 1. cheer | 4. furniture | 7. eerie |
| 2. pure | 5. volunteer | 8. yearly |
| 3. steering | 6. sure | 9. hearing |

- 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 fishing gear is in the trunk. |
| 2. The actor will appear on the talk show. |

- 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.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

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

Lesson 9: Foundational Skills

Additional Support

PHONICS SUPPORT

- 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. Assist students as needed to ensure they can recognize each word.
- When students are finished, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about “Tele-Ameer the Superhero” 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 *mind* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *miend*. Write the letters to spell *mind* on the board.
- Point to the word *mind* 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.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /ie/ for these letters. We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /m/ /ie/ /n/ /d/, *mind*. Say, “*Mind!* It’s a word we use all the time.”
- Repeat with the words *machine*, *talk*, *notice*, *course*, and *country*. 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 identify and blend words with r-controlled vowel teams.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will review reading words with r-controlled vowel teams.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review identifying multisyllabic words with r-controlled syllables.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with prefixes.

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

Reading

Students will read “Real-Life Superheroes” independently and will answer questions about key details in the text.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with r-controlled vowels and vowel teams.

✦ **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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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		
Review r-Controlled Vowels and Vowel Teams	3 min.	
Phonics—Decoding		
Review r-Controlled Vowel Teams	3 min.	<input type="checkbox"/> Activity Page 10.1
Review r-Controlled Multisyllabic Words	3 min.	
Morphology		
Review Prefixes: <i>under-</i> , <i>over-</i> , <i>tele-</i> , <i>super-</i>	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 “Real-Life Superheroes” 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

Phonics—Decoding

- Before the lesson, display signs or cards in each corner of the classroom with the following categories:
 - one-syllable words
 - two-syllable words
 - three-syllable words
 - four-syllable words

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: "community resources," *unforeseen*, *source*, *collaborate*, *peer*.

Lesson 10: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will identify and blend words with r-controlled vowel teams. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWELS AND VOWEL TEAMS (3 MIN.)

- Write the headings /or/, /air/, and /ee/ /er/ on the board.
- Say, “We are going to review r-controlled vowels and vowel teams.”
- Explain that you will say a word and a student volunteer will write it on the board under the correct heading.
- Model by saying the word *care*, and writing it under the /air/ column.
- Say, “I’m writing *care* under the /air/ heading because the r-controlled vowel team ‘are’ makes the /air/ sound.
- Have student volunteers take turns writing words on the board, and correct errors as needed.
- Keep the words on the board since they will be used in the next activity.

- | | |
|------------------------|-------------------------|
| 1. chair (/air/) | 6. unfair (/air/) |
| 2. gear (/ee/ /er/) | 7. thorn (/or/) |
| 3. acorn (/or/) | 8. more (/or/) |
| 4. scare (/air/) | 9. cheerful (/ee/ /er/) |
| 5. earbuds (/ee/ /er/) | 10. chore (/or/) |

Support

Review the sounds each r-controlled vowel team can make: /or/ > ‘or’ (as in *born*), ‘our’ (as in *course*), ‘ore’ (as in *explore*); /air/ > ‘are’ (as in *share*) ‘air’ (as in *pair*); /eer/ > ‘eer’ (as in *steer*) ‘ear’ (as in *hear*).

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.

Lesson 10: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review reading words with r-controlled vowel teams.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review identifying multisyllabic words with r-controlled syllables.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW R-CONTROLLED VOWEL TEAMS (3 MIN.)

- Point to the words from the Warm-Up. Say, “Now we are going to work together to create sentences using these words.”
- Record the sentences on the board as students generate them. Encourage students to vary the spellings they choose.
- Have student volunteers take turns underlining the targeted spelling in each word with an r-controlled vowel or vowel team.
- Direct students to Activity Page 10.1 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.

REVIEW R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Direct students’ attention to the signs or cards in the corners of the classroom that you prepared in advance.
- Based on your class and classroom, have students follow one of the following instructions to play the game:
 - Say, “I am going to write a word. We will read the word together. Then you will walk calmly to the corner of the classroom that matches the word.”
 - Say, “I am going to write a word. We will read the word together. Then you will point to the corner of the classroom that matches the word.”

✦ **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

Challenge students to use more than one word from the Warm-Up in a sentence.

Activity Page 10.1



- Say, “I am going to write a word. We will read the word together. Then you will turn and face the corner of the classroom that matches the word.”
- Write the word *prairie* on the board, and read it aloud. Then have students read the word aloud.
- Ask, “How many syllables does this word have?” (*two*)
- Have students move to the two-syllable corner of the classroom.
- Repeat with the following words: *score*, *ignore*, *sport*, *unsupported*, *anymore*, *square*, and *barefoot*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that *absorb* has two syllables.” (*thumbs-up*)



Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by giving students only the root words and appropriate prefix and having them form the new word.

Intermediate

Have students work on the activity page with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Students can work on the activity page independently.

ELPS 1.F

Lesson 10: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with prefixes.

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

REVIEW PREFIXES: UNDER-, OVER-, TELE-, SUPER- (6 MIN.)

- Write the prefixes *under-*, *over-*, *tele-*, and *super-* on the board. Remind students that these are prefixes that can be added to the beginning of a word to change its meaning.
- Point to *under-*. Say, “The prefix *under-* means ‘too little’ or ‘beneath.’”
- Point to *over-*. Say, “The prefix *over-* means ‘too much’ or ‘above.’”
- Point to *tele-*. Say, “The prefix *tele-* means ‘distant’ or ‘far.’”
- Point to *super-*. Say, “The prefix *super-* means ‘beyond’ or ‘above.’”

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 student volunteers to provide one example of a word with each prefix. Record the examples on the board.
- Work with students to create a sentence using each example word.
- Direct students to Activity Page 10.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the prefix 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 10.2



Support

Before reading “Real-Life Superheroes,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Challenge

Have students use a different color to highlight words with the different vowel teams ‘ear’, ‘eer’, or ‘ure’.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Form small groups and have students focus on one annotation at a time.

For example, first have them read and underline words with ‘or’, ‘our’, or ‘ore’. On the next read, have them circle words with prefixes, and so on.

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 10: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read “Real-Life Superheroes” independently and will answer questions about key details in the text.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5**

READ “REAL-LIFE SUPERHEROES” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Real-Life Superheroes.”
- Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language, etc., for students. You may want to include the following:
 - words: *unforeseen, source, collaborate, peer*
 - phrases: “community resources,” “overcome villains,” “cannot be overstated”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *emergencies, situations*.
- 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 words with the r-controlled vowel ‘or’ and vowel teams ‘our’ and ‘ore’, such as *order, before, and resources*;
 - put a box around words with r-controlled vowel teams ‘are’ and ‘air’, such as *care, share, and stairs*;

✦ **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; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- circle words with the prefixes *under-*, *over-*, *tele-*, and *super-*, such as *underestimated*, *overcome*, *telephone*, and *superheroes*; and
- highlight words with r-controlled vowel teams 'ear', 'eer', and 'ure', such as *fearlessly*, *steer*, and *secure*.
- 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.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity
Pages 10.3, 10.4



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 spell and write words with r-controlled vowels and vowel teams. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with r-controlled vowel sounds that you say aloud.
- Say the word *departure*. 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. departure | 4. undercover | 7. superstore |
| 2. resource | 5. overhear | 8. cheerlessness |
| 3. worryment | 6. teleport | 9. fairness |

- 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 forgot my jacket upstairs. |
| 2. Explorers go on adventures. |

- 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.

- Go over student responses and offer general feedback or 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 “Real-Life Superheroes.”
- Review the writing prompt on **Activity Page TR 10.1**.
- 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.
- Then, pair up students and have one person share the response they wrote about “Real-Life Superheroes” 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 (*folks, machine, talk, mind, notice, course, country*), including any other Tricky Words you reviewed in Lessons 6 and 8. Write the following new words on index cards: *carry, heavy, and people*.
- 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 *heavy* and say, “This word is tricky because the ‘ea’ is pronounced /e/.”
- 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 /h/ for this letter. We say /e/ for these letters. We say /v/ for this letter, and we say /ee/ for this letter.” Point to the letters as you blend the sounds: /h/ /e/ /v/ /ee/, *heavy*. Say, “*Heavy!* It’s a word we use all the time, like when we say ‘Firefighters run up flights of stairs and carry heavy equipment.’”
- 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 *heavy*. 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 /e/ sound spelled ‘ea.’” Write *head* 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

Words with /ə/ > 'a' and 'e'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**
- Students will review syllable types. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with prefixes *tele-* and

- super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “A Trans-Galactic Dash” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ə/ > 'a' and 'e'.

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

FORMATIVE ASSESSMENT

Activity Page 11.1

Review Syllable Types

- TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Schwa /ə/ > 'a' and 'e'	3 min.	
Phonics—Decoding		
Read Words with /ə/ > 'a' and 'e'	3 min.	
Review Syllable Types	3 min.	<input type="checkbox"/> Activity Page 11.1
Morphology		
Root Words and Prefixes: <i>tele-</i> , <i>super-</i>	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 “A Trans-Galactic Dash” with Accuracy	10 min.	<input type="checkbox"/> Activity Page 11.3
Phonics—Encoding		
Spell Words with Schwa > 'a' and 'e'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Create a chart containing examples for the various spellings of /ə/ that are reviewed in Lessons 11–13. Cover all spellings. You will uncover the first two columns in this lesson and continue to uncover spellings as they are reviewed in Weeks 3 and 4.

/ə/ > 'a'	/ə/ > 'e'	/ə/ > 'i'	/ə/ > 'o'	/ə/ + /l/ > 'le'	/ə/ + /l/ > 'le' ('s-tle')
about	taken	basil	oven	circle	bustle
alone	model	raisin	purpose	uncle	hustle
zebra	item	victim	wisdom	little	wrestle

Morphology

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.
- Write the following numbered sentences on the board or chart paper.

1. The store sells televisions.
2. We looked at the stars through a telescope.
3. The superhero saved the city from disaster.
4. The supermarket sells many types of food.
5. Telephones connect us with distant places.
6. The famous actor was a superstar.
7. Telemedicine helps doctors treat people at home.
8. The ice skaters had near superhuman balance.

Reading

- Ensure you have the Unit 3 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.

Universal Access

- Gather pictures to represent the words in the Reading activity: *chancellor*, *unity*, *telecast*, and *transmit*.

Lesson 11: Review: Words with /ə/ > 'a' and 'e', Part 1

Warm-Up



Primary Focus: Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**

REVIEW SCHWA /ə/ > 'A' AND 'E' (3 MIN.)

- Say, "Most words with two or more syllables have stressed and unstressed syllables. Unstressed syllables are spoken more quietly or more quickly than stressed syllables. The vowel in an unstressed syllable often makes the schwa sound.
- Have the class say *schwa*.
- Have the class say the sound /ə/
- Say, "Many vowels can make the schwa sound. This lesson will focus on 'a' and 'e'."
- Write the word *alive* on the board.
- Say, "When we read the word *a•live*, we might use what we know about open syllables to pronounce it as /ae•liev/. However, the first syllable is unstressed. We don't say /ə•liev/, we say /ə•liev/! Therefore, the 'a' makes the schwa sound."
- Say, "Listen carefully to the words as I read them aloud. I will read the word once altogether and then a second time pausing between its syllables. Raise your right hand if you hear a stressed syllable. Raise your left hand when you hear an unstressed syllable.
- Read the following words aloud. Read the word once and then a second time, emphasizing the stressed syllables and pausing between syllables to allow students to raise their hands: *a•round*, *bro•ken*, *com•ma*, and *i•tem*.

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.



Beginning

To support conversation about regional differences in pronunciation, ask students about regional differences in their home language. Then, ask, “What are some words in your home language that people pronounce in different ways?”

Intermediate

To support conversation about regional differences in pronunciation, ask students about regional differences in their home language. Ask, “What are some words in your home language that people pronounce in different ways?” Encourage students to share examples of differences.

Advanced/

Advanced High

To support conversation about regional differences in pronunciation (i.e., language variations), ask students about regional differences in their home language. Ask, “Do people from different countries or regions say words in your home language differently?” Encourage students to share examples of differences.

ELPS 3.A

Lesson 11: Review: Words with /ə/ > ‘a’ and ‘e’, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words with /ə/ > ‘a’ and ‘e’. **TEKS 3.2.A.i**
- ✦ Students will review syllable types. **TEKS 3.2.A.ii**

READ WORDS WITH /ə/ > ‘A’ AND ‘E’ (3 MIN.)

- Write the word *schwa* on the board.
- Write the symbol for schwa, /ə/, on the board and explain that this is the symbol for schwa, a vowel sound.
- The name of the sound is schwa, but that is not the sound it makes. The schwa often sounds like /u/ and it can be difficult to tell the difference. You can think of *schwa* as a more muffled version of /u/. We usually hear the schwa sound in words with two or more syllables.”
- Explain that the exact pronunciation of schwa differs from person to person, place to place, and word to word. However, in many words and many parts of the United States, schwa sounds a lot like /u/. In some words and some regions of the United States, it is pronounced more like /i/.
- Write the word *about* on the board, and ask students how they might expect it to be pronounced. They may say that they expect it to be pronounced /a/ /b/ /ou/ /t/ or /ae/ /b/ /ou/ /t/.
- Explain that this word is usually pronounced /ə/ /b/ /ou/ /t/. This is because the first syllable is unstressed and the second is stressed: a•**bout**.
- Have students read and correctly pronounce the word *about*.
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ > ‘a’.
- Point to /ə/ > ‘a’ and say the schwa sound.
- Underline the ‘a’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Write the word *taken* on the board, and ask students how they might expect it to be pronounced. Students may expect it to be pronounced /tae•ken/.
- Explain that this word is usually pronounced /**tae**•kən/ and not /ta•ken/.

✦ **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, "The 'e' makes the schwa sound. This is because the second syllable is unstressed."
- Direct students' attention to the chart and uncover the column labeled *schwa > 'e'*.
- Point to /ə/ > 'e' and say the schwa sound.
- Underline the 'e' as you read each word.

Have students read the words aloud after you and practice pronouncing each one.

REVIEW SYLLABLE TYPES (3 MIN.)

- Direct students to Activity Page 11.1. Read the instructions aloud.
- Say, "When we read longer multisyllabic words, breaking them or chunking them into their syllables makes it easier to read them. It's important to remember that one word might have multiple syllable types. If that is the case, we will write both syllable types on the line."
- Write the word *blue•bird* as it appears in the activity page on the board.
- Ask, "What syllable type is *blue* in the word *blue•bird*?" (*vowel team*)
- Say, "Yes, 'ue' is a vowel team that makes the /oo/ sound." Write *vowel team*; on the board next to the word *blue•bird*, and have students write it on their activity page.
- Ask, "What type of syllable is *bird* in the word *blue•bird*?" (*r-controlled*)
- Say, "Yes, 'ir' in the word *bird* is an r-controlled vowel making the /er/ sound. That makes *bird* an r-controlled syllable." Write *r-controlled* on the board next to *vowel team*, and have students write it on their activity page.
- Repeat the routine with the words *re•lax* (*open; closed*) and *arch•way* (*r-controlled; vowel team*).
- Direct student pairs to complete the rest of the activity page together. 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

Students may need extra help decoding words, such as *event*, that feature different pronunciations of the same vowel. Remind students that they can identify the schwa sound by asking themselves which syllable is unstressed.

Activity Page 11.1



Challenge

Ask students to identify which words in the activity page have a schwa sound. (*hap•pen; place•ment; un•sure*)

Lesson 11: Review: Words with /ə/ > 'a' and 'e', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with prefixes

tele- and **super-**. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



Language

Learning How English Works

Beginning

Tell students that *tele-* and *super-* are used in several languages including Spanish, French, and Italian. They have the same meaning in these languages as they do in English. These prefixes come from the same root in both English and in these other languages. Students can use words in their home language to find the meaning of English words. For example, the Spanish words *teléfono* and *supermercado* and the French words *téléphone* and *supermarché* can be used to determine the meanings of *telephone* and *supermarket*.

Intermediate

Ask, “Do you know any words in your home language that start with *tele-* or *super-*?”

Advanced/

Advanced High

Ask, “Do you know any words in your home language that start with *tele-* or *super-*? What are the meanings of these words?”

ELPS 3.A

Activity Page 11.2



ROOT WORDS AND PREFIXES: TELE-, SUPER- (6 MIN.)

- Say, “We are going to practice using words with the prefixes *tele-* and *super-* in sentences.”
- According to your class size, divide students into either four or eight groups. Give each group a number.
- Say, “I am going to write a list of sentences on the board. Pay special attention to the sentence that matches your group number. Copy the sentence in your dictation journal.”
- Direct students’ attention to the numbered sentences on the board or chart paper that you prepared in advance.
- Working in their dictation journal, have one member of each group circle the word with the prefix *tele-* or *super-* in the assigned sentence. Have one student underline the prefix.
- Have groups read their sentences aloud to the whole class and identify the word with *tele-* or *super-*.
- Work with students to define the words in their sentences. Use the chart below to confirm or correct students’ definitions of the words.

Word	Meaning
television	a system for sending images and sounds across distances
telescope	a device used to see distant objects
superhero	a person with extraordinary powers
supermarket	a large store that sells food and other goods
telephone	a device for sending voices over long distances
superstar	an extremely talented or famous person such as an actor or athlete
telemedicine	health care that is delivered over the telephone or computer
superhuman	beyond what humans are usually capable of

- Direct students to Activity Page 11.2. Have them complete the activity page individually.
- 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 11: Review: Words with /ə/ > 'a' and 'e', Part 2

Reading



Primary Focus: Students will read “A Trans-Galactic Dash” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

READ “A TRANS-GALACTIC DASH” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 11.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *chancellor, unity, telecast, transmit, transcended*
 - phrases: “supersonic transport vehicles,” “working in unison,” “witness this event”
- Have students follow along as you read “A Trans-Galactic Dash.”
- Read the story once without interruption, modeling how to read accurately and 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 story again, modeling how to sound out unfamiliar words (e.g., *metallic* and *guidance*) so you read accurately. Point out that rereading unfamiliar words is one way students can monitor their comprehension, or make sure they understand what they read.
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

Activity Page 11.3

Support

Before reading “A Trans-Galactic Dash,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Challenge

Have students find an example of a schwa word in the text, for example, *debate*.

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 (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; **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: “Were the students getting along? Was the race meant to help students work together? Was the race a private event? Did the students use different vehicles? Were the students who lost sad?”

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Mr. Sharma wanted his students to ____ so he held a _____. First, the students _____. Then, they ____ and _____. After the race, everyone _____.*

Advanced/

Advanced High

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

ELPS 4.G; ELPS 4.I

Wrap-Up

Discussion Questions for “A Trans-Galactic Dash”

1. **Literal.** What problem did Mr. Sharma see at Magnet University?
 - » Students were so different that they had trouble getting along.
2. **Literal.** What was the purpose of the Trans-Galaxy Dash?
 - » The event was meant to get students to work together.
3. **Literal.** What did students do in the Dash?
 - » They worked in teams of seven and had to do various tasks in different vehicles.
4. **Literal.** What was the result of the Dash?
 - » The students felt like superstars and learned to get along better.
5. **Inferential.** Why are events like the Dash good for students?
 - » They help students get to know each other outside of the usual classroom setting.



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:** For the inferential question, have students share their thoughts with one another. 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 partner’s thinking with the group.

Lesson 11: Review: Words with /ə/ > ‘a’ and ‘e’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ > ‘a’ and ‘e’.

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

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.

SPELL WORDS WITH SCHWA > 'A' AND 'E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with the schwa sound that you say aloud.
- Say the word *human*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-----------|-------------|-----------|
| 1. human | 4. item | 7. basket |
| 2. atlas | 5. sofa | 8. happen |
| 3. carpet | 6. children | 9. vowel |

- 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 system began thousands of years ago. |
| 2. We saw a camel and a zebra at the zoo. |

- 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 complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

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 “A Trans-Galactic Dash”
- Review the prompt on **Activity Page TR 11.1**.
- Tell students they will use text evidence to draw for approximately 10 minutes in response to the passage.
- 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 drawings with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *among*, *common*, *several*, *thousands*, *didn't*, and *wasn't*.
- 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 *common* and say, “This word is tricky because the second ‘o’ is pronounced with the schwa sound /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 /o/ for this letter. We say /m/ for these letters. We say /ə/ for this letter. We say /n/ for this letter.” Point to the letters as you blend the sounds: /k/ /o/ /m/ /ə/ /n/, *common*. Say, “*Common!* It’s a word we use all the time, like when we say ‘The teams became united in their common purpose.’”

- 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 *common*. 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.

12

REVIEW

Words with
/ə/ > 'i' and 'o'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**
- ✦ Students will review syllable types. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- ✦ *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “A Trans-Galactic Dash” fluently with a partner.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

- ✦ Students will spell and write words with /ə/ > 'i' and 'o'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation



“A Trans-Galactic Dash” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 /ə/ > 'i' and 'o'	3 min.	
Phonics—Decoding		
Read Words with /ə/ > 'i' and 'o'	3 min.	<input type="checkbox"/> Activity Page 12.1
Review Syllable Types	3 min.	<input type="checkbox"/> Activity Page 12.2
Morphology		
Root Words and Prefixes: <i>uni-</i> , <i>trans-</i>	6 min.	<input type="checkbox"/> Activity Page 12.3
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 Trans-Galactic Dash"	10 min.	<input type="checkbox"/> Activity Page 11.3
Phonics—Encoding		
Spell Words with Schwa > 'i' and 'o'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. You will continue to use this chart in Lesson 13. Cover any spellings not yet reviewed.

/ə/ > 'a'	/ə/ > 'e'	/ə/ > 'i'	/ə/ > 'o'	/ə/ + /l/ > 'le'	/ə/ + /l/ > 'le' ('s-tle')
about	taken	basil	oven	circle	bustle
alone	model	raisin	purpose	uncle	hustle
zebra	item	victim	wisdom	little	wrestle

- Consider having students cut word cards on Activity Page 12.2 before the activity begins.

Reading

- Ensure you have the Unit 3 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.
- 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: *chancellor*, *unity*, *telecast*, and *transmit*.

Lesson 12: Review: Words with /ə/ > 'i' and 'o', Part 1

Warm-Up



Primary Focus: Students will identify words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**

REVIEW /ə/ > 'I' AND 'O' (3 MIN.)

- Say, "Today, we are going to review additional spellings of the schwa sound. The words in this lesson have the schwa sound spelled with 'i' and 'o'"
- Say, "Remember that no matter how it is spelled, schwa makes the /ə/ sound. The /ə/ sound is like a muffled version of /u/."
- Have the class say the sound /ə/.
- Say, "When a syllable with an 'i' or 'o' is unstressed, that vowel makes the schwa sound."
- Write the word *promise* on the board.
- Say, "We know that most VCe syllables make the long vowel sound. So, when we read the word *promise*, we might think it is pronounced /prom•ies/. However, because the second syllable *ise* is unstressed, the 'i' makes the schwa sound. So we pronounce the word /**prom•əs**/. Read it with me." Read the word aloud with the students.
- Write the word *button* on the board.
- Say, "We know that most vowels that are 'closed up' by consonants make the short vowel sound. So when we read the word *button*, we might think it is pronounced /but•ton/. However, because the second syllable is unstressed, the 'o' makes the schwa sound. So we pronounce the word /**but•tən**/. Read it with me." Read the word aloud with the students.
- Say, "Listen carefully to the words as I read them aloud. Raise your right hand when you hear the /oe/ or /ie/ sound. Raise your left hand when you hear the /ə/ sound."
- Read the following words aloud: *cousin* (left), *lemon* (left), *cargo* (right), *pilot* (right), *offend* (left).


**ENGLISH
LANGUAGE
LEARNERS**
Foundational Skills
Foundational Literacy Skills

Review stressed and unstressed sounds with students. Say the words with schwa sounds, *cousin*, *lemon*, and *pilot*, emphasizing their stressed syllables. Remind students that the schwa sound can be found in syllables that sound quicker or quieter.

ELPS 2.A

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: Words with /ə/ > 'i' and 'o', Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**
- ✦ Students will review syllable types. **TEKS 3.2.A.ii**

READ WORDS WITH /ə/ > 'I' AND 'O' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Write the word *April* on the board, and ask students how they might expect it to be pronounced. They might expect it to be pronounced /æ•pril/.
- Explain that this word is usually pronounced /æ•prəl/. Have students read aloud the word *April* after you.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled *schwa > 'i'*.
- Point to /ə/ > 'i' and say the schwa sound.
- Underline the 'i' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Write the word *occur* on the board, and ask students how they might expect it to be pronounced. They might expect it to be pronounced /oe•ker/ or /o•ker/.
- Explain that this word is often pronounced /ə•ker/. Have the students read the word aloud.
- Direct students' attention to the chart and uncover the column labeled /ə/ > 'o'.
- Point to /ə/ > 'o' and say the schwa sound.

- ✦ **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.

- Underline the 'o' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Direct students to Activity Page 12.1 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 12.1



REVIEW SYLLABLE TYPES (3 MIN.)

- Direct students to Activity Page 12.2. Read the instructions aloud.
- Emphasize that a word may work in more than one category. For example, *be•cause* should touch both the *open* and *vowel team* syllable-type cards.
- Students may categorize the cards independently or work with a partner.
- After students have completed their piles, assign individual students partners or assign pairs of students to small groups to go over their answers.
- Go over student responses and offer general feedback.

Activity Page 12.2



Challenge

Have students identify word cards that contain schwa sounds. (*lesson*, *because*)



Check for Understanding

Support students as they sort words by syllable types. Answer questions students may have and correct mistakes as you circulate.

Lesson 12: Review: Words with /ə/ > 'i' and 'o', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 WORDS AND PREFIXES: *UNI-*, *TRANS-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word.
- Write the prefix *uni-* on the board. Read it aloud and have students read it aloud.
- Explain that the prefix *uni-* means “one” or “single.”
- Write the word *unicycle* on the board.
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix uni-*)
- Say, “We can recognize the root word *cycle* from words like *bicycle*. *Cycle* means ‘wheel’ or ‘circle.’”
- Ask, “If the prefix *uni-* means ‘one’ or ‘single’ and the root *cycle* means ‘wheel’ or ‘circle,’ then what does the word *unicycle* mean?” (*a vehicle with one wheel*)
- Repeat with the words *unicorn* and *uniform*. Alert students to the fact that the word *unicorn* comes from the Greek root *cornu* meaning “horn.”
- Write the prefix *trans-* on the board. Read it aloud and have students read it aloud.
- Explain that the prefix *trans-* means “across” or “beyond.”
- Write the word *transatlantic* on the board. Read the word aloud and have students read it aloud.
- Say, “When you read the root *atlantic*, what do you think about? (*Students may be familiar with the Atlantic Ocean or other place names that reference the ocean.*)
- Ask, “If the prefix *trans-* means ‘across’ or ‘beyond,’ then what does the word *transatlantic* mean?” (*across the Atlantic Ocean*)
- Repeat with the words *transnational* and *transform*.
- Work with students to come up with sentences using the words *unicycle*, *unicorn*, *uniform*, *transatlantic*, *transnational*, and *transform*.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *transcript* and *unidirectional*.



- Direct students to Activity Page 12.3 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 12: Review: Words with /ə/ > 'i' and 'o', Part 2

Reading



Primary Focus: Students will reread “A Trans-Galactic Dash” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

REREAD “A TRANS-GALACTIC DASH” (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 “A Trans-Galactic Dash” with a partner.
- Take time to answer any questions that students may have about “A Trans-Galactic Dash.”
- 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 words with /ə/ > ‘a’, ‘e’, ‘i’, and ‘o’, such as *magnet*, *normal*, and *problem*;
 - circle words with prefixes *super-*, *tele-*, *trans-*, or *uni-*, such as *university*, *Trans-Galaxy*, and *telecast*; and

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 (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eight*, *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; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 11.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with schwa sounds.

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.G; ELPS 4.I

- highlight words with r-controlled syllables, such as *faraway*, *there*, and *encourage* and draw a box around the r-controlled syllables in those words.
- 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

Question-Pair-Share: Have partners think of questions about the story to ask each other. Remind students to be sure to cite specifics from the passage to support their questions and answers. When pairs have answered each other’s questions, 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: “A Trans-Galactic Dash” Anecdotal Reading Record

As you listen to each student read “A Trans-Galactic Dash,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

Lesson 12: Review: Words with /ə/ > ‘i’ and ‘o’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ > ‘i’ and ‘o’.

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

SPELL WORDS WITH SCHWA > ‘I’ AND ‘O’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with the schwa sound that you say aloud.

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 *raisin*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|-----------|------------|
| 1. raisin | 4. civil | 7. second |
| 2. confess | 5. ribbon | 8. kingdom |
| 3. pencil | 6. offend | 9. pupil |

- Then tell students that 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 promise to bring carrots and basil. |
| 2. The parrot is named Kevin. |

- 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

Support

Students may need help identifying the double letters in *confess*, *ribbon*, *offend*, *carrot*, and *parrot*.

Lesson 12: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Read the instructions aloud and have students complete the word search.

SHARING

- Pair up students and have one person share the drawing they made of a scene in “A Trans-Galactic Dash” 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 choice of details to include was impactful, and (c) how their drawing communicated their idea clearly.

Response Starters for Drawing About Text

1. When you _____, it showed _____.
2. When you used the evidence about _____, it helped me understand _____.
3. The idea that stood out to me was _____ because you drew _____.

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 *common* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kooommmænnn*. Write the letters to spell *common* on the board.
- Point to the word *common* 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 ‘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 /o/ for this letter. We say /m/ 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: /k/ /o/ /m/ /ə/ /n/, *common*. Say, “*Common!* It’s a word we use all the time.”
- Repeat with the words *among*, *several*, *thousands*, *didn’t*, and *wasn’t*. 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.

REVIEW

Words with /ə/ + /l/ > 'le'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**
- Students will read multisyllabic words with final stable syllable 'le'. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “On the Move: How Transportation Unites Our World” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /ə/ + /l/ > 'le'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 13.2 Words with *uni-* and *trans-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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.

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words That End in /ə/ + /l/ > 'le'	3 min.	
Phonics—Decoding		
Read Words with /ə/ + /l/ > 'le'	3 min.	
Read Multisyllabic Words with Final Stable Syllable 'le'	3 min.	<input type="checkbox"/> Activity Page 13.1
Morphology		
Words with <i>uni-</i> and <i>trans-</i>	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 "On the Move: How Transportation Unites Our World"	10 min.	<input type="checkbox"/> Activity Pages 13.3, 13.4
Phonics—Encoding		
Spell Words That End in 'le'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. Cover any spellings not yet reviewed.

/ə/ > 'a'	/ə/ > 'e'	/ə/ > 'i'	/ə/ > 'o'	/ə/ + /l/ > 'le'	/ə/ + /l/ > 'le' ('s-tle')
about	taken	basil	oven	circle	bustle
alone	model	raisin	purpose	uncle	hustle
zebra	item	victim	wisdom	little	wrestle

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: *transnational*, and *transformed*.

Lesson 13: Review: Words with /ə/ + /l/ > 'le', Part 1

Warm-Up



✦ **Primary Focus:** Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

REVIEW WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)

Challenge

Ask students to identify which of these words has a silent letter. (*castle*)

- Remind students that a stressed syllable is one that is said louder and an unstressed syllable is one that is said quieter or quicker.
- Write the word *alive* on the board. Ask, "How do people usually pronounce the word *alive*: /æ/ /l/ /ie/ /v/ or /ə/ /l/ /ie/ /v/?" (/ə/ /l/ /ie/ /v/)
- Say, "We can hear from how it is pronounced that the first syllable in *alive* is unstressed."
- Write the word *beetle* on the board and underline *bee*.
- Read the word *beetle*. Have students read the word aloud.
- Ask, "How many syllables do you hear in *beetle*?" (*two: bee•tle*) "Which syllable is stressed, or louder?" (*bee*)
- Say, "Yes, so the unstressed syllable is /təl/."
- Say, "Notice that even though the word ends in 'le', we say the schwa sound before the 'l': /əl/, and not /lə/."
- Repeat with the following words: *apple, castle, maple, shuffle, and nozzle*.

Lesson 13 Review: Words with /ə/ + /l/ > 'le', Part 1

Phonics—Decoding


Primary Focus

- ✦ Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**
- ✦ Students will read multisyllabic words with final stable syllable 'le'. **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 /ə/ + /l/ > 'le' (3 MIN.)

- Say, “Today we are going to review more spellings of the schwa sound. The words in this lesson end in ‘le.’”
- Say, “Remember that no matter how it is spelled, schwa makes the /ə/ sound. The /ə/ sound is like a muffled version of /u/.”

Note: In some regions, people may pronounce some words with the schwa sound with more of an unstressed /i/ sound instead of the /u/ sound. For example, the second syllable of *wa•gon* may be pronounced /gun/ or /gin/.

- Have the class say the sound /ə/.
- Say, “When a syllable is unstressed, the vowel usually makes the schwa sound.”
- Say, “Words that end in ‘le’ commonly have the schwa sound.”
- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Write *candle* on the board, and say it aloud. Have students repeat it after you.
- Mark the syllables in *candle* with a slash. Point out the schwa sound in the second syllable: /**kan**•dəl/. Circle the ‘le’.
- Have students read the word *candle*.
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > ‘le’.
- Point to /ə/ + /l/ > ‘le’ and say /əl/.
- Underline the consonant + ‘le’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.

READ MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘LE’ (3 MIN.)

- Write the word *ankle* on the board with the syllables marked: *an•kle*.
- Underline ‘a’. Say, “This vowel is part of a closed syllable.” Pronounce the syllable /aen/. Point out that closed syllables usually make a short vowel sound, but this word is an exception to that rule.



Foundational Skills

Foundational Literacy Skills

Say, “When we read words that end in ‘le’, we might want to say /l/ before the vowel sound. However, the order of the sounds is backward.” Ask, “What are some words in your home language that are pronounced differently than they might seem?”

ELPS 2.B

- Say, “The second syllable of this word is called a final stable syllable because it comes at the end of the word. A consonant and ‘le’ is one kind of final stable syllable. We know the last syllable is unstressed and has the schwa sound.” Circle *-kle*. Say, “This is a final stable syllable.” Pronounce the syllable /kəl/. Have students read the word aloud with you.
- Ask, “How many syllables does *ankle* have?” (*two*)

Note: You may wish to point out that there are other final stable syllables, including *-tion/-sion*, *-cian/-tian*, *-el/-il/-ul*, and *-age*. Students will continue to learn about these spellings in Units 3 and 4.

- Say, “When we read words with final stable syllables spelled ‘le’, we say the schwa sound followed by the /l/ sound.”
- Have students practice pronouncing the sound. Then, have students practice pronouncing *ankle*.
- Repeat the routine with the following words: *tri•an•gle*, *mir•a•cle* and *ex•am•ple*.
- Have students separate the words into syllables and pronounce each syllable and then read the whole word aloud.
- Direct students to Activity Page 13.1 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 13.1



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree with the following statement: ‘*Double* has a final stable syllable.’” (*thumbs-up*)

Lesson 13: Review: Words with /ə/ + /l/ > 'le', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

WORDS WITH UNI- AND TRANS- (6 MIN.)

- Write the following words on the board: *unidirectional*, *uniform*, *transcontinental*, and *transcribe*.
- Ask for a different student volunteer to identify the prefix in *unidirectional*.
- Ask, “What does the prefix *uni-* mean?” (*one or single*)
- Ask, “What words or word parts do you recognize in the root *directional*?” (*Students should notice the word direction.*)
- Say, “Yes, *directional* means moving in a direction or directions.”
- Underline the prefix *uni-*. Ask, “What does *unidirectional* mean?” (*moving in one direction*)
- Repeat the routine with the remaining prefix and words. If students do not recognize the meaning of roots, provide them with definitions from the chart below. You may also want to model how to use the dictionary to define the words.

Word	Meaning
uniform	one form or shape; all the same
transcontinental	extending across a continent
transcribe	to copy something in writing

- Point out that many roots words with the prefixes *uni-* and *trans-* come directly from Latin or Greek and do not stand alone as words in English. For example, *transmit* (“to send across a distance”) comes from the Latin words *trans* (*across*) and *mittere* (*send*). However, *mit* is not an English base word in the same way *atlantic* in *transatlantic* is. In cases such as *transmit*

Support

Even with teacher support, students may struggle to define complicated *uni-* and *trans-* words. Collaborate with students to find definitions for difficult words in a dictionary.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 13.2



or *translate*, students will probably need to use a dictionary to define or correct their understanding of unfamiliar words. Point out that we can sometimes use context clues from the text to understand an unfamiliar word, and sometimes we need a dictionary.

- Direct students to Activity Page 13.2 and review the instructions. Define any unfamiliar words.
- 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 13: Review: Words with /ə/ + /l/ > 'le', Part 2

Reading



Primary Focus: Students will read “On the Move: How Transportation Unites Our World” fluently and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4

READ “ON THE MOVE: HOW TRANSPORTATION UNITES OUR WORLD” (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: *enables, universal, transnational, transformed, sensible*
 - phrases: “hustle and bustle,” “work together in unison,” “universally important”
 - domain-specific language: *transport, transit system, goods*
- Have students follow along as you read “On the Move: How Transportation Unites Our World.”
- 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., *continent* and *transcontinental*).
- 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 13.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.

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

Activity Pages
13.3, 13.4



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: *Is there only one mode of transportation? Is walking a kind of transportation? Is transportation only something that happens on the land? Can some kinds of transportation go to other countries?*

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Transportation is _____. Human-powered transportation includes _____. Examples of engine-powered vehicles are _____. In addition to people, transportation can move _____.*

**Advanced/
Advanced High**

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

ELPS 4.G; ELPS 4.I

Support

Before reading “On the Move: How Transportation Unites Our World,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

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

Lesson 13: Review: Words with /ə/ + /l/ > ‘le’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + /l/ > ‘le’.

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

SPELL WORDS THAT END IN ‘LE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with final stable syllables spelled ‘le’ that you say aloud.
- Say the word *article*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|-----------|-------------|
| 1. article | 4. mumble | 7. paddle |
| 2. bangle | 5. turtle | 8. sensible |
| 3. pebble | 6. raffle | 9. tricycle |

- Then tell students that 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. Should I draw a triangle or a circle? |
| 2. The beetle lived on a maple tree. |

- 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 the room as students complete the encoding activity. Monitor students’ comprehension and provide assistance when necessary.

End Lesson

Challenge

Ask, “Why are *cradle* and *paddle* pronounced differently?” (The ‘a’ in *crad•le* is open and makes the long /ae/ sound. The ‘a’ in *pad•dle* is closed up by the consonant ‘d’ and makes the short /a/ sound.)

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 “On the Move: How Transportation Unites Our World.”
- Review the writing prompt on **Activity Page TR 13.1**.
- 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: *whether* and *wheels*. You may wish to create or gather additional Tricky Word cards to review in this lesson.
- 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 *wheels* and say, “This word is tricky because the ‘wh’ is pronounced /w/ 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 say /w/ for these letters. We say /ee/ for these letters. We say /l/ for this letter. We say /z/ for this letter.” Point to the letters as you blend the sounds: /w /ee/ /l/ /z/, *wheels*. Say, “*Wheels!* It’s a word we use all the time, like when we say ‘A bicycle has two wheels.’”
- 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 *wheels*. 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.

14

REVIEW

Words with
/ə/ + /l/ > 'le'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Students will read multisyllable words with final stable syllable 'le'.

- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- ✦ *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “On the Move: How Transportation Unites Our World” fluently

- ✦ with a partner. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

- ✦ Students will spell and write words with /ə/ + /l/ > 'le'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“On the Move: How Transportation Unites Our World” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 Words That End in /ə/ + /l/ > 'le'	3 min.	
Phonics—Decoding		
Read Words That End in /ə/ + /l/ > 'le'	3 min.	<input type="checkbox"/> Activity Page 14.1
Read Multisyllabic Words with Final Stable Syllable 'le'	3 min.	
Morphology		
Root Words and Prefixes: <i>uni-</i> , <i>trans-</i>	6 min.	<input type="checkbox"/> 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 "On the Move: How Transportation Unites Our World"	10 min.	<input type="checkbox"/> Activity Page 13.3
Phonics—Encoding		
Spell Words That End in 'le'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. You will continue to use this chart in Lessons 16–19.

/ə/ > 'a'	/ə/ > 'e'	/ə/ > 'i'	/ə/ > 'o'	/ə/ + /l/ > 'le'	/ə/ + /l/ > 'le' ('s-tle')
about	taken	basil	oven	circle	bustle
alone	model	raisin	purpose	uncle	hustle
zebra	item	victim	wisdom	little	wrestle

Reading

- Ensure you have the Unit 3 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: *transnational* and *transformed*.

Lesson 14: Review: Words with /ə/ + /l/ > 'le', Part 1

Warm-Up



Primary Focus: Students will identify words that end in /ə/ + /l/ > 'le'.

✦ **TEKS 3.2.A.i**

REVIEW WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)

- Say, "We have learned that words that end in 'le' are pronounced with the schwa sound followed by /l/." Say the sounds. (/ə/ /l/)
- Say, "We are going to practice identifying these words and breaking them down into syllables and sounds."
- Read the word *eagle*. Have students repeat the word.
- Ask, "What sounds are in the word *eagle*?" (/ee/ /g/ /ə/ /l/)
- Say, "Remember that even though the word ends in 'le', we say the schwa sound before the 'l'."
- Repeat with the following words: *horrible*, *buckle*, *spectacle*, *double*, and *angle*.

Lesson 14: Review: Words with /ə/ + /l/ > 'le', Part 1

Phonics—Decoding


Primary Focus

✦ Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Students will read multisyllable words with final stable syllable 'le'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.

✦ **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.

- Write *castle* on the board, and say it aloud. Have students read it aloud.
- Draw a slash to mark the syllables in *cas•tle*. Point out the schwa sound in the second syllable: /**cas**•əl/.
- Say, “Notice that the ‘t’ that is in *castle* is silent and the ‘le’ at the end of the word makes the schwa sound followed by /l/. There are a few words that follow this pattern.”
- Direct students’ attention to the chart you prepared in advance.
- Point to /ə/ + /l/ > ‘le’ and say /əl/.
- Underline the ‘le’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.

/ə/ > ‘a’	/ə/ > ‘e’	/ə/ > ‘i’	/ə/ > ‘o’	/ə/ + /l/ > ‘le’	/ə/ + /l/ > ‘le’ (‘s-tle’)
about	taken	basil	oven	circle	bustle
alone	model	raisin	purpose	uncle	hustle
zebra	item	victim	wisdom	little	wrestle

- Point out that even if a word is plural, such as *candles*, the consonant + ‘les’ still makes a final stable syllable.
- Direct students to Activity Page 14.1 and review the instructions. If time allows, have students work on the activity page in class with a partner. 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 14.1



Support

Remind students that only the unstressed syllable in these words makes the schwa sound. Even though the same vowel appears in both syllables in *wrestle*, only the second ‘e’ makes the schwa sound.

READ MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘LE’ (3 MIN.)

- Write the word *terrible* on the board, with the syllables marked: *ter•ri•ble*.
- Underline the first ‘e’. Say, “This vowel is part of an r-controlled syllable.” Pronounce the syllable /tair/. Point out that in this case, the ‘er’ does not make the /er/ sound that students might expect. Instead it makes the /air/ sound.
- Underline ‘i’. Say, “This vowel is part of an open syllable.” Pronounce the syllable /rie/.
- Underline the final ‘e’. Say, “This vowel is part of a final stable syllable.” Circle *-ble*. Pronounce the syllable /bəl/.

- Point to each syllable as you say the word /tair/ /rie/ /bəl/ aloud. Say, “That doesn’t make sense. Remember that open syllables often make a long vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again.” Read the word again, pronouncing the second syllable /rə/. Then have students read the word aloud.
- Repeat the routine with the following words: *unicycle* (u•ni•cy•cle), *drizzle* (driz•zle), and *sandcastle* (sand•ca•stle).

Challenge

Ask, “What does the word *unicycle* mean?” (a vehicle with one wheel)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree with the following statement: ‘Tables is an example of a final stable syllable “le” word.’” (*thumbs-up*)

Lesson 14: Review: Words with /ə/ + /l/ > ‘le’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: UNI-, TRANS- (6 MIN.)

- Direct students to Activity Page 14.2.
- Read the instructions aloud.
- Tell students that they will use their knowledge of the prefixes *uni-* and *trans-* to determine the meanings of words and use them in sentences.
- Ask, “What does *uni-* mean?” (“one” or “single”) “What does *trans-* mean?” (“across” or “beyond”)

Activity Page 14.2



TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Language

Learning How English Works

Review the meaning of prefixes. Say, “*Uni-* and *trans-* are prefixes.

Do prefixes appear at the start or end of words?” (*start*)

ELPS 4.A

- Direct students or partners to complete Part 1 of the activity page as a class. Have students attempt to match words to their definitions in the chart. Go over and correct any mistakes students make to ensure that they have the correct words for the definitions provided.
- Direct students or partners to complete Part 2 of the activity page by finishing the sentences. Remind students to use the definitions from part one to help them complete the sentences.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Lesson 14: Review: Words with /ə/ + /l/ > 'le', Part 2

Reading



Primary Focus: Students will reread “On the Move: How Transportation Unites Our World” fluently with a partner. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

REREAD “ON THE MOVE: HOW TRANSPORTATION UNITES OUR WORLD” (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 13.3. Tell them that today they will reread “On the Move: How Transportation Unites Our World” with a partner.
- Take time to answer any questions that students may have about the story.
- 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.
- Tell students that after they finish reading, they should work together to
 - underline words with /ə/ + /l/ > le, such as *enables*, *possible*, and *hustle*; and
 - circle words with the prefixes *uni-* and *trans-*, such as *transportation*, *universal*, and *unison*.

Activity Page 13.3



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

- 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 discuss “On the Move: How Transportation Unites Our World” with their partners. Remind students to be sure to cite specifics from the passage to support their discussions. 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: “On the Move: How Transportation Unites Our World” Anecdotal Reading Record

As you listen to each student read “On the Move: How Transportation Unites Our World,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Words with /ə/ + /l/ > ‘le’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + /l/ > ‘le’.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS THAT END IN ‘LE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with final stable syllables spelled ‘le’ that you say aloud.
- Say the word *possible*. 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.

Challenge

Have students use a *uni-* or *trans-* word in their sentences.



Foundational Skills

Foundational Literacy Skills

Beginning

Have students choose one of the words from the dictation to complete this sentence frame: *The _____ lit up the room. (candle)*

Intermediate

Have students choose two of the words from the dictation to complete this sentence frame: *The _____ filled the room with an _____ light. (candle; incredible)*

Advanced/ Advanced High

Work with students to define a word from the dictation to use in their sentences.

ELPS 3.A

- | | | |
|-------------|---------------|-------------|
| 1. possible | 4. incredible | 7. cable |
| 2. cycle | 5. wrestle | 8. sensible |
| 3. pebble | 6. trouble | 9. candle |

- Then tell students that 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. My uncle is making waffles. |
| 2. A long icicle formed on the castle. |

- 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 14: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Read the instructions.
- Answer any questions students have about the activity.
- Prompt student volunteers to share the words they formed to complete the sentences.

SHARING

- Pair up students and have one person share the response they wrote about “On the Move: How Transportation Unites Our World” 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 *wheels* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *weellzzz*. Write the letters to spell *wheels* on the board.
- Point to the word *wheels* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /w/ sound is spelled with ‘wh’ and the /z/ sound is spelled with ‘s.’”
- 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 /ee/ for these letters. We say /l/ for this letter. We say /z/ for this letter.” Point to the letters as you blend the sounds: /w/ /ee/ /l/ /z/, *wheels*. Say, “*Wheels!* It’s a word we use all the time.”
- Repeat with the words *whether* and any other Tricky Words you reviewed in Lesson 13. 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.

15

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will review words with /ə/. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will review reading words with /ə/. **TEKS 3.2.A.i**
- ✦ Students will read multisyllabic words with final stable syllable 'le'. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with prefixes and suffixes.

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

Reading

Students will read “Maple Talent Show” independently and will answer questions

- ✦ about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

Phonics—Encoding

Students will review spelling and writing words with 'le' > /ə/ + /l/.

- ✦ **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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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		
Review Words with /ə/	3 min.	
Phonics—Decoding		
Read Words with /ə/	3 min.	<input type="checkbox"/> Activity Page 15.1
Review Multisyllabic Words with Final Stable Syllable 'le'	3 min.	
Morphology		
Review Prefixes and Suffixes: <i>-hood, -ment, -en, under-, over-, tele-, super-, uni-, trans-</i>	6 min.	<input type="checkbox"/> 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 "Maple Talent Show" Independently	10 min.	<input type="checkbox"/> Activity Pages 15.3, 15.4
Phonics—Encoding		
Encoding Review	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.

Morphology

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.

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: *showcase*, *custom*, *unified*, and *spectacle*.

Lesson 15: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review words with /ə/. **TEKS 3.2.A.i**

REVIEW WORDS WITH /ə/ (3 MIN.)

- Tell students you are going to say some riddles, each of which has an answer containing the schwa sound.
- Say, “Listen to the riddle as I say it and then guess the word that answers the riddle.”
- Say the following riddles aloud and allow students to guess their answers.

I am a problem that is difficult to solve. (*puzzle*)

I am a big animal with a trunk. (*elephant*)

I am what happens when you dry out a grape. (*raisin*)

I am a bird that talks. (*parrot*)

I am a dish made with lettuce and other vegetables. (*salad*)

I am a sour, yellow fruit. (*lemon*)

Challenge

Have students come up with their own riddles using words with /ə/ from the unit.

Lesson 15: Review: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

- Students will review reading words with /ə/. **TEKS 3.2.A.i**
- Students will read multisyllabic words with final stable syllable ‘le’. **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.

Activity Page 15.1



Support

If students finish early, have them write examples of /ə/ words from the activity on the board to aid other students.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Provide students with a list of the words in the activity page. Have students find each word in the text. Tell students whether the word has the /ə/ > 'e', 'a'; /ə/ > 'i', 'o'; and/or if it has a final stable syllable.

ELPS 3.B

READ WORDS WITH /ə/ (3 MIN.)

- Assign students to pairs and direct them to Activity Page 15.1.
- Read the instructions aloud. Tell students to take turns reading sentences aloud to identify words with /ə/. You may want to preview the following vocabulary: *write articles*, *next issue*, *natural world*, and *ancient life*.
- Go over student responses and offer general feedback. Review the answers as a class.

REVIEW MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'LE' (3 MIN.)

- Write the word *humble* on the board, with the syllables marked: *hum•ble*.
- Underline the final syllable of *hum•ble*.
- Say, "Remember that this is a final stable syllable. It is unstressed. When we read this type of syllable, we pronounce the consonant followed by the schwa and /l/ sounds."
- Say *humble* aloud and have students read it aloud.
- Write the following words on the board: *baf•fle*, *in•vin•ci•ble*, *re•ver•si•ble*, *tri•cy•cle*, *in•fla•ta•ble*, *hus•tle*, and *sprin•kle*.
- Underline the final stable syllable in each word and have students practice reading the words aloud. Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.

Lesson 15: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

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

REVIEW PREFIXES AND SUFFIXES: -HOOD, -MENT, -EN, UNDER-, OVER-, TELE-, SUPER-, UNI-, TRANS- (6 MIN.)

- Tell students that they will review affixes that they have learned in this unit.
- Assign students to four groups. Divide the affixes among the groups. Use the table below for a suggestion of how to assign affixes to groups.

Group 1: <i>-hood, -ment, -en</i>
Group 2: <i>under-, over-</i>
Group 3: <i>tele-, super-</i>
Group 4: <i>uni-, trans-</i>

- Direct each group to think of examples of words that use each of their affixes. Then have groups write a sentence for each of their words.
- Have groups share their sentences aloud to the class. Have the other students in the class listen to the group read the sentence and ask volunteers to identify the affix used in each sentence.
- 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

Circulate as students work in groups and monitor student comprehension. If groups come up with words quickly, prompt them to offer several other examples.

Lesson 15: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read “Maple Talent Show” independently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

READ “MAPLE TALENT SHOW” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Maple Talent Show.” Direct students to Activity Page 15.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *showcase, mingled, custom, unified, spectacle*
 - phrases: “sparked universal interest,” “transported from their sofas”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *televise* and *bulletin board*.
- 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 ten words with schwa (/ə/), such as *pencil, Maple, and announcement*;
 - circle words with the prefixes *uni-*, *trans-*, *tele-*, and *super-*, such as *unique, transition, and superpower*; and
 - highlight words with final stable syllable *-le*, such as *Maple, couple, and able*, and then draw a box around the final stable syllables.

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

Activity Pages
15.3, 15.4


Support

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

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. 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.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Did many students sign up for the talent show? Did anyone play music? Did anyone do a trick? Was there a first prize? Was the show a success?"

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *The principal of Maple Elementary decided to have a _____. April decided to _____; Reyna and Fatima would _____; and _____ would ride his unicycle. To prepare, all the students _____. Then, on the day of the show, they _____. As a result, the talent show was _____.*

Advanced/

Advanced High

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

ELPS 4.G; ELPS 4.I

Lesson 15: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing words with 'le' > /ə/ + /l/.

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

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with schwa sounds that you say aloud.
- Say the word *horizon*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|---------------|-------------------|-----------------|
| 1. horizon | 4. understandable | 7. supermarket |
| 2. infanthood | 5. overpromise | 8. unicycle |
| 3. amazement | 6. telecommute | 9. transferable |

- 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. A kitten is an example of an animal. |
| 2. The lesson is about triangles and circles. |

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.

Challenge

Ask students to name a word from the dictation activity that has an r-controlled syllable. (*alert, natural, carpet, circles*)

- 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 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 “Maple Talent Show.”
- Review the writing prompt on **Activity Page TR 15.1**.
- 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.

- Then, pair up students and have one person share the response they wrote about “Maple Talent Show” 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 (*among, common, several, thousands, didn't, wasn't, whether, wheels*). Include any other Tricky Words you reviewed in Lesson 13. Write the following new words on index cards: *sign, second, alphabet, vowel, interest, and between*.
- 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 *sign* and say, “This word is tricky because the ‘i’ is pronounced /ie/ and the ‘gn’ is pronounced /n/.”
- 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 /s/ for this letter. We say /ie/ for this letter. We say /n/ for these letters.” Point to the

letters as you blend the sounds: /s/ /ie/ /n/, *sign*. Say, “*Sign!* It’s a word we use all the time, like when we say ‘Please sign up by the cafeteria bulletin board.’”

- 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 *sign*. 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 /n/ sound spelled ‘gn.’” Write *gnat* 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 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

Words with
/ə/ + /l/ > 'al'

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'al'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

✦ Students will read words with /ə/ + /l/ > 'al'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'al'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *micro-* and the

✦ suffix *-ist*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Special Report: Coral Reefs” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

✦ text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

✦ Students will spell and write words with /ə/ + /l/ > 'al'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 16.1

✦ **Words with /ə/ + /l/ > 'al'**

✦ **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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review Words with /ə/ + /l/ > 'al'	3 min.	
Phonics—Decoding		
Read Words with /ə/ + /l/ > 'al'	3 min.	<input type="checkbox"/> Activity Page 16.1
Identify Multisyllabic Words with Final Stable Syllable 'al'	3 min.	
Morphology		
Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i>	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 "Special Report: Coral Reefs" with Accuracy	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Words That End in 'al'	5 min.	<input type="checkbox"/> dictation journal

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

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. Create a new chart like the one shown below. You will continue to use this chart in Lessons 17–19. Cover any spellings not yet reviewed.

/ə/ + /l/ > 'al'	/ə/ + /l/ > 'el'	/ə/ + /l/ > 'il'	/ə/ + /l/ > 'ul'
metal	barrel	nostril	mindful
final	parcel	fossil	playful
moral	marvel	peril	skillful

Reading

- Ensure you have the Unit 3 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: *ecosystem*, *mackerel*, *cuttlefish*, *stingray*, *mussels*, *bottlenose dolphin*, *Great Barrier Reef*, *snorkel*, and *bleached coral*.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /ə/ + /l/ > 'al'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW WORDS WITH /ə/ + /l/ > 'AL' (3 MIN.)

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'. We usually hear the schwa in unstressed syllables of multisyllabic words."
- Pronounce the /ə/ sound for students, and have students repeat it.
- Say, "We have reviewed how the schwa sound can be combined with the letter 'l' to make final stable syllables. Now we will look at another one of these endings, 'al'."
- Write the word *pedal* on the board, and read it aloud, emphasizing the schwa sound in 'al'.
- Say, "A pedal is a part, such as on a bicycle or a piano, that you push with your foot."
- Underline the 'al' ending.
- Say, "The second syllable of *pedal* has a schwa sound. Read it with me."
- On the board, write the words *cymbal*, *nasal*, *mental*, *legal*, and *social*.
- Say, "Here are some other words that end with 'al' and have a schwa sound."
- Point to each word as you read it aloud. Have students read each word aloud with you. Note that sometimes the 'al' is preceded by syllables with long vowel sounds and sometimes by syllables with short vowel sounds.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills
Foundational Literacy Skills
Beginning

Have students blend the schwa sound and 'l' to understand the sound of 'al'. Then have them blend the two syllables in *pe•tal*.

Intermediate

Clarify for students that 'al' has the same sound as 'le'. Use the words *pe•tal* and *ket•tle* to illustrate this.

**Advanced/
Advanced High**

Have students make a list of five other words with an ending of 'al' that has a schwa sound.

ELPS 2.B

✦ **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.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /ə/ + /l/ > 'al'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'al'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /ə/ + /l/ > 'AL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Any vowel can have the schwa sound.
- Write the word *tidal* on the board, and ask students how they might expect it to be pronounced. If needed, provide the clue that the first vowel sound is /ie/.
- Explain that this word is usually pronounced /**tie**•dəl/.
- Have students read aloud the word *tidal*.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'al'.
- Point to /ə/ + /l/ > 'al' and say, "/əl/".
- Underline the 'al' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- 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.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 16.1



✦ **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.

IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'AL' (3 MIN.)

- Explain to students that a word that ends with a consonant and 'al' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *rental* on the board, with the syllables marked: *ren•tal*.
- Underline 'e'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ren/.
- Underline 'a'. Say, "In this word, 'a' is part of a final stable syllable." Circle *-tal*. Pronounce the syllable /təl/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables does *rental* have?" (*two*)
- Repeat with the following three-syllable words: *dig•i•tal*, *hos•pi•tal* and *per•so•nal*. Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.



Check for Understanding

Turn and Talk: Ask students to work with their partner to divide these words into syllables and then pronounce the final stable syllable in the words *mammal* and *capital*. (*məl*; *təl*) Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *micro-* and the suffix *-ist*.

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

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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

Point out that the 'al' in *personal* changes the noun *person* into an adjective. Challenge students to brainstorm other examples in which adding 'al' changes a noun into an adjective. (*educational*, *national*, *cultural*)

Support

PREFIXES AND SUFFIXES: *MICRO-*, *-IST* (6 MIN.)

Help students clarify the meaning of the suffix *-ist* by discussing people they will encounter regularly in their everyday lives, such as dentists, hair stylists, and pharmacists.

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *microphone* and *microscope*.

You may wish to clarify that when computers were first invented, they were very large and filled entire rooms. Today's personal computers and tablets are much smaller and can be considered microcomputers.

Activity Page 16.2



- Write the word *microcomputer* on the board, and read it aloud.
- Ask, “What do you think this word means?”
- If a volunteer answers correctly, ask the student to explain how they knew.
- Underline the prefix *micro-*, and circle the root *computer*.
- Say, “The prefix *micro-* means ‘small.’ So a microcomputer is a small computer, like a desktop computer or a tablet computer.”
- Say, “Now let’s talk about the suffix *-ist*.”
- Write the word *cyclist* on the board.
- Ask, “What do you think this word means?”
- If a volunteer answers correctly, ask the student to explain how they knew.
- Underline the suffix *-ist*, and circle the root *cycl*. Note that the letter ‘e’ was dropped when *-ist* was added. Explain that *cycle* most often refers to a bicycle. It can also refer to a tricycle or a motorcycle.
- Say, “The suffix *-ist* means ‘a person who does something.’ When we add this suffix to a noun, it changes the noun from a thing to a person. So a cyclist is someone who rides a bicycle.”
- Write the words *microscope* and *artist* on the board. Read the words aloud and have student volunteers define each word. Offer corrections as needed.
- 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.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 2

Reading



Primary Focus: Students will read “Special Report: Coral Reefs” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

READ “SPECIAL REPORT: CORAL REEFS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *critical, diverse, vessel, counsel, tropical*
 - phrases: “unravel the mysteries,” “Channel 3 News travels underwater”
 - domain-specific language: *colony, ecosystems, microorganisms, microbiologists, environmentalists*
- Have students follow along as you read “Special Report: Coral Reef.”
- 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., *notable* and *colossal*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

Support

Before reading “Special Report: Coral Reefs,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Page 16.3



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 (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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Ask students yes/no questions: *Is coral a rock? (no) Does a coral reef have food for animals? (yes) Do rocks give coral reefs their color? (no)*

Intermediate

Provide students with specific sentence starters: *A coral reef provides sea animals with _____. (food and shelter)*

**Advanced/
Advanced High**

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

ELPS 4.G; ELPS 4.I

Wrap-Up

Discussion Questions for “Special Report: Coral Reefs”

1. **Literal.** Is coral a type of rock? Explain why or why not.
 - » Coral is not a type of rock. It is a living creature.
2. **Literal.** What does a coral reef provide to sea animals and plants?
 - » A coral reef provides food and shelter to sea life.
3. **Literal.** What makes coral reefs so colorful?
 - » Algae provide the reefs with remarkable colors.
4. **Literal.** Why are some coral reefs in danger?
 - » High sea temperatures cause algae to leave coral. Then the coral turns white, which can kill the coral.
5. **Inferential.** What can people do to help coral reefs?
 - » Possible response: People can avoid activities that cause pollution.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast: “Coral reefs are found in tropical oceans around the world. Australia’s Great Barrier Reef is the most notable.” (*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:** For the inferential question, have students share their thoughts with one another. 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 partner’s thinking with the group.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + /l/ > 'al'.

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

SPELL WORDS THAT END IN 'AL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > 'al' that you say aloud.
- Say the word *final*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-----------|-----------|-------------|
| 1. final | 4. signal | 7. animal |
| 2. floral | 5. rural | 8. capital |
| 3. total | 6. global | 9. internal |

- Then tell students that 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 flower has pink petals. |
| 2. I like reading digital books. |

- 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.

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 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 “Special Report: Coral Reefs.”
- Review the writing prompt on **Activity Page TR 16.1**.
- 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: *usually*, *cells*, and *mysteries*. You may wish to create or gather cards for additional Tricky Words.
- 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 *cells* and say, “This word is tricky because the ‘c’ is pronounced /s/ 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 say /s/ for this letter. We say /e/ for this letter. We say /l/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /s /e/ /l/ /z/, *cells*. Say, “*Cells!* It’s a word we might have heard in science, like when we say ‘Individual algae cells can be seen only by using a microscope.’”
- 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 *cells*. 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

Words with
/ə/ + /l/ > 'el'

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

✦ Students will read words with /ə/ + /l/ > 'el'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with the final stable syllable 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *micro-* and the

✦ suffix *-ist*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Special Report: Coral Reefs” fluently with a partner.

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

Phonics—Encoding

✦ Students will spell and write words with /ə/ + /l/ > 'el'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Special Report: Coral Reefs” Anecdotal
Reading Record

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; 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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 Words with /ə/ + /l/ > 'el'	3 min.	
Phonics—Decoding		
Read Words with /ə/ + /l/ > 'el'	3 min.	
Identify Multisyllabic Words with Final Stable Syllable 'el'	3 min.	<input type="checkbox"/> Activity Page 17.1
Morphology		
Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i>	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 "Special Report: Coral Reefs"	10 min.	<input type="checkbox"/> Activity Page 16.3
Phonics—Encoding		
Spell Words That End in 'el'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below). You will continue to use this chart in Lessons 18–19. Cover any spellings not yet reviewed.

/ə/ + /l/ > 'al'	/ə/ + /l/ > 'el'	/ə/ + /l/ > 'il'	/ə/ + /l/ > 'ul'
metal	barrel	nostril	mindful
final	parcel	fossil	playful
moral	marvel	peril	skillful

Morphology

- Create a chart to display with the following definitions and roots.

Note: The second column will be completed in class as students use the information in the first and third columns to create words with affixes *micro-* or *-ist*.

Root	Word with Affix	Definition
tour		a person who travels for fun
wave		a small electromagnetic wave used to create heat
flute		a person who plays the flute
final		a person who makes the last round of a competition
novel		a person who has written a book
chip		a small circuit, or electronic part, used to process or store information
cartoon		a person who draws comics, graphic novels, or similar illustrated works
film		a technology for making printed or drawn images very small

Reading

- Ensure you have the Unit 3 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: *ecosystem, mackerel, cuttlefish, stingray, mussels, bottlenose dolphin, Great Barrier Reef, snorkel, and bleached coral.*

Lesson 17: Review: Words with /ə/ + /l/ > 'el', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /ə/ + /l/ > 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW WORDS WITH /ə/ + /l/ > 'EL' (3 MIN.)

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'."
- Pronounce the /u/ sound for students, and have students repeat it.
- Say the word *nickel*, emphasizing the schwa sound in 'el'. Have students repeat the word.
- Write the word *nickel* on the board. Underline the 'el' ending. Say, "The 'el' in *nickel* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *model*, *bagel*, *chapel*, *easel*, and *travel*.

Check for Understanding



Thumbs-Up/Thumbs-Down: Write the words *channel* and *mammal*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that both words end with the /ə/ + /l/ sound. (*thumbs-up*)

**ENGLISH
LANGUAGE
LEARNERS**


Foundational Skills

Foundational Literacy Skills

To provide additional practice for students to distinguish words with /ə/ + /l/ > 'el' from words with /e/ + /l/ > 'el', write and read aloud the following words: *elbow* and *counsel*.

Have students identify the sound made by 'el' in each word. Point out that in *elbow*, the syllable with 'el' is stressed (/el•boe/), and in *counsel*, the syllable with 'el' is unstressed (/coun•sel/).

ELPS 2.A

✦ **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.

Lesson 17: Review: Words with /ə/ + /l/ > 'el', Part 1

Phonics—Decoding



Primary Focus

✦ Students will read words with /ə/ + /l/ > 'el'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with the final stable syllable 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /ə/ + /l/ > 'EL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Every vowel can have the schwa sound.
- Write the word *chapel* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**cha**•pəl/.

Note: You may want to point out that 'a' in the syllable *cha-* makes a short vowel sound even though it is an open syllable. Explain to students that sometimes words don't follow the rules and they will become more familiar with how to read them with practice.

- Have students read and pronounce the word *chapel*.
- Say, "*Chapel* is another word for church or a place of worship."
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'el'.
- Point to /ə/ + /l/ > 'el' and say /əl/.
- Underline the 'el' as you read each word. Have students read the words aloud after 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.

IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'EL' (3 MIN.)

Support

Tell students that words in the word search are hidden horizontally and vertically, and that some letters may be used for more than one word.

- Explain to students that a word that ends with 'el' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *apparel* on the board, with the syllables marked: *ap•par•el*.
- Underline the first 'a'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ap/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-par-*. Point out that in this word, the 'ar' makes the /air/ sound. Pronounce the syllable /pair/.
- Underline 'el'. Say, "In this word, 'e' is part of a final stable syllable." Circle *-el*. Pronounce the syllable /əl/.
- Point to each syllable as you say the word aloud. /ap/ /pair/ /əl/. Say, "That doesn't make sense. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /əp/. Then have students read the word aloud.
- Ask, "How many syllables does *apparel* have?" (*three*)
- Say, "Words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /əp•**pair**•əl/."
- Repeat with the following three-syllable words: *mis•la•bel*, *su•per•mod•el*, *un•rav•el*.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have student pairs 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 17.1



Lesson 17: Review: Words with /ə/ + /l/ > 'el', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *micro-* and the suffix *-ist*.

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

PREFIXES AND SUFFIXES: MICRO-, -IST (6 MIN.)

- Write the affixes *micro-* and *-ist* on the board.
- Point to *micro-*. Say, "The prefix *micro-* means 'small.'"
- Point to *-ist*. Say, "The suffix *-ist* means 'a person who does something.'"
- Direct students to the chart you prepared in advance.
- Explain that students will use the information in the first two columns to create words with affixes *micro-* or *-ist*.
- Read aloud the first definition and root word.
- Ask, "Which affix should we add to the root *tour* to create a word that means 'a person who travels for fun'?" (*-ist*)
- Have a student volunteer create the correct word by adding *-ist* to *tour*. (*tourist*)
- Record the word in the top cell in the third column of the chart.
- Repeat the routine to complete the chart.
- 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.

Challenge

Have students use words with the prefix *micro-* or the suffix *-ist* in a written or oral sentence.

Activity Page 17.2



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 17: Review: Words with /ə/ + /l/ > 'el', Part 2

Reading



Primary Focus: Students will reread “Special Report: Coral Reefs” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

REREAD “SPECIAL REPORT: CORAL REEFS” (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 16.3. Tell students that today they will reread “Special Report: Coral Reefs” with a partner.
- Take time to answer any questions that students may have about “Special Report: Coral Reefs.”
- 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 words with final stable syllables ‘al’ and ‘el’ and
 - circle words that have the prefix *micro-* or the suffix *-ist*.

Activity Page 16.3



Support

Remind students that they can reread or scan the passage multiple times to look for words with the target skills. For example, they might first look for words with final stable syllables ‘el’. Then they may scan for words with the prefix *micro-*. They may read the passage a third time looking for words with the suffix *-ist*.

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 (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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the final stable syllable 'el'.

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: “Special Report: Coral Reefs”
Anecdotal Reading Record

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

Lesson 17: Review: Words with /ə/ + /l/ > ‘el’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + /l/ > ‘el’.

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

SPELL WORDS THAT END IN ‘EL’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > ‘el’ that you say aloud.
- Say the word *model*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|----------|-----------|-------------|
| 1. model | 4. cancel | 7. marvel |
| 2. camel | 5. bagel | 8. tinsel |
| 3. level | 6. nickel | 9. mislabel |

- Then tell students that 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.

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. I want to travel when I grow up.
2. That barrel is full of water.

- 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 17: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Read the words from the word bank aloud with the students and provide support for any possibly unfamiliar words, such as *kennel*, *mantel*, and *swivel*. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Special Report: Coral Reefs” 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 *cells* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *seeellzzz*. Write the letters to spell *cells* on the board.
- Point to the word *cells* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /s/ sound is spelled with ‘c’ and the /z/ sound is spelled with ‘s.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /e/ for this letter. We say /l/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /s/ /e/ /l/ /z/, *cells*. Say, “*Cells!* It’s a word we might have heard in science.”

- Repeat with the words *usually* and *mysteries* and any other Tricky Words you reviewed in Lesson 16. 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.

REVIEW

Words with /ə/ + l > 'il'

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'il'.

✦ TEKS 3.2.A.i; TEKS 3.2.A.ii

Phonics—Decoding

Students will identify and read words with /ə/ + /l/ > 'il'.

✦ TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will identify multisyllabic words with final stable syllable 'il'.

✦ TEKS 3.2.A.i; TEKS 3.2.A.ii

Morphology

Students will use words with the prefix *micro-* and the suffix *-ist*.

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

Reading

Students will read "Life Cycle of a Wild Gerbil" fluently and will answer questions about key details in the text.

✦ TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

Phonics—Encoding

✦ Students will spell and write words with /ə/ + /l/ > 'il'. TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Activity Page 18.2

Words with *micro-* or *-ist*

✦ TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change

LESSON AT A GLANCE

	Time	Materials
Part 1 (15 min.)		
Warm-Up		
Review /ə/ + /l/ > 'il'	3 min.	
Phonics—Decoding		
Read Words that End in /ə/ + /l/ > 'il'	3 min.	<input type="checkbox"/> Activity Page 18.1
Identify Multisyllabic Words with Final Stable Syllable 'il'	3 min.	
Morphology		
Prefixes and Suffixes: <i>micro-</i> , <i>-ist</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 "Life Cycle of a Wild Gerbil"	10 min.	<input type="checkbox"/> Activity Pages 18.3, 18.4
Phonics—Encoding		
Spell Words That End in 'il'	5 min.	<input type="checkbox"/> dictation journal

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

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below). You will continue to use this chart in Lesson 19. Cover any spellings not yet reviewed.

/ə/ + /l/ > 'al'	/ə/ + /l/ > 'el'	/ə/ + /l/ > 'il'	/ə/ + /l/ > 'ul'
metal	barrel	nostril	mindful
final	parcel	fossil	playful
moral	marvel	peril	skillful

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.

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: *gerbil*, *baby gerbil*, *rodent*, and *burrows*.

Lesson 18: Review: Words with /ə/ + l > 'il', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /ə/ + /l/ > 'il'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ə/ + /l/ > 'IL' (3 MIN.)

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'."
- Pronounce the /u/ sound for students, and have students repeat it.
- Say the word *pencil*, emphasizing the schwa sound in 'il'. Have students repeat the word.
- Write the word *pencil* on the board. Underline the 'il' ending. Say, "The 'il' in *pencil* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *stencil*, *council*, *pupil*, and *gerbil*.

Lesson 18: Review: Words with /ə/ + l > 'il', Part 1

Phonics—Decoding


Primary Focus

✦ Students will identify and read words with /ə/ + /l/ > 'il'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'il'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS THAT END IN /ə/ + /l/ > 'IL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.

✦ **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

Point out that when 'i' is part of a team, such as in 'ai' or 'oi', the spelling 'il' does not make the /ə/ + /l/ sound. Write and read aloud the following words: *coil* and *snail*.

Underline the vowel team in each word, and have students identify the sound each makes. Then write the words *soil* and *tail* and have students practice reading them aloud.

ELPS 2.A, ELPS 3.A

- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Any vowel can have the schwa sound.
- Write the word *civil* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**si**•vəl/.
- Have students pronounce the word *civil*.
- Say, “*Civil* is an adjective with multiple meanings. It can mean ‘polite’ or ‘relating to a political state or its citizens.’”
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > ‘il’.
- Point to /ə/ + /l/ > ‘il’ and say, “/əl/.”
- Underline the ‘il’ as you read each word. Have students read the words aloud after you.
- 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.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 18.1



Check for Understanding

Turn and Talk: After students have completed the activity page, have them work with a partner to compare and self-correct their work. Tell students to signal when both partners have contributed to the conversation.

IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘IL’ (3 MIN.)

- Explain to students that a word that ends with ‘il’ often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.

Challenge

Remind students that consonant sounds can be made up of multiple letters. Write the word *nostril*, and challenge students to identify the consonant blend in the final stable syllable. ('str')

Support

Provide support for any unfamiliar words in the passage or word bank. For example, explain that the base word in *microphone* and *phone*, comes from a Greek word meaning "sound." A microphone is used to change a small sound into a big sound. Explain that microfilm was used to put small pictures of information, like newspaper pages, on film before there was computer storage.

Activity Page 18.2



- Write the word *daredevil* on the board, with the syllables marked: *dare•dev•il*.
- Underline the first 'are'. Say, "This vowel team is part of an r-controlled syllable." Circle *dare-*. Pronounce the syllable /dair/.
- Underline the second 'e'. Say, "In this word, 'e' is part of a closed syllable." Circle *dev-*. Pronounce the syllable /dev/.
- Underline 'i'. Say, "In this word, 'i' is part of a final stable syllable. Circle *il*. Pronounce the syllable /əl/.
- Ask, "How many syllables does *daredevil* have?" (*three*)
- Say, "Remember that words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /**dair**•dev•əl/. Also in this case, only the final stable syllable makes the schwa sound."
- Repeat with the following words: *basil*, *tonsil*, and *utensil*. Ask students to identify the final stable syllable. (*basil*: 'sil'; *tonsil*: 'sil'; *utensil*: 'sil')

Lesson 18: Review: Words with /ə/ + I > 'il', Part 1

Morphology



Primary Focus: Students will use words with the prefix *micro-* and the suffix *-ist*.

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

PREFIXES AND SUFFIXES: MICRO-, -IST (6 MIN.)

- Write the affixes *micro-* and *-ist* on the board.
- Remind students that the prefix *micro-* means "small" and the suffix *-ist* means "a person who does something."
- Direct students to Activity Page 18.2 and review the instructions.
- Complete the activity page as a class. Read the passage aloud, and have student volunteers identify the word from the word bank that fits each blank. Offer corrections as needed.

Note: This activity page is done as a class so that there is support for unfamiliar vocabulary. In addition, these target words have been used in previous lessons.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 18: Review: Words with /ə/ + l > 'il', Part 2

Reading



Primary Focus: Students will read “Life Cycle of a Wild Gerbil” fluently and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

READ “LIFE CYCLE OF A WILD GERBIL” (10 MIN.)

Note: You may want to point out that the text includes a table. Remind students that a table is a text feature that helps an author organize important information for the reader.

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *proceed, perils, tranquil, foreseeable, proactively*
 - phrases: “settle into adulthood,” “progress in age,” “mindful of”
 - domain-specific language: *zoologists, animal behaviorists, rodent family, animal specialists, lifespan*
- Have students follow along as you read “Life Cycle of a Wild Gerbil.”
- 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., *capable* and, in the table, *invincible*).
- 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 the activity page, instruct them to work on it at home.

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 (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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.

Before reading “Life Cycle of a Wild Gerbil,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages 18.3, 18.4





Reading

Reading Closely

Beginning

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

- 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 student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 18: Review: Words with /ə/ + l > 'il', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + l > 'il'.

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

SPELL WORDS THAT END IN 'IL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > 'il' that you say aloud.
- Say the word *pencil*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

1. pencil	4. tonsil	7. stencil
2. pupil	5. utensil	8. peril
3. council	6. fossil	9. civil

- Then tell students that 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. My sister wants a gerbil for a pet.
2. We grow fresh basil in our garden.

- 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 to Activity Page 18.3.
- Have them reread “Life Cycle of a Wild Gerbil.”
- Review the writing prompt on **Activity Page TR 18.1**.
- 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: *wild*, *half*, and *tranquil*.
- 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 *wild* and say, “This word is tricky because the ‘il’ is pronounced /ie(ə)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 /w/ for this letter. We blend and say /ie/ /əl/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /w/ /ie/ /əl/ /d/, *wild*. Say, “*Wild!* It’s a word we hear all the time, like when we say ‘A wild gerbil’s life cycle is very interesting.’”
- 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 *wild*. 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

Words with
/ə/ + l > 'ul'

PRIMARY FOCUS OF LESSON

Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will identify and read words with /ə/ + /l/ > 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *fore-* and

✦ *pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Life Cycle of a Wild Gerbil” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

✦ Students will spell and write words with /ə/ + /l/ > 'ul'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Life Cycle of a Wild Gerbil” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 /ə/ + /l/ > 'ul'	3 min.	
Phonics—Decoding		
Read Words That End in /ə/ + /l/ > 'ul'	3 min.	<input type="checkbox"/> Activity Page 19.1
Identify Multisyllabic Words with Final Stable Syllable 'ul'	3 min.	
Morphology		
Root Words and Prefixes: <i>fore-</i> , <i>pro-</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 "Life Cycle of a Wild Gerbil"	10 min.	<input type="checkbox"/> Activity Page 18.3
Phonics—Encoding		
Spell Words That End in 'ul'	5 min.	<input type="checkbox"/> dictation journal

ADVANCE PREPARATION

Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below).

/ə/ + /l/ > 'al'	/ə/ + /l/ > 'el'	/ə/ + /l/ > 'il'	/ə/ + /l/ > 'ul'
metal	barrel	nostril	mindful
final	parcel	fossil	playful
moral	marvel	peril	skillful

Reading

- Ensure you have the Unit 3 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.
- 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: *gerbil*, *baby gerbil*, *rodent*, and *burrows*.

Lesson 19: Review: Words with /ə/ + l > 'ul', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /ə/ + /l/ > 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ə/ + /L/ > 'UL' (3 MIN.)

- Explain that students will continue to review words ending with the schwa and /l/ sounds. Today they will review the ending 'ul'.
- Say, "Even 'u', which often makes the /u/ sound anyway, can make the schwa sound. This happens in syllables that are unstressed, such as /**aw**•ful/."
- Write the word *awful* on the board. Underline the 'ul' ending. Say, "The 'ul' in *awful* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *joyful*, *lawful*, and *dutiful*.

Challenge

Point out that all of these words end in /fəl/. Challenge pairs or small groups to brainstorm at least one more word that ends in 'ful' to add to the list.

Lesson 19: Review: Words with /ə/ + l > 'ul', Part 1

Phonics—Decoding


Primary Focus

Students will identify and read words with /ə/ + /l/ > 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'ul'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS THAT END IN /ə/ + /L/ > 'UL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Every vowel can have the schwa sound.

✦ **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

Students may struggle with choosing the correct ending while completing the activity page. Pair students with a mentor to check and self-correct their work.

ELPS 1.B

Activity Page 19.1



- Write the word *helpful* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**help**•fəl/.
- Have students read the word aloud.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'ul'.
- Point to /ə/ + /l/ > 'ul' and say /əl/.
- Point out that when /əl/ follows the letter 'f', it is often spelled 'ul'.
- Underline the 'ul' as you read each word. Have students read the words aloud after you.
- Direct students to Activity Page 19.1 and review the instructions. Review the word endings in the bank by saying each aloud. Then read each word aloud 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 or provide feedback at the beginning of tomorrow's lesson.

IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'UL' (3 MIN.)

- Explain to students that a word that ends with 'ul' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *beautiful* on the board, with the syllable marked: *beau•ti•ful*.
- Underline 'eau'. Say, "These vowels are part of a vowel team syllable." Circle *beau-*. Pronounce the syllable /bue/.
- Underline 'i'. Say, "In this word, 'i' is part of an open syllable. But it doesn't follow the rule and makes the short /i/ sound." Circle *ti-*. Pronounce the syllable /ti/.

Note: Some students may pronounce the second syllable /tə/, which is also acceptable.

- Underline 'u'. Say, "In this word, 'u' is part of a final stable syllable." Circle *-ful*. Pronounce the syllable /fəl/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables does *beautiful* have?" (*three*)
- Say, "Remember that words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /bue•ti•fəl/."
- Repeat with the following words: *cheerful*, *eventful*, *peaceful*, and *wonderful*, asking students to identify the final stable syllable. (*cheerful*: 'ful'; *eventful*: 'ful'; *peaceful*: 'ful'; *wonderful*: 'ful') Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.



Check for Understanding

Thumbs-Up/Thumbs-Down: Write and read aloud the word *truthful*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the final syllable has the /ə/ sound. (*thumbs-up*)

Lesson 19: Review: Words with /ə/ + l > 'ul', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *fore-* and *pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *FORE-*, *PRO-* (6 MIN.)

- Say, "Today we will be reviewing two prefixes: *fore-* and *pro-*."
- Remind students that prefixes are word parts added to the beginning of roots to change their meaning.
- Write the words *foresee*, *forewarn*, and *forearm* on the board.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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

Clarify that the prefix *pro-* has several meanings. Students may be familiar with the meaning “in favor of” as in the word *pro-baseball* or *pro-recess*. Point out that *pro-* words with this meaning are often hyphenated.

- Point to each word, reading it aloud. Have students read each word aloud.
- Say, “*Foresee* means ‘to see something before it happens.’ *Forewarn* means ‘to give a warning before something happens.’ *Forearm* means ‘the front part of an arm.’”
- Underline the prefix *fore-* in each word.
- Explain that the prefix *fore-* means “before.” Point out that sometimes it can be used to refer to the first part or front part of something, as in the word *forearm*.
- Write the words *proceed*, *propose*, and *protect* on the board.
- Point to each word, reading it aloud. Have students read each word aloud.
- Say, “*Proceed* means ‘to move forward.’ *Propose* means ‘to put forward a plan or idea.’ *Protect* means ‘to prevent harm or shield from danger.’”
- Underline the prefix *pro-* in each word.
- Explain that the prefix *pro-* means “forward” or “before.” Point out that sometimes the meaning of the prefix *pro-* is clear, as in the examples *proceed* and *propose*. Other times, the meaning is less obvious, as in the case of *protect*.
- Direct students to Activity Page 19.2 and review the instructions. Divide students into pairs. Tell students that they will work with a partner on the activity page.
- Complete the first item as a group.
- Then read each sentence aloud before having partners get to work on the activity page. Circulate as students work.
- If students do not complete the activity page in class, ask them 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 19.2



Lesson 19: Review: Words with /ə/ + l > 'ul', Part 2

Reading



Primary Focus: Students will reread “Life Cycle of a Wild Gerbil” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

REREAD “LIFE CYCLE OF A WILD GERBIL” (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 18.3. Tell students that today they will reread “Life Cycle of a Wild Gerbil” with a partner.
- Take time to answer any questions that students may have about “Life Cycle of a Wild Gerbil.”
- 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.
- Tell students that after they finish reading, they should work together to
 - underline words with /ə/ + /l/ > ‘ul’ and
 - circle words with the prefixes *pro-* or *fore-*.

Activity Page 18.3

Challenge

Challenge students to highlight words with final stable syllables with other spellings they have reviewed.

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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with /ə/ + /l/ > 'ul'.

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



Think-Pair-Share: Give students time to review and think about their annotations. Then have pairs of students compare annotations with another pair of students. Tell students to signal when both sets of partners have contributed to the conversation. Call on students to share one example from each category with the group.

Observation: “Life Cycle of a Wild Gerbil”
Anecdotal Reading Record



As you listen to each student read “Life Cycle of a Wild Gerbil,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 19: Review: Words with /ə/ + l > 'ul', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ə/ + /l/ > 'ul'.

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

SPELL WORDS THAT END IN 'UL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + /l/ > 'ul' that you say aloud.
- Say the word *helpful*. 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. helpful | 4. wonderful | 7. lawful |
| 2. peaceful | 5. eventful | 8. mindful |
| 3. awful | 6. joyful | 9. cheerful |

- Then tell students that 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. Our new puppy is very playful. |
| 2. I want to be a skillful cook. |

- 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 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.
- When students are done, ask pairs to share and check each other's work.

### SHARING

- Pair up students and have one person share the response they wrote about "Life Cycle of a Wild Gerbil" 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 *wild* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *wieəld*. Write the letters to spell *wild* on the board.
- Point to the word *wild* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ /əl/ sound is spelled ‘il’.
- 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 blend and say /ie/ /əl/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /w/ /ie/ /əl/, /d/, *wild*. Say, “*Wild!* It’s a word we use all the time.”

- Repeat with the words *half* and *tranquil* and any other Tricky Words you reviewed in Lesson 18. 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.

## 20

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will review identifying and blending words with /ə/ + /l/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

Students will review reading words with different spellings of /ə/ + /l/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will review syllable types. **TEKS 3.2.A.ii**

## Morphology

Students will review identifying the meaning of and using words with prefixes and

✦ suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Nigel’s Magical Pencil” independently and will answer questions about key details in the text.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words that end with /ə/ + /l/.

✦ **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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.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                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Review /ə/ + /l/                                                                               | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Review Words with 'le', 'el', 'al', 'il', and 'ul' Schwa Sounds                                | 3 min.  |                                                    |
| Sort Words by Syllables                                                                        | 3 min.  | <input type="checkbox"/> Activity Page 20.1        |
| <b>Morphology</b>                                                                              |         |                                                    |
| Review Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i> , <i>fore-</i> , <i>pro-</i>         | 6 min.  | <input type="checkbox"/> Activity Page 20.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read "Nigel's Magical Pencil" Independently                                                    | 10 min. | <input type="checkbox"/> Activity Pages 20.3, 20.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Encoding Review                                                                                | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Create a word bank for the riddle activity.

| Word Bank |          |         |          |
|-----------|----------|---------|----------|
| pencil    | mammal   | towel   | colorful |
| rival     | cheerful | nostril | camel    |

### 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: *cartoonist*, *mantel*, *easel*, *kennel full of puppies*, and *lasso*.

## Lesson 20: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying and blending words with /ə/ + /l/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ə/ + /l/ (3 MIN.)**

- Say, “Today we will review several spellings of /ə/ + /l/.”
- Remind students that the schwa sound appears in unstressed syllables and that every vowel can have the schwa sound.
- Say the words *global*, *model*, *stencil*, and *useful*.
- Say, “All of these words have final stable syllables that end in schwa + /l/, but they have different spellings.”
- Write the words on the board and underline their /ə/ + /l/ endings.
- Point to the ‘al’ ending in *global*. Say, “Here ‘al’ has the schwa sound. Read it with me.”
- Point to the ‘el’ ending in *model*. Say, “Here ‘el’ has the schwa sound. Read it with me.”
- Point to the ‘il’ ending in *stencil*. Say, “Here ‘il’ has the schwa sound. Read it with me.”
- Point to the ‘ul’ ending in *useful*. Say, “Here ‘ul’ has the schwa sound. Read it with me.”
- Say the words again, and have students repeat them.


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the words *rental*, *fossil*, *hopeful*, and *gravel* all end in /ə/ + /l/.” (*thumbs-up*)

✦ **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**

Make sure that students feel the same articulation when they say words that end in /ə/ + /l/ but have different spellings. Practice saying the words *oval*, *label*, *basil*, and *helpful*. Have students feel their mouths as they say the end sound of each word. Talk about what their mouths are doing and how it feels. Have students look in a mirror to see that their mouth looks the same as they say the word endings, even though the word endings have different spellings. Students can also look at each other’s mouths as they say the sounds. Talk about why their mouths make the same motion when saying each word ending with a different spelling.

**ELPS 2.A; ELPS 2.B;**

**ELPS 2.C; ELPS 3.A**

Lesson 20: Review: Mixed Review, Part 1

# Phonics—Decoding



## Primary Focus

Students will review reading words with different spellings of /ə/ + /l/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ Students will review syllable types. **TEKS 3.2.A.ii**

### REVIEW WORDS WITH 'LE', 'EL', 'AL', 'IL', AND 'UL' SCHWA SOUNDS (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have an /ə/ + /l/ ending that they studied this week.
- Display the word bank you prepared in advance, and tell students that they will pick the answer to each riddle from the bank.
- Say, "This animal has a large hump on its back." (*camel*)
- Write the word *camel* on the board and underline /ə/ + /l/ ending 'el'. Have students read the word aloud.
- Repeat the routine with the following riddles.

Dogs, dolphins, and donkeys are all this type of creature. (*mammal*)

We use this to smell. (*nostril*)

This is a way to describe a painting that has blue, pink, yellow, and green in it. (*colorful*)

You use this to dry off after a bath or shower. (*towel*)

You might use this to write your name. (*pencil*)

This is a way to describe someone who is always happy. (*cheerful*)

In a sports game, the team you play against is your team's opponent, or this. (*rival*)

✦ **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.

## **SORT WORDS BY SYLLABLES (3 MIN.)**

- Explain that you are going to write and read aloud some words. When students hear a one-syllable word, they should put up one finger. When they hear a two-syllable word, they should put up two fingers. When they hear a three-syllable word, they should put up three fingers.
- Write the word *marble* on the board. Have students read the word silently to themselves and then raise a hand with the appropriate number of fingers up to indicate how many syllables it has. (*two fingers*)
- Draw a slash to mark the syllables: *mar•ble*.
- Say, “The first syllable in *marble* is an r-controlled syllable. The second is a final stable syllable.”
- Write the word *ship* on the board, as you read it aloud. Have students read aloud silently and then raise the appropriate number of fingers to answer. (*one finger*)
- Say, “The one-syllable word *ship* has a closed syllable.”
- Write the word *eventful* on the board. Have students read the word silently and then raise the appropriate number of fingers to answer. (*three fingers*)
- Draw a slash to mark the syllables: *e•vent•ful*.
- Say, “The first syllable in *eventful* is an open syllable with the schwa sound. The second is a closed syllable. The third is a final stable syllable.”
- Repeat with the following words: *wonderful* (*both: closed, r-controlled, final stable syllable*), *crate* (*left: VCe*), *staircase* (*right: r-controlled, VCe*), *play* (*left: vowel team*), *counsel* (*right: vowel team, final stable syllable*).
- Direct students to Activity Page 20.1 and review the instructions. If time allows, have student pairs 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**

Review the six syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllable.

## **Challenge**

Challenge pairs or small groups to brainstorm two-syllable words ending in /ə/ + /l/ that use each of the spellings they reviewed this week: ‘al’, ‘el’, ‘il’, and ‘ul’.

## **Activity Page 20.1**





Lesson 20: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using words with prefixes and suffixes.


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

## REVIEW PREFIXES AND SUFFIXES: *MICRO-*, *-IST*, *FORE-*, *PRO-* (6 MIN.)

- Write the affixes *micro-*, *-ist*, *fore-*, and *pro-* on the board.
- Remind students of the meaning of each affix: *micro-* means “small,” *-ist* means “a person who does something,” *fore-* means “before,” and *pro-* means “forward” or “before.”
- Direct students to Activity Page 20.2 and review the instructions.
- Complete the activity page as a class. Read each sentence and read aloud chorally with students. Have student volunteers identify the affix that should be added. Offer corrections as needed. Write the completed word on the board, noting any spelling change. Read the completed sentence chorally with students.
- After the activity page is completed, have students use one of the completed words from the activity page in a written or oral sentence.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 20.2



 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 “Nigel’s Magical Pencil” independently and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### READ “NIGEL’S MAGICAL PENCIL” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Nigel’s Magical Pencil” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *perilous, foresee, tranquil, forewarn*
  - phrases: “novel-looking,” “artful design,” “progress further,” “lively arena”
  - domain-specific language: *foreground, cartoonist, easel, drawing utensil*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *lasso* and *chaos*.
- 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 words with /ə/ + /l/ > ‘al’ endings,
  - put a box around words with /ə/ + /l/ > ‘el’ endings,

**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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

### Support

Before reading “Nigel’s Magical Pencil,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Activity Pages 20.3, 20.4



### Challenge

Have students use a different color to highlight words with /ə/ + /l/ > ‘il’. (*pupil, pencil, gerbil, tranquil, utensil, perilous*)



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**

- highlight words with /ə/ + /l/ > 'ul' endings, and
- circle words with affixes *micro-*, *-ist*, *fore-*, or *pro-*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 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**

**Think-Pair-Share:** Give students time to think about their answers to the comprehension questions. Have student pairs discuss their answers to the questions. 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 partner's thinking with the group.

**Lesson 20: Review: Mixed Review, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will review spelling and writing words that end with /ə/ + /l/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

**ENCODING REVIEW (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling some words with /ə/ + /l/ endings that you say aloud.
- Say the word *utensil*. 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. utensil     | 4. subtotal      | 7. masterfully   |
| 2. foreword    | 5. microcomputer | 8. unilateral    |
| 3. projectable | 6. novelist      | 9. transportable |

- 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 have a name label on my backpack. |
| 2. My favorite animal is the panda.    |

- 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 20: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students to Activity Page 20.3.
- Have them reread “Nigel’s Magical Pencil.”

- Review the writing prompt on **Activity Page TR 20.1**.
- 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.
- Then, pair up students and have one person share the response they wrote about “Nigel’s Magical Pencil” 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 (*usually, cells, mysteries, wild, half, tranquil*). Include any additional Tricky Words you reviewed in the lessons.

- 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 *half* and say, “This word is tricky because the ‘al’ is pronounced /a/.”
- 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 /h/ for this letter. We say /a/ for these letters. We say /f/ for this letter.” Point to the letters as you blend the sounds: /h/ /a/ /f/, *half*. Say, “*Half!* It’s a word we use all the time, like when we say ‘A baby gerbil is about the size of a half-inch pebble.’”
- 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 *half*. 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 /a/ sound spelled ‘al.’” Write *calf* 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 other 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 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

# Words with /h/ > 'wh'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /h/ > 'wh'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words with /h/ > 'wh'. **TEKS 3.2.A.i**
- Students will sort words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *fore-* and

- pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “Visit France: A Travel Brochure” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

- text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /h/ > 'wh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Activity Page 21.1

Sort Words with /h/ and /w/

- TEKS 3.2.A.i**

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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review /h/ > 'wh'                                                                              | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Words with /h/ > 'wh'                                                                     | 3 min.  | <input type="checkbox"/> Activity Page 21.1 |
| Sort Words by Syllables                                                                        | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Words with <i>fore-</i> and <i>pro-</i>                                                        | 6 min.  | <input type="checkbox"/> Activity Page 21.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read "Visit France: A Travel Brochure" with Accuracy                                           | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Words with /h/ > 'wh'                                                                    | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- For the syllabication activity, create a chart on the board with the following column headings: *One Syllable*, *Two Syllables*, *Three Syllables*.

### Reading

- Ensure you have the Unit 3 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: *Paris*, *Eiffel Tower*, *croissant*, *crêpe*, *the Louvre*, *Mona Lisa*, *Palais Garnier*, and *Tour de France bike race*.



Foundational Skills

Foundational Literacy Skills

Spanish speakers may need guidance in producing the /h/ sound for the letter 'h'. In Spanish, 'h' is silent. Demonstrate making the /h/ sound, by opening your mouth slightly and letting the breath out of the back of your throat. Have students repeat several times.

Start Lesson: Part 1

Lesson 21: Review: Words with /h/ > 'wh', Part 1

# Warm-Up



✦ **Primary Focus:** Students will identify and say words with /h/ > 'wh'. **TEKS 3.2.A.i**

## REVIEW /H/ > 'WH' (3 MIN.)

- Say, "Let's review the /h/ sound."
- Read the following words as you write them on the board, having students read them aloud after you: *hat, hand, hop, and how.*
- Ask, "How do we often spell the /h/ sound?" (*the letter 'h'*)
- Say, "We're going to learn about another way to spell the /h/ sound."
- Say the following words as you write them, having students repeat them after you: *who, whole, and whom.*

Lesson 21: Review: Words with /h/ > 'wh', Part 1

# Phonics—Decoding



**Primary Focus**

- ✦ Students will read words with /h/ > 'wh'. **TEKS 3.2.A.i**
- ✦ Students will sort words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## READ WORDS WITH /H/ > 'WH' (3 MIN.)

- Write 'wh' on the board. Say, "Another spelling that can make the /h/ sound is 'wh'."
- Point to the word *who*.
- Underline the 'wh'.
- Have students read the word aloud with you.
- Repeat the routine with the words *whole* and *whom*.

✦ **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.



- Direct students to Activity Page 21.1 and review the instructions. Work with students to define any unfamiliar words.
- If time allows, have students work on the activity page in class and read the words with a partner. 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.

### **SORT WORDS BY SYLLABLES (3 MIN.)**

- Remind students that longer words are made up of smaller word parts called syllables. We can break up longer words into syllables to help us read them.
- Work with students to generate a list of syllable types they have learned about and write the list on the board: closed, open, VCe, vowel team, r-controlled, and final stable.
- Display the chart you prepared in advance.
- Write the word *mislabel* on the board.
- Say, "When I come across a word that I don't know, I can use what I know about all six different syllable types to help me figure out the word. I'm going to start by finding all of the vowels."
- Underline the vowels. Say, "I see three vowels here. I'm going to start out by trying to divide each syllable right after the vowel so they are open syllables that make the long vowel sound: *mi•sla•bel*."
- Pronounce the word as if it were /mie/ • /slae/ • /bəl/.
- Say, "I don't think that's right. I've never heard a word like that before. I see two consonants after the second 'i', so I'm going to try putting the second syllable break between the consonants instead: *mis•la•bel*."
- Pronounce the word correctly, /mis/ • /lae/ • /bəl/.
- Ask, "How many syllables does this word have?" (*three*)
- Write *mis•la•bel* in the *Three Syllables* column of the chart.
- Point to the first syllable. Ask, "What syllable type is this?" (*closed*)
- Ask, "How do you know?" (*It has a vowel that is "closed up" by a consonant.*)
- Ask, "How do you say this syllable?" (*/mis/*)
- Point to the second syllable. Ask, "What syllable type is this?" (*open*)

### Challenge

Have students work in pairs to generate more words to add to a chart similar to the one on the board. Ask students to identify the different syllable types in the words.

- Ask, “How do you know?” (*It has a vowel that is not closed up by a consonant.*)
- Ask, “How do you say this syllable?” (*/lae/*)
- Point to the third syllable. Ask, “What syllable type is this?” (*final stable*)
- Ask, “How do you know?” (*It has the spelling pattern consonant + ‘el’ which I know creates a final stable syllable.*)
- Ask, “How do you say this syllable?” (*/bəl/*)
- 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: *grate•ful, pen•cil, cor•al, fear,* and *smear.*



### Check for Understanding

**Turn and Talk:** Have students decide with a partner what syllable type is *heard*. (*r-controlled*) Circulate as students discuss. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

## Lesson 21: Review: Words with /h/ > ‘wh’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *fore-* and *pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### WORDS WITH *FORE-* AND *PRO-* (6 MIN.)

- Write the prefixes *fore-* and *pro-* on the board.
- Write the following root words: *active, most, claim, told, warn,* and *front.*
- Point to the word *active*. Say, “I’m going to add *pro-* to make a new word.”

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Remind students that *fore-* means “before” and *pro-* means “forward” or “before.”
- Write the word *proactive* on the board. Say the word and have students read it aloud.
- Work with students to create a definition. (*When you are proactive, you do something before it’s needed. For example, you might be proactive about cleaning your room before you are asked to do it.*)
- Say, “Some words with these prefixes are not easily decoded or defined. When you see these words, you can use context in the sentences to determine their meaning.”
- Point to the word *most*. Say, “I want to add *fore-* to make a new word, and I know how I would use the word *most* in a sentence. I’m not sure what the word *foremost* means.”
- Write the following sentence on the board: *The foremost concern of the principal is students’ education.*
- Say, “I can tell from this sentence that *foremost* means ‘first’ or ‘most important.’”
- Repeat with the remaining words on the board. (*proclaim, foretold, forewarn, forefront*)
- Direct students to Activity Page 21.2 and review the instructions. Work with students to define any unfamiliar words.
- 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 21.2

---



## Lesson 21: Review: Words with /h/ &gt; 'wh', Part 2

## Reading



**Primary Focus:** Students will read “Visit France: A Travel Brochure” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**READ “VISIT FRANCE: A TRAVEL BROCHURE”  
WITH ACCURACY (10 MIN.)**

## Activity Page 21.3



## Challenge

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

## Support

Before reading “Visit France: A Travel Brochure,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 21.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *intrateam*, *ascend*, *intracountry*, *proactively*, *houses* (verb)
  - phrases: “first and foremost,” “catch a glimpse,” “nestled in dense greenery”
  - *domain-specific language*: *Louvre*, *Palais Garnier*, *Tour de France*, *croissant*, *crêpe*
- Have students follow along as you read “Visit France: A Travel Brochure.”
- 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., *intermediate* and *elevator*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

**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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Wrap-Up

### Discussion Questions for “Visit France: A Travel Brochure”

1. **Literal.** What does the author want the reader to do first in Paris?
  - » The author wants the reader to visit the Eiffel Tower.
2. **Literal.** What is a croissant?
  - » A croissant is a buttery and flaky crescent-shaped pastry.
3. **Literal.** What famous painting is at the Louvre museum?
  - » The Mona Lisa is at the Louvre.
4. **Literal.** What bike race should sports fans check out?
  - » They should check out the Tour de France.
5. **Inferential.** Why does the author mention many different things to do and see in France?
  - » Sample response: The author wants the reader to visit France.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the text: “Is the text about going to France?” (yes) “Does the writer say it is bad to go there?” (no)

#### Intermediate

Provide students with a specific sentence frame for summarizing: *When you go to France, you should see \_\_\_\_ and \_\_\_\_.*

#### Advanced/

#### Advanced High

Encourage students to expand/or build on other students’ responses and phrases.

**ELPS 4.G; ELPS 4.I**



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree that I read this sentence with appropriate expression and a thumbs-down if you disagree.” Read the sentence in a monotone voice: “No one is quite sure if Mona Lisa is beginning to smile or stopping the smile.” (*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:** For the inferential question, have students share their thoughts with one another. 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 partner’s thinking with the group.



Lesson 21: Review: Words with /h/ > 'wh', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /h/ > 'wh'.

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

## SPELL WORDS WITH /H/ > 'WH' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /h/ as 'wh' that you say aloud.
- Say the word *whole*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |              |           |
|--------------|-----------|
| 1. whole     | 4. whom   |
| 2. who       | 5. wholly |
| 3. wholesome | 6. whose  |

- 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. Whoever wants to eat should get a plate. |
| 2. The whole school celebrated the win.     |

- 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.

**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.

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

End Lesson

## Lesson 21: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 21.1** for each student.
- Direct students to Activity Page 21.3.
- Have them reread “Visit France: A Travel Brochure.”
- Review the writing prompt on **Activity Page TR 21.1**.
- 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: *weather*, *Palais Garnier*, *crepe*, *Eiffel*, *Louvre*, and *croissant*.
- 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 *crepe* and say, “This word is tricky because the first ‘e’ is pronounced /æ/.”

- 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 /r/ for this letter. We say /ae/ for this letter. We say /p/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /k/ /r/ /ae/ /p/, *crepe*. Say, “*Crepe!* It’s a word we might hear at a bakery, like when we say ‘I would like to devour a pancake-like crepe.’”
- 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 *crepe*. 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

# Words with /s/ > 'sc', 'st', 'ce', and 'se'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**
- Students will create words using syllables. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *intra-* and

- inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “Visit France: A Travel Brochure” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /s/ > 'sc', 'st', 'ce', and 'se'.

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

## FORMATIVE ASSESSMENT

## Observation

“Visit France: A Travel Brochure” 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Tricky Spellings of /s/: 'sc', 'st', 'ce', 'se'                                         | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Words with /s/ > 'sc', 'st', 'ce', and 'se'                                               | 3 min.  |                                             |
| Create Words Using Syllables                                                                   | 3 min.  | <input type="checkbox"/> Activity Page 22.1 |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>intra-</i> , <i>inter-</i>                                         | 6 min.  | <input type="checkbox"/> Activity Page 22.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread "Visit France: A Travel Brochure"                                                       | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Words with /s/ > 'sc', 'st', 'ce', and 'se'                                              | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics/Decoding

- Create a chart to display with the following column headings: 's', 'ss', 'c', 'sc', 'st', 'ce', and 'se'.

### Reading

- Ensure you have the Unit 3 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: *Paris, Eiffel Tower, croissant, crêpe, the Louvre, Mona Lisa, Palais Garnier, and Tour de France bike race.*

## Lesson 22: Review: Words with /s/ &gt; 'sc', 'st', 'ce', and 'se', Part 1

## Warm-Up



**Primary Focus:** Students will identify and say words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**

**REVIEW TRICKY SPELLINGS OF /S/: 'SC', 'ST', 'CE', 'SE' (3 MIN.)**

- Say, "Let's review the /s/ sound."
- Say the word *sun* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *sun*?" ('s')
- Say the word *cent* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *cent*?" ('c')
- Say the word *boss* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *boss*?" ('ss')
- Say, "We're going to learn about other ways to spell the /s/ sound. These are a little trickier."
- Say the following words as you write them, having students read them aloud after you: *scent*, *whistle*, *prince*, and *rinse*.

## Lesson 22: Review: Words with /s/ &gt; 'sc', 'st', 'ce', and 'se', Part 1

## Phonics—Decoding

**Primary Focus**

- ✦ Students will read words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**
- ✦ Students will create words using 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

Give students opportunities to identify the /s/ sound. Say the following words aloud and ask students to raise a hand when they hear the /s/ sound: *rustle*, *shrug*, *sail*, *wrestle*, *bush*, *chance*, *crepe*, *sight*, *dance*, *chop*, *piece*, *ascend*, and *cross*.

## READ WORDS WITH /S/ > 'SC', 'ST', 'CE', AND 'SE' (3 MIN.)

- Display the chart you created in advance.
- Point to the 's', 'ss', and 'c' headings. Say, "These are spellings we already know about for /s/."
- Write the words from the Warm-Up under the headings, saying them aloud and underlining the sound spelling: *sun*, *cent*, and *boss*.
- Point to the columns labeled 'sc', 'st', 'ce', and 'se.'
- Say, "These are other sound spellings for /s/. They are a little trickier."
- Say *scent* as you write it in the 'sc' column. Underline the 'sc'. Have students read the word aloud.
- Repeat the routine with the following words: *whistle*, *prince*, *rinse*, *scene*, *castle*, *bounce*, and *dense*.
- Explain to students that some of these trickier /s/ spellings just have to be learned and remembered. As they practice with them, it will become easier to know which spelling to use.

## CREATE WORDS USING SYLLABLES (3 MIN.)

- Direct students to Activity Page 22.1 and review the instructions. As a class, work together to put together a word using syllables from the syllable bank.
- Then have partners work together on the activity page. If they don't complete it in class, they may 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.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the word *scenery* on the board. Say, "In this word 'sc' makes the /s/ sound. If you agree, give a thumbs-up. If you disagree, give a thumbs-down."  
(*thumbs-up*)

## Activity Page 22.1



## Challenge

Ask students to annotate the syllable types as they work on Activity Page 22.1. Remind them of the syllable types they've learned about: closed, open, VCe, vowel team, r-controlled, and final stable.



Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *intra-* and *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## ROOT WORDS AND PREFIXES: *INTRA-*, *INTER-* (6 MIN.)

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *intercoastal*, *intermingle*, and *interstellar*.

- Say, “We are going to learn about two prefixes: *intra-* and *inter-*.”
- Say, “The prefix *inter-* means ‘between.’ It is used to tell about something happening between two or more things.”
- Write *international* on the board and underline the prefix. Say, “The word *international* describes things happening between two or more countries. An international effort to help people after a flood is an effort happening between two or more countries.”
- Say, “The prefix *intra-* means ‘within.’ It is used to tell about something happening within one thing.”
- Write *intraschool* on the board and underline the prefix. Say, “*Intraschool* describes something happening within a school. An intraschool effort to clean up the playground is an effort happening within the school.”
- Point out that there are several tricky words that use both *intra-* and *inter-*.
- Say the following words and have students repeat them, defining words as needed: *intrapersonal*, *intragroup*, *intracoastal*, *interstate*, *intercom*, and *interaction*.
- Direct students to Activity Page 22.2 and review the instructions. Work with students to define any unfamiliar words.
- 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 22.2



**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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 22: Review: Words with /s/ &gt; 'sc', 'st', 'ce', and 'se', Part 2

## Reading



**Primary Focus:** Students will reread “Visit France: A Travel Brochure” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**REREAD “VISIT FRANCE: A TRAVEL BROCHURE” (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 21.3. Tell students that today they will reread “Visit France: A Travel Brochure” with a partner.
- Take time to answer any questions that students may have about “Visit France: A Travel Brochure.”
- 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 tricky spellings of /s/ as ‘sc’, ‘st’, ‘ce’, or ‘se’, such as *France* and *scenery*;
  - circle at least three words that begin with the prefix *fore-*, *pro-*, *intra-*, or *inter-*, such as *intracountry* and *intertwine*; and

**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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

**Support**

Have students use different colors to mark each of the tricky spellings of /s/: ‘sc’, ‘st’, ‘ce’, ‘se’.

**Activity Page 21.3**

**ENGLISH  
LANGUAGE  
LEARNERS**
**Reading**
**Reading Closely**
**Beginning**

Work with student pairs to identify a few words with tricky spellings of /s/.

**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**

## Challenge

Have students underline tricky spellings of /h/ in the passage as well as tricky spellings of /s/. (*wholly, whole, wholeheartedly, whose, whoever*)

- highlight words with final stable syllables with /ə/ + /l/, such as *people* and *physical*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Observation: "Visit France: A Travel Brochure" Anecdotal Reading Record

As you listen to each student read "Visit France: A Travel Brochure," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /s/ > 'sc', 'st', 'ce', and 'se'.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH /S/ > 'SC', 'ST', 'CE', AND 'SE' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /s/ > 'sc', 'st', 'ce', and 'se' that you say aloud.
- Say the word *scene*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |             |             |
|------------|-------------|-------------|
| 1. scene   | 4. whistle  | 7. scissors |
| 2. descend | 5. unfasten | 8. collapse |
| 3. force   | 6. entrance | 9. universe |

✚ **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. In science, we learn about our muscles.
2. The prince spoke of the scenery of France.

- 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 22: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 22.1** 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

- Pair up students and have one person share the response they wrote about “Visit France: A Travel Brochure” on **Activity Page TR 21.1**. 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 *crepe* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *krrraep*. Write the letters to spell *crepe* on the board.
- Point to the word *crepe* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ae/ sound is spelled with ‘e.’”
- 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 /r/ for this letter. We say /ae/ for this letter. We say /p/ for this letter. We don’t say anything for this letter.” Point to the letters as you blend the sounds: /k/ /r/ /ae/ /p/, *crepe*. Say, “*Crepe!* It’s a word we might use at a bakery.”
- Repeat with the words *weather*, *Palais Garnier*, *Eiffel*, *Louvre*, and *croissant*. 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.

## 23

## REVIEW

# Words with /sh/ > 'ss', 's', and 'ch'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✦ Students will identify and say words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✦ Students will read words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**
- ✦ Students will create words using syllables. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *intra-* and

- ✦ *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “A Quiche Creation” fluently and will answer questions about

- ✦ key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /sh/ > 'ss', 's', and 'ch'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 23.3

Prefixes: *intra-*, *inter-*

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; 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; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Warm-Up</b>                                                                                 |             |                                                    |
| Review Tricky Spellings: /sh/ > 'ss', 's', 'ch'                                                | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Read Words with /sh/ > 'ss', 's', and 'ch'                                                     | 3 min.      | <input type="checkbox"/> Activity Page 23.1        |
| Create Words Using Syllables                                                                   | 3 min.      | <input type="checkbox"/> Activity Page 23.2        |
| <b>Morphology</b>                                                                              |             |                                                    |
| Prefixes: <i>intra-</i> , <i>inter-</i>                                                        | 6 min.      | <input type="checkbox"/> Activity Page 23.3        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read "A Quiche Creation"                                                                       | 10 min.     | <input type="checkbox"/> Activity Pages 23.4, 23.5 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Spell Words with /sh/ > 'ss', 's', and 'ch'                                                    | 5 min.      | <input type="checkbox"/> dictation journal         |



## ADVANCE PREPARATION

### Phonics—Decoding

- Create a chart with /sh/ as a main header and three columns labeled 'ss', 's', and 'ch'.

| /sh/ |     |      |
|------|-----|------|
| 'ss' | 's' | 'ch' |
|      |     |      |

- You may want to have students cut out the cards on Activity Page 23.2 before the lesson.

### 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: *quiche*, *frozen pie crust*, *bell peppers*, *grated cheese*, *toothpick*, *chaperone*, *ingredients* (needs to include eggs), and *whisk*.



## Lesson 23: Review: Words with /sh/ &gt; 'ss', 's', and 'ch', Part 1

## Warm-Up

**Primary Focus:** Students will identify and say words with /sh/ > 'ss', 's', and 'ch'.✦ **TEKS 3.2.A.i****REVIEW TRICKY SPELLINGS: /SH/ > 'SS', 'S', 'CH' (3 MIN.)**

- Say, "Let's review the /sh/ sound."
- Say the word "shine" as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /sh/ sound in *shine*?" ('sh')
- Say, "We're going to learn about other ways to spell the /sh/ sound. These are a little trickier."
- Say the following words as you write them, having students read them aloud after you: *assure*, *sugar*, and *chef*.

## Lesson 23: Review: Words with /sh/ &gt; 'ss', 's', and 'ch', Part 1

## Phonics—Decoding

**Primary Focus**

- ✦ Students will read words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**
- ✦ Students will create words using syllables. **TEKS 3.2.A.ii**

**READ WORDS WITH /SH/ > 'SS', 'S', AND 'CH' (3 MIN.)**

- Display the chart you created in advance.
- Say, "These are tricky sound spellings for /sh/."
- Point to the sound spelling headers and say /sh/ as you point to each one.
- Say *assure* as you write it in the 'ss' column. Underline the 'ss'. Say, "The /sh/ sound in this word is spelled 'ss'." 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.

## Foundational Skills

## Foundational Literacy Skills

Give students opportunities to identify the /sh/ sound. Say the following words aloud and ask students to raise a hand when they hear the /sh/ sound: *shot* (yes), *simple*, *shuck* (yes), *stop*, *shout* (yes), *sure* (yes), *sight*, *machine* (yes), *tissue* (yes).

## Activity Page 23.1



### Support

Emphasize that with tricky words, it is important to remember the words. Point out that repetition can be helpful in memorizing particular words. Students may wish to write lists of tricky words.

### Challenge

After students have sorted their syllable cards, challenge them to come up with sentences using the words. Have students share their sentences with the class.

## Activity Page 23.2



- Repeat the routine with the following words: *sugar, chef, issue, sure, and chute*.
- Explain to students that some of these trickier /sh/ spellings just have to be learned and remembered. As they practice with them, it will become easier to know which spelling to use.
- Direct students to Activity Page 23.1 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:** Write the word *pressure* on the board. Say, "In this word 'ss' makes the /sh/ sound. If you agree, give a thumbs-up. If you disagree, give a thumbs-down." (*thumbs-up*)

## CREATE WORDS USING SYLLABLES (3 MIN.)

- Divide students into small groups or pairs.
- Direct students to the syllable cards on Activity Page 23.2.
- Instruct students to put the cards together to form words. As students work, circulate, clearing up misunderstandings.
- Invite students with successful words to write them on the board.

## Lesson 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *intra-* and *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## PREFIXES: *INTRA-*, *INTER-* (6 MIN.)

- Say, “Remember, we learned about two prefixes: *intra-* and *inter-*.”
- Say, “The prefix *inter-* means ‘between.’ It is used to tell about something happening between two or more things.”
- Say, “The prefix *intra-* means ‘within.’ It is used to tell about something happening within one thing.”
- Divide the class into pairs.
- Say, “I’m going to tell you a root word and a definition of a new word. You will decide if we should add *intra-* and *inter-* to the root word to make the new word.”
- Write the root word *group* on the board. Say the definition of the new word: “occurring within a single group.”
- Have students discuss which prefix to add to *group* to form the new correct word.
- Say, “Raise your left hand if you think I should add *intra-*. Raise your right hand if you think I should add *inter-*.”
- Add *intra-* to *group* to form *intragroup*. Have students read the word aloud.
- Say, “Our team has an intragroup rule to listen when others are speaking. That means that our team shares this rule.”
- Repeat the routine with the following root words and definitions:
  - *state*; “between or connecting two or more states”; *interstate*
  - *personal*; “occurring within a person”; *intrapersonal*
- Direct students to Activity Page 23.3 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 23.3





## Reading

### Reading Closely

#### Beginning

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

## Support

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

## Lesson 23: Review: Words with /sh/ > ‘ss’, ‘s’, and ‘ch’, Part 2

# Reading



**Primary Focus:** Students will read “A Quiche Creation” fluently and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### READ “A QUICHE CREATION” (10 MIN.)

- Direct students to Activity Page 23.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *intrapersonal*, *intervene*, *intermingled*, *ensure/ensuring*
  - phrases: “parachute into another cooking adventure,” “launch into this delicious mission,” “balance the flavors”
  - domain-specific language: *quiche*, *whisk* (noun and verb), *degrees*, *symbol*, *filling*
- Have students follow along as you read “A Quiche Creation.”
- 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., *chaperone* and *guidance*).
- 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 23.5 and complete the comprehension questions. If they don’t complete the activity page, 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.

**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; (v) decoding words using knowledge of prefixes; **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 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /sh/ > 'ss', 's', and 'ch'.

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

### SPELL WORDS WITH /SH/ > 'SS', 'S', AND 'CH' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /sh/ > 'ss', 's', and 'ch' that you say aloud.
- Say the word *issue*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |              |              |
|-----------|--------------|--------------|
| 1. issue  | 4. brochure  | 7. machine   |
| 2. assure | 5. insurance | 8. sure      |
| 3. tissue | 6. chute     | 9. chaperone |

- Then tell students that 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 chef added more sugar.               |
| 2. The parachute landed outside of Chicago. |

**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.

- 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 23: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 23.1** for each student.
- Direct students to Activity Page 23.4.
- Have them reread “A Quiche Creation.”
- Review the writing prompt on **Activity Page TR 23.1**.
- 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: *center*, *measure*, *area*, and *quiche*.
- 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 *quiche* and say, “This word is tricky because the ‘qu’ is pronounced /k/. The ‘i’ is pronounced /ee/. The ‘che’ 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 /k/ for these letters. We say /ee/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /k/ /ee/ /sh/, *quiche*. Say, “*Quiche!* It’s a word we might hear at a restaurant, like when we say ‘Please cut the quiche into slices.’”
- 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 *quiche*. 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.



## 24

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with r-controlled vowel sounds. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will review words with r-controlled vowels. **TEKS 3.2.A.i**
- Students will divide words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.iv**

## Morphology

Students will review the prefixes *fore-*, *pro-*, *intra-*, and *inter-*.

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

## Reading

Students will reread “A Quiche Creation” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

Students will review spelling and writing words with r-controlled vowels and /ə/ + /l/.

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

## FORMATIVE ASSESSMENT

## Observation

## “A Quiche Creation” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; 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; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.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; (ii) spelling homophones.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                               |
|------------------------------------------------------------------------------------------------|-------------|------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                |
| <b>Warm-Up</b>                                                                                 |             |                                                |
| Review Words with r-Controlled Vowel Sounds                                                    | 3 min.      |                                                |
| <b>Phonics—Decoding</b>                                                                        |             |                                                |
| Read Words with r-Controlled Vowels                                                            | 3 min.      |                                                |
| Divide Words by Syllables                                                                      | 3 min.      | <input type="checkbox"/> Activity Page TR 24.1 |
| <b>Morphology</b>                                                                              |             |                                                |
| Review Prefixes: <i>fore-</i> , <i>pro-</i> , <i>intra-</i> , <i>inter-</i>                    | 6 min.      | <input type="checkbox"/> Activity Page 24.1    |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                |
| <b>Reading</b>                                                                                 |             |                                                |
| Reread “A Quiche Creation”                                                                     | 10 min.     | <input type="checkbox"/> Activity Page 23.4    |
| <b>Phonics—Encoding</b>                                                                        |             |                                                |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal     |

## ADVANCE PREPARATION

### Phonics—Decoding

- Make one copy of Activity Page TR 24.1 to use for the whole class. Cut out the cards before the lesson begins. Place the cards in a bowl or basket for the syllable activity.
- 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 3 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: *quiche*, *frozen pie crust*, *bell peppers*, *grated cheese*, *toothpick*, *chaperone*, *ingredients* (image should include eggs), and *whisk*.

## Lesson 24: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review words with r-controlled vowel sounds.

✦ **TEKS 3.2.A.i**

**REVIEW WORDS WITH R-CONTROLLED VOWEL SOUNDS (3 MIN.)**

- Say, “We are going to review words with r-controlled vowel sounds.”
- Say, “I’m going to say words. If you hear a word with an r-controlled vowel sound, stand up.”
- Read aloud a selection of words from the chart below. Have students who have stood up sit down before you read the next word.

| Words with r-Controlled Vowel Sounds<br>(Stand Up) | Words without r-Controlled Vowel<br>Sounds (Stay Seated) |
|----------------------------------------------------|----------------------------------------------------------|
| square                                             | squat                                                    |
| barge                                              | boast                                                    |
| boring                                             | brag                                                     |
| artist                                             | boss                                                     |
| hurry                                              | dice                                                     |
| resort                                             | crispy                                                   |
| church                                             | handle                                                   |
| burst                                              | fright                                                   |
| horror                                             | stay                                                     |
| starlight                                          | candle                                                   |
| discourage                                         | piece                                                    |
| curfew                                             | trying                                                   |

### Challenge

Consider having select students write the words on the board as you say them for the class to see.

✦ **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 24: Review: Mixed Review, Part 1

# Phonics—Decoding



## Primary Focus

- ✦ Students will review words with r-controlled vowels. **TEKS 3.2.A.i**
- ✦ Students will divide words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.iv**

### READ WORDS WITH R-CONTROLLED VOWELS (3 MIN.)

- Write the following sound spellings on the board: /ar/ > 'ar'; /er/ > 'ur', 'ir', 'er', 'ar', 'or'; /er/ > 'ear', 'our', 'urr'; and /or/ > 'or'.
- Divide the class into four groups, and assign each group one of the sound spellings.
- Have students take out a piece of scratch paper.
- Say, "I'm going to set a timer. When I say 'go,' work as a group to write down as many words as you can that correctly use your r-controlled vowel sound."
- Decide for how long you would like students to generate words. Set the timer, and then have students begin.
- Circulate as students work.
- Have groups share and read their words aloud. Write the words on the board, clearing up misunderstandings as needed.

### DIVIDE WORDS BY SYLLABLES (3 MIN.)

- Write the following syllable types on the board: closed, open, VCe, vowel team, r-controlled, and final stable.
- Place the word cards from Activity Page TR 24.1 that you cut out in advance in a basket.
- Draw a card, such as *un•rav•el*.
- Write the word on the board, marking the syllables.

- ✦ **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; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Support

Some students may benefit from approaching the board with a partner and making decisions about the syllable types in the word together. Encourage students to ask classmates for help as they work.

- Demonstrate identifying each syllable type in the word, as you mark it on the board. (*closed; closed; final stable syllable*)
- Read the word aloud.
- As needed, define words or use words in sentences. Remind students that unstressed open or closed syllables may make schwa sounds instead of the long or short vowel sounds students might expect them to make.
- Have students take turns approaching the board to repeat the routine: draw a card, write the word, and identify and mark the syllable types, and then read the word aloud.
- Correct misunderstandings as students work.



### Check for Understanding

**Turn and Talk:** Write the following word on the board: *re•pair*. Have students work in pairs to identify the syllable types in the word. (*open; r-controlled*) Circulate as students discuss. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Foundational Skills

#### Foundational Literacy Skills

#### Beginning

Review the difference between *intra-* and *inter-*. Ask, "Does the prefix *inter-* mean 'between'?" (yes) "Does the prefix *intra-* mean 'within'?" (yes)

#### Intermediate

Have volunteers complete the following sentences: *The prefix inter- means 'between.' It is used to tell about something happening \_\_\_\_ two or more things. The prefix intra- means 'within.' It is used to tell about something happening \_\_\_\_ one thing.*

#### Advanced/ Advanced High

Have students explain in their own words the difference between *intra-* and *inter-*.

**ELPS 1.C**

## Lesson 24: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review the prefixes *fore-*, *pro-*, *intra-*, and *inter-*.

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

### REVIEW PREFIXES: FORE-, PRO-, INTRA-, INTER- (6 MIN.)

- Say, "Let's review the prefixes we learned about this week: *fore-*, *pro-*, *intra-*, and *inter-*."
- Write the following sentence on the board: *The foreword is at the beginning of a book.*

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by encoding words using knowledge of prefixes; **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 24.1

---



- Read the sentence aloud as a class. Ask a volunteer to approach the board. Have them circle the word with the prefix, mark the prefix, and say the word aloud.
- Ask, “What is another word with the prefix *fore-*?” (*foreground*; *forearm*; *forecast*)
- Repeat the routine with the following sentences: *The project has three parts*; *We use the internet for research*; *Is the recycling program an intraschool project?*
- Direct students to Activity Page 24.1 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 24: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will reread “A Quiche Creation” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### REREAD “A QUICHE CREATION” (10 MIN.)

- 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 23.4. Tell students that today they will reread “A Quiche Creation” with a partner.
- Take time to answer any questions that students may have about “A Quiche Creation.”
- 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.
- Tell students that after they finish reading, they should work together to
  - underline words with tricky spellings of /sh/: ‘ss’, ‘s’, and ‘ch’;
  - circle words with the prefix *intra-* or *inter-*; and
  - highlight words with r-controlled vowels.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

**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 (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; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Challenge

Have students highlight VCe words in addition to words with r-controlled vowels. (*parachute, make, knife, provide, intervene, arise, chaperone, place, bake, chaperone*)

### Activity Page 23.4



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with the tricky spellings of /sh/.

#### 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: “A Quiche Creation” Anecdotal Reading Record

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

## Lesson 24: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with r-controlled vowels and /ə/ + /l/. **TEKS 3.2.B.i; TEKS 3.2.B.ii**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with r-controlled vowels and /ə/ + /l/ that you say aloud.
- Say the word *disturb*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |              |             |
|------------|--------------|-------------|
| 1. disturb | 4. moral     | 7. civil    |
| 2. worship | 5. staircase | 8. peaceful |
| 3. nourish | 6. miracle   | 9. squirrel |

- Then tell students that 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 fireworks spectacle was incredible!  |
| 2. Beware of going barefoot on the prairie. |

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

- 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 24: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 24.2** 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 each other’s work.

### SHARING

- Pair up students and have one person share the response they wrote about “A Quiche Creation” on **Activity Page TR 23.1**. 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 *quiche* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *keeesh*. Write the letters to spell *quiche* on the board.
- Point to the word *quiche* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /k/ sound is spelled with ‘qu’, the /ee/ sound is spelled with ‘i’, and the /sh/ sound is spelled with ‘che.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for these letters. We say /ee/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /k/ /ee/ /sh/, *quiche*. Say, “*Quiche!* It’s a word we might use at a restaurant.”
- Repeat with the words *center*, *measure*, and *area*. 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.

## 25

## REVIEW

# Foundational Skills Review

## PRIMARY FOCUS OF LESSON

**Phonics—Decoding**

Students will review reading words with r-controlled vowels, schwa /ə/ + /I/, and

✦ tricky spellings of /h/, /s/, and /sh/. **TEKS 3.2.A.i**

Students will review words with closed, open, VCe, vowel team, r-controlled, and

✦ final stable syllables. **TEKS 3.2.A.ii**

**Morphology**

Students will review the meaning of and use words with prefixes and suffixes.

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

**Reading**

Students will read “Charlotte’s Art” independently and will answer questions about key details in the text.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

**Phonics—Encoding**

Students will complete the dictation posttest for Unit 3.

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Activity Page 25.6

Unit 3 Dictation Posttest

✦ **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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Word Sort                                                                                      | 6 min.      | <input type="checkbox"/> Activity Page 25.1        |
| Read Words with Closed, Open, VCe, Vowel Team, r-Controlled, and Final Stable Syllables        | 3 min.      | <input type="checkbox"/> Activity Page 25.2        |
| <b>Morphology</b>                                                                              |             |                                                    |
| Review Prefixes and Suffixes                                                                   | 6 min.      | <input type="checkbox"/> Activity Page 25.3        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read “Charlotte’s Art” Independently                                                           | 10 min.     | <input type="checkbox"/> Activity Pages 25.4, 25.5 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Unit 3 Dictation Posttest                                                                      | 5 min.      | <input type="checkbox"/> Activity Page 25.6        |

## ADVANCE PREPARATION

### Phonics

- Make sure students have red, yellow, blue, green, orange, and purple pencils or crayons for the syllable activity on Activity Page 25.2.

### 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: *arched entrance*, *parrot*, *geologist doing fieldwork with meteorites*, *microscope*, *art workshop*, and *galaxies*.



## Foundational Skills

## Foundational Literacy Skills

**Beginning**

Assign only words with r-controlled vowels.

**Intermediate**

Assign only words with schwa + /l/.

**Advanced/  
Advanced High**

Assign only tricky spellings with /h/, /s/, and /sh/.

**ELPS 2.B**

## Activity Page 25.1



## Support

Review with students the definitions of each of the six types of syllables used in the activity.

## Activity Page 25.2



## Lesson 25: Review: Foundational Skills Review, Part 1

## Phonics—Decoding

**Primary Focus**

Students will review reading words with r-controlled vowels, schwa /ə/ + /l/, and tricky spellings of /h/, /s/, and /sh/. **TEKS 3.2.A.i**

Students will review words with closed, open, VCe, vowel team, r-controlled, and final stable syllables. **TEKS 3.2.A.ii**

**WORD SORT (6 MIN.)**

- Say, “Today, we are going to review reading words with r-controlled vowels, schwa /ə/ + /l/, and tricky spellings of /h/, /s/, and /sh/.”
- Direct students’ attention to Activity Page 25.1 and review the instructions.
- Then choral read the words aloud with students.
- Assign partners.
- Say, “Work with your partner to sort this list of words into the three columns of the chart.” Briefly review the column headings, allowing students to ask clarifying questions.
- Circulate as students work.
- Students may complete the activity page at home, if needed.
- 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, OPEN, VCE, VOWEL TEAM, R-CONTROLLED, AND FINAL STABLE SYLLABLES (3 MIN.)**

- Say, “Let’s review some words with closed, open, VCe, vowel team, r-controlled, and final stable syllables.”
- Direct students to Activity Page 25.2 and review the instructions. Complete the first item together.
- Consider having students work in small groups.
- Circulate as students work, answering questions as needed.

**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

Ask students to identify the three types of schwa /ə/ + /ɪ/ words that they placed in the middle column. ('e,' 'al,' 'el')

- Have students complete the activity page at home, if needed, and make sure students have the supplies they need.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 25: Review: Foundational Skills Review, Part 1

# Morphology



**Primary Focus:** Students will review the meaning of and use words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW PREFIXES AND SUFFIXES (6 MIN.)

- Say, "We are going to review the prefixes and suffixes we learned about in this unit."
- Direct students to Activity Page 25.3. Review the instructions.
- With students, read aloud the words in both word banks.
- Have students work in pairs to complete the paragraphs.
- Circulate as students work, answering questions as needed. Ask pairs who finish to take turns reading the completed paragraphs aloud.
- Have students complete the activity page at home, if needed.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Activity Page 25.3



### Check for Understanding

**Think-Pair-Share:** Tell students to choose a few words from the activity page and think about their definitions. Then have partners orally define the words they chose in their own words. Tell students to signal when both partners have contributed to the conversation. Call on students to share an example of a word and their partner's thinking with the group.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.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 25: Review: Foundational Skills Review, Part 2

## Reading



**Primary Focus:** Students will read “Charlotte’s Art” independently and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### READ “CHARLOTTE’S ART” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Charlotte’s Art.” Direct students to Activity Page 25.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *intrastate*, *underestimated*, *foreseen*
  - phrases: “thought-provoking,” “self-assured,” “drew inspiration from,” “sisterhood of learners,” “grow and blossom”
  - domain-specific language: *geologist*, *meteorites*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *operator* and *entrance*.
- 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.
- 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 with
    - /ə/ > ‘a’, ‘e’, ‘i’, or ‘o’ and
    - /ə/ + /l/ > ‘le’, ‘al’, ‘el’, ‘il’, or ‘ul’;
  - circle five words with one of the prefixes *tele-*, *super-*, *under-*, *over-*, *micro-*, *uni-*, or *trans-*;
  - highlight five words with one of the suffixes *-hood*, *-ment*, *-en*, or *-ist*.

Activity  
Pages 25.4, 25.5



### Support

Have students focus on one annotation at a time. For example, first have them read and underline words with schwa as ‘a’ and ‘e’. On the next read, have them circle the words with prefixes, then underline words with suffixes, and so on.

Before reading “Charlotte’s Art,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

**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; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Language

Learning How English Works

**Beginning**

Help students with the challenging grammatical structure in the second paragraph.

**Intermediate**

Direct students to the sentence “Once, while exploring the park, the artist stumbled upon many piles of small, colorful pebbles.” Explain that in this context *stumbled upon* means “found something surprising.”

**Advanced/  
Advanced High**

Have students identify three verbs in the first paragraph. (*lived, worked, had, owned, was*)

**ELPS 4.A**

Activity Page 25.6



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 25.5 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.

**Lesson 25: Review: Foundational Skills Review, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will complete the dictation posttest for Unit 3.

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

**UNIT 3 DICTATION POSTTEST (5 MIN.)**

- Direct students to Activity Page 25.6. Review the instructions together.
- Tell students that they will be spelling words with different sounds-spellings that they learned about in Unit 3.
- Say the word *harden*. Repeat it. Have students write it on Activity Page 25.6.
- Repeat with the remaining words.

- |                |                  |                  |
|----------------|------------------|------------------|
| 1. harden      | 4. declare       | 7. intrapersonal |
| 2. foreseeable | 5. microparticle | 8. international |
| 3. proactive   | 6. finalist      | 9. transport     |

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

- |                                                    |
|----------------------------------------------------|
| 1. I was grateful that the pupil gave me a tissue. |
| 2. Do not disturb the artist painting a castle.    |

**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.

- 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, asking them to explain their annotation decisions.

End Lesson

## Lesson 25: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 25.1** for each student.
- Direct students back to Activity Page 25.4.
- Have students reread “Charlotte’s Art.”
- Review the writing prompt on **Activity Page TR 25.1**.
- 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.
- Then, pair up students and have one person share the response they wrote about “Charlotte’s Art” on **Activity Page TR 25.1**. 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 21 and 23 (*weather, Palais Garnier, crepe, Eiffel, Louvre, croissant, whose, center, measure, area, quiche*). Write the following new words from Lesson 21 on index cards: *beginning* and *whole*.
- 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 *whole* and say, “This word is tricky because the ‘wh’ is pronounced /h/.”
- 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 /h/ for these letters. We say /oe/ for this letter. We say /l/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /h/ /oe/ /l/, *whole*. Say, “*Whole!* It’s a word we use all the time, like when we say ‘You can catch a glimpse of the whole city from the Eiffel Tower.’”

- 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 *whole*. 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 /h/ sound spelled ‘wh.’” Write *whoever* 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 21 and 23. 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 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 3 |
|---------|----------|

**Teacher Guide**



# Teacher Resources

|                                                          |     |
|----------------------------------------------------------|-----|
| Anecdotal Reading Record                                 | 311 |
| Discussion Questions Observation Record                  | 312 |
| Additional Support Activity Pages                        | 313 |
| Activity Book Answer Key                                 | 340 |
| Additional Support Activity Page Answer Key              | 371 |
| Texas Essential Knowledge and Skills Correlation Chart   | 378 |
| English Language Proficiency Standards Correlation Chart | 384 |

**ANECDOTAL READING RECORD—UNIT 3**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:



# Additional Support Activity Pages

---

Grade 3

Skills 3

---

**Teacher Guide**



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

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

# TR 3.1

Reread "Exploring Different Jobs and Professions." Which profession is most interesting to you? Why?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

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

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

TR 4.1

## Create r-Controlled Words

First, write the word for the picture your teacher shows you. Then, add an *r* to the word to create a new word.

1. Picture word: \_\_\_\_\_

New word: \_\_\_\_\_

2. Picture word: \_\_\_\_\_

New word: \_\_\_\_\_

3. Picture word: \_\_\_\_\_

New word: \_\_\_\_\_

4. Picture word: \_\_\_\_\_

New word: \_\_\_\_\_







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

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

# TR 7.1

## Words with 'are' and 'air'

Write the words you made by adding a letter to 'are' and 'air' in the correct column.

| are   | air   |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



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

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

TR 9.1

## Words with 'ear', 'eer', and 'ure'

Read each word below. If the word is spelled correctly, write C on the line. If the word is spelled incorrectly, write the correct spelling on the line.

1. appeerance \_\_\_\_\_

2. chearful \_\_\_\_\_

3. injure \_\_\_\_\_

4. feer \_\_\_\_\_

5. advenchear \_\_\_\_\_

6. nearby \_\_\_\_\_

7. career \_\_\_\_\_

8. furnitoor \_\_\_\_\_

9. clear \_\_\_\_\_

10. pionear \_\_\_\_\_

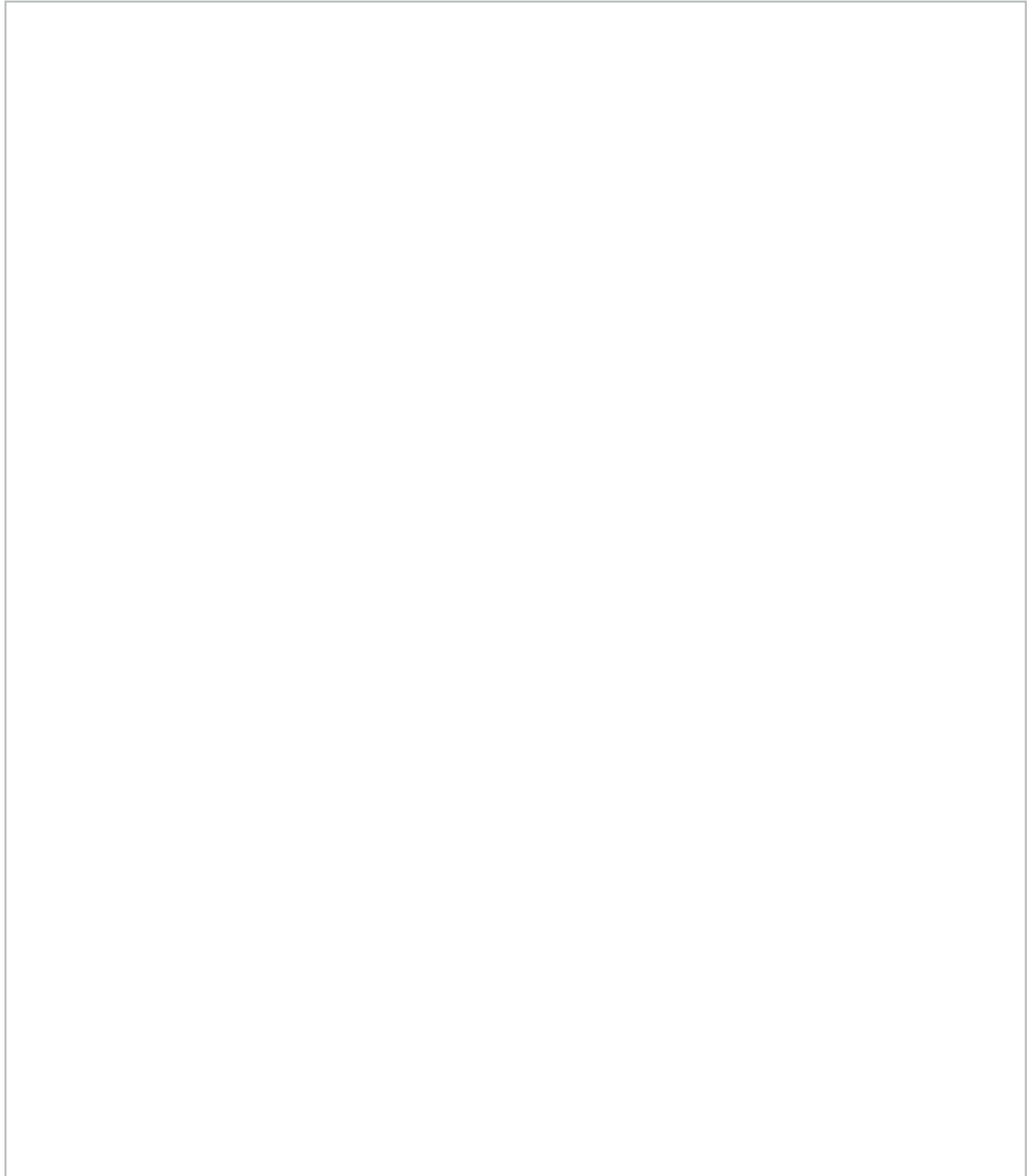


NAME: \_\_\_\_\_

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

# TR 11.1

Reread "A Trans-Galactic Dash." Choose a scene from the story and illustrate it. Be sure to include details from the story in your scene.



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

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

TR 12.1

## Word Search

Read each word. Complete the word search by circling the words from the word bank.

### Word Bank

|               |              |                |               |
|---------------|--------------|----------------|---------------|
| <b>pencil</b> | <b>pilot</b> | <b>phantom</b> | <b>common</b> |
| <b>cousin</b> | <b>civil</b> | <b>wisdom</b>  | <b>lemon</b>  |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| P | E | P | H | A | N | T | O | M | O |
| C | E | Z | C | B | E | W | L | N | L |
| I | J | P | E | N | C | I | L | M | E |
| V | L | A | O | P | R | S | E | O | M |
| I | P | E | N | H | N | D | A | Y | O |
| L | T | F | K | A | Z | O | E | V | N |
| S | E | O | M | C | O | M | M | O | N |
| N | C | O | U | S | I | N | Y | M | S |
| D | U | V | A | W | Q | U | E | I | T |
| R | O | U | P | I | L | O | T | S | D |





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

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

TR 14.1

## Words That End in 'le'

Read each sentence. Identify which word in the sentence is missing the letters 'le'. Add 'le' to the end of that word and write the complete word on the line. Read the sentence using the word to check your work.

1. The steak started to sizz when it was cooked. \_\_\_\_\_
2. A beet is a type of insect. \_\_\_\_\_
3. Can you pass the map syrup? \_\_\_\_\_
4. The belt is missing its buck. \_\_\_\_\_
5. This soup lad is made of wood. \_\_\_\_\_
6. Dad bought a cab to plug into our television. \_\_\_\_\_
7. Which app is sweetest, the green or red one? \_\_\_\_\_
8. An icic formed from freezing water. \_\_\_\_\_





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

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

TR 17.1

## Words with /ə/ + /l/ > 'el'

Read the words in the word bank. Read each sentence. Choose a word with the final stable syllable 'el' from the word bank to complete the sentence. Read the completed sentence to check your work.

### Word Bank

|         |       |         |        |
|---------|-------|---------|--------|
| flannel | easel | kennel  | tunnel |
| mantel  | towel | channel | swivel |

1. Our dogs stay at a \_\_\_\_\_ when we are on vacation.
2. The artist puts her canvas on an \_\_\_\_\_.
3. My dad used a \_\_\_\_\_ to clean up the mess.
4. The \_\_\_\_\_ chair is fun to sit on because it spins.
5. Family photos are on the \_\_\_\_\_ above the fireplace.
6. Have you seen my new \_\_\_\_\_ shirt?
7. The \_\_\_\_\_ allows cars to drive under the river.
8. Please put on the sports \_\_\_\_\_ so we can watch the game.



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

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

TR 19.1

## Words with /ə/

Read each word. Circle the words that contain the schwa sound.

1. gaze
2. article
3. rewrite
4. apple
5. final
6. peril
7. label
8. skillful







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

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

TR 22.1

## Words with /s/ > 's', 'ss', 'sc', 'st', 'ce', 'se', and 'c'

Read each word in the word bank. Complete the chart with words from the word bank. Then read the words in each column.

### Word Bank

|               |               |                |                |               |
|---------------|---------------|----------------|----------------|---------------|
| <b>ascend</b> | <b>seed</b>   | <b>tense</b>   | <b>gross</b>   | <b>voice</b>  |
| <b>seat</b>   | <b>bustle</b> | <b>bristle</b> | <b>whistle</b> | <b>geese</b>  |
| <b>cent</b>   | <b>silver</b> | <b>class</b>   | <b>glisten</b> | <b>worse</b>  |
| <b>moose</b>  | <b>nurse</b>  | <b>scene</b>   | <b>descend</b> | <b>nestle</b> |
| <b>floss</b>  | <b>glance</b> | <b>gloss</b>   | <b>prince</b>  | <b>bounce</b> |
| <b>scent</b>  | <b>self</b>   | <b>recite</b>  | <b>circus</b>  | <b>peace</b>  |

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

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

# TR 22.1

CONTINUED

|      |  |  |  |  |  |
|------|--|--|--|--|--|
| 'c'  |  |  |  |  |  |
| 'se' |  |  |  |  |  |
| 'ce' |  |  |  |  |  |
| 'st' |  |  |  |  |  |
| 'sc' |  |  |  |  |  |
| 'ss' |  |  |  |  |  |
| 's'  |  |  |  |  |  |



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

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

# TR 24.1

|                   |                        |                       |
|-------------------|------------------------|-----------------------|
| <b>mis•la•bel</b> | <b>su•per•mod•el</b>   | <b>un•rav•el</b>      |
| <b>u•ten•sil</b>  | <b>hos•pi•tal</b>      | <b>o•rig•i•nal</b>    |
| <b>tri•cy•cle</b> | <b>beau•ti•ful</b>     | <b>pur•pose•ful</b>   |
| <b>car•a•mel</b>  | <b>sen•ti•nel</b>      | <b>mack•er•el</b>     |
| <b>ca•pi•tal</b>  | <b>pro•fes•sion•al</b> | <b>tra•di•tion•al</b> |



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

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

# TR 24.2

## Sort Words

Read the words in the word bank. Complete the chart with words from the word bank.

### Word Bank

|                |                 |                |                 |                 |                |                |
|----------------|-----------------|----------------|-----------------|-----------------|----------------|----------------|
| <b>garden</b>  | <b>birthday</b> | <b>survive</b> | <b>yourself</b> | <b>forklift</b> | <b>army</b>    | <b>worker</b>  |
| <b>nervous</b> | <b>flurries</b> | <b>earnest</b> | <b>polar</b>    | <b>recharge</b> | <b>support</b> | <b>newborn</b> |

| <b>Words with /ar/<br/>&gt; 'ar'</b> | <b>Words with /er/<br/>&gt; 'ur', 'ir', 'er',<br/>'ar', 'or'</b> | <b>Words with /er/<br/>&gt; 'ear', 'our', 'urr'</b> | <b>Words with /or/<br/>&gt; 'or'</b> |
|--------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------|
|                                      |                                                                  |                                                     |                                      |
|                                      |                                                                  |                                                     |                                      |
|                                      |                                                                  |                                                     |                                      |
|                                      |                                                                  |                                                     |                                      |
|                                      |                                                                  |                                                     |                                      |
|                                      |                                                                  |                                                     |                                      |



# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** ACTIVITY PAGE

## Sentences with 'ar' Words

Read the words in the word bank. Then read each sentence. Complete the sentences with 'ar' words from the word bank. Read each completed sentence.

### Word Bank

|      |     |      |      |
|------|-----|------|------|
| car  | far | yarn | park |
| bark | jar | dark | part |

- Mom's car has a flat tire.
- When there is no moon, it is very dark outside.
- How far is the store from here?
- The dog has a loud bark.
- Please help me open this jar.
- Let's meet at the park.
- I like to part my hair to the side.
- When you knit, you use yarn.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.2** ACTIVITY PAGE

## Suffixes: -hood, -ment, -en

Read the words. Underline the suffix in each word.

- basement
- childhood
- lengthen
- amazement
- knighthood
- lessen
- lighten
- amusement
- sisterhood
- soften

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 'ar', 'er', 'ir', and 'ur'.
- Circle words with the suffixes -hood, -ment, and -en.
- Highlight words with r-controlled closed syllables.

## Neighborhood Garden

Fernanda Garcia liked to be called Fern. She was a smart and hardworking third-grader. She loved her neighborhood garden. After school, Fern would often dart past the park and church to visit the garden. Her heart would flutter with excitement. The rich colors of the flowers always seemed to brighten her day.

One day, however, Fern noticed something alarming. The garden had been left unattended for weeks. Plus, a recent hailstorm had harmed the garden. The once bright garden had turned dark. The plants and flowers had started to weaken. The perky plants now seemed lifeless. Fern felt a pang of sadness in her heart. She had to embark on a mission to save the neighborhood garden.

Determined, Fern thought of starting a neighborhood movement to save the garden. She hung a large poster on the garden's fence. The statement read, "Help our neighborhood garden survive and thrive! Join me on Thursday, March 5th, for 'Operation Garden Survival.'" Then she nervously waited for Thursday to arrive. She certainly hoped for a good turnout. The likelihood was high, considering everyone in the neighborhood cared about the garden.

Wednesday turned to Thursday, and "Operation Garden Survival" arrived. Fern saw her childhood friends gathered by the garden curb. Seeing Mark, Kurt, and Harper made Fern's mood lighten. "Are you guys ready to help?" she asked. They all nodded in agreement. Kurt even brought his dog, Sir, to help dig. Sir greeted Fern with a sweet bark.

The friends started on the hard work right away. With enjoyment, they took turns watering the plants to moisten the soil. They also removed the weeds and tossed junk in the garbage. Together, they began to restore the garden's former charming beauty.

The next day, Mark, Kurt, Harper, and Fern decided to start a fundraiser, to earn some money to support the garden. The money raised would help buy new equipment and seeds for the garden. More neighbors came together to serve their community and cheer on Fern's movement. Everyone offered help and encouragement. "Operation Garden Survival" was going perfectly.

By the third day, the garden started to show huge signs of improvement. The plants started to brighten and strengthen. Fern could have burst with pride. She felt a sense of achievement and fulfillment because she had accomplished a big goal. The garden was no longer just a garden. It represented community, family, and togetherness. It was now a place of sisterhood and brotherhood. Fern had managed to save the garden and bring her neighborhood closer than ever.

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

1.4 ACTIVITY PAGE

### Unit 3 Dictation Pretest

Write each word that your teacher dictates.

1. harden
2. foreseeable
3. proactive
4. declare
5. microparticle
6. finalist
7. intrapersonal
8. international
9. transport

Write the entire sentence that your teacher dictates.

1. I was grateful that the pupil gave me a tissue.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do not disturb the artist painting a castle.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and write a sentence of your own.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

2.1 ACTIVITY PAGE

### Sort /ar/ and /er/ Words

Read each word. Circle the words with the /ar/ sound. Underline the words with the /er/ sound. Read aloud all of the words with the /ar/ sound to yourself or a partner. Then, read aloud all of the words with the /er/ sound to yourself or a partner.

1. slurp
2. car
3. splurge
4. fern
5. far
6. verb
7. bar
8. girl
9. shirt
10. scar

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

2.2 ACTIVITY PAGE

### Words with Suffixes: -hood, -ment, -en

Read each root word below.

- Then read each sentence.
- Underline the root word's part of speech.
- Complete the sentences by adding the correct suffix to each root word: *-hood, -ment, or -en.*
- Write the new word and its part of speech. Read the new sentence.

1. Root word: **sharp**      Root word's part of speech: adjective or verb  
Sentence:                  I need to sharpen my dull pencil.  
New word:                  New word's part of speech: verb
2. Root word: **place**      Root word's part of speech: adjective or verb  
Sentence:                  The placement of the sign is a little off.  
New word:                  New word's part of speech: noun
3. Root word: **ship**      Root word's part of speech: verb or adjective  
Sentence:                  The shipment will arrive on Tuesday.  
New word:                  New word's part of speech: noun



4. Root word: **deep**      Root word's part of speech: adjective or noun  
 Sentence:                You can deepen the hole by continuing to dig.  
 New word:                New word's part of speech: verb

5. Root word: **state**      Root word's part of speech: noun or adjective  
 Sentence:                Hawaii achieved statehood in 1959.  
 New word:                New word's part of speech: noun

6. Root word: **child**      Root word's part of speech: verb or noun  
 Sentence:                I spent my childhood in Puerto Rico.  
 New word:                New word's part of speech: noun

NAME: \_\_\_\_\_      **3.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Identify Words with the /er/ Sound**

Read each word in the chart. Color only the boxes that have words with the /er/ sound. Read the words with the /er/ sound.

|         |        |       |        |       |
|---------|--------|-------|--------|-------|
| scholar | hurt   | carp  | world  | sugar |
| walk    | worm   | polar | germ   | arch  |
| error   | charge | bent  | factor | arm   |

NAME: \_\_\_\_\_      **3.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Sort Words with Suffixes**

Read each word. Color the words with *-en* red. Color the words with *-hood* blue. Color the words with *-ment* yellow.

|                           |                           |                            |                           |
|---------------------------|---------------------------|----------------------------|---------------------------|
| madden<br><u>red</u>      | argument<br><u>yellow</u> | worriment<br><u>yellow</u> | livelihood<br><u>blue</u> |
| likelihood<br><u>blue</u> | flatten<br><u>red</u>     | loosen<br><u>red</u>       | awaken<br><u>red</u>      |

Choose two words from the boxes above. Write a sentence with each word. Then write the root word.

1. Word with Suffix: Answers will vary; argument  
 Sentence: Answers will vary. Kip and Bret are in an argument.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Root Word: Answers will vary; argue

2. Word with Suffix: Answers will vary; loosen  
 Sentence: Answers will vary. Can you help me loosen my tie?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Root Word: Answers will vary; loose

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 'ear', 'urr', or 'our'.
- Circle words with suffixes *-hood*, *-ment*, or *-en*.
- Highlight two-syllable words with r-controlled vowels.

**Exploring Different Jobs and Professions**

Livelihood can be another word for work. Someone's livelihood is what they do in adulthood to earn money for things they need or want. When it comes to jobs or professions, there's a world overflowing with interesting employment options. There are many jobs out there! The possibilities should not be underestimated. Each job is unique, and finding the right job can be a fun process.

Actors perform in plays, movies, or television shows. Actors practice and rehearse their lines and act out the actions and emotions of the characters they play. Sometimes, they need to act out states of worrimen or excitement on the spot.

Doctors help sick people. They work in hospitals and clinics. They can have long and overextended workdays. They hurriedly scurry from patient to patient while making important judgments on their health. They identify illnesses and recommend treatments.

Scholars learn and run research projects. They work in schools and universities. Scholars can be professors or researchers. They must like reading and writing. They enjoy reading articles in journals about their interests!

Vendors sell things. They sell food, clothes, or other items. They sell things in markets or online. They try not to undervalue or overprice their items.

Tailors fix and alter clothes. They can help tighten or shorten a pair of pants. Tailors work in workshops or stores. They work with sewing machines and need to be good at measuring.

Tutors give lessons to students and help deepen their knowledge. They might help students with their math or grammar homework. Tutors need to be good at explaining things.

Security guards watch over places like malls or offices. They keep places safe from threats like burglars who try to break into them. They need to be able to spot unusual activity and react in a hurry.

Chefs prepare healthy and nourishing meals. They can make tasty sandwiches or flavorful curry dishes. They work in restaurants and neighborhood cafés. Chefs need to be creative and careful. They try to avoid overcooking their food. They also avoid underseasoning their food by using the right amount of salt and spices.

Contractors work on construction sites. They oversee teams of builders, plumbers, electricians, and more. These workers build and fix things. They know how to install light fixtures, fix leaky pipes, or remodel cellars. They might use mortar, a type of glue that holds bricks together. They might use hammers, wrenches, and other tools. They must be good problem solvers to get the job done.

These are just a few of the many professions out there. Each job requires a different set of skills and interests. People are encouraged to take the time to find the right profession for themselves.

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

**3.4** ACTIVITY PAGE

**“Exploring Different Jobs and Professions”  
Comprehension Questions**

1. How do actors prepare for their performances?  
Actors rehearse their lines and act out their characters' actions and emotions.
2. Why do you think doctors' workdays can be long?  
Possible answer: Many people can be sick at the same time.
3. What is something that scholars might like to read?  
They might like to read articles in journals.

4. What skill or quality helps someone be a good tutor?  
Being able to explain things well can help tutors be good at their jobs.
5. Where do contractors work?  
Contractors work on construction sites.
6. Which of the jobs described in the text seems most difficult? Why?  
Answers will vary. Possible response: A doctor's job seems most difficult because a doctor may have to work with very sick patients.

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

**4.1** ACTIVITY PAGE

**Words with r-Controlled Syllables**

Underline the r-controlled syllables. Then read each word.

1. jour•ney
2. your•self
3. re•hearse
4. ear•nest
5. re•learn
6. search•light
7. ear•ly
8. earth•en

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

**4.2** ACTIVITY PAGE

**Add Prefixes**

Read each root word. Add either *under-* or *over-* to create a new word that matches the definition. Read the new word.

| Root Word | Definition                         | New Word with Prefix |
|-----------|------------------------------------|----------------------|
| sleep     | to sleep too much or too long      | oversleep            |
| line      | to draw a line under a word        | underline            |
| use       | to use too much or too often       | overuse              |
| work      | to work too much                   | overwork             |
| water     | below the water                    | underwater           |
| cook      | cook too little or not long enough | undercook            |

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

**5.1** ACTIVITY PAGE

**Words with /er/ and /ar/**

Read each word in the chart. Color the boxes of words using the key below:

- /er/ - red
- /ar/ - blue

|                |               |                   |               |               |               |               |
|----------------|---------------|-------------------|---------------|---------------|---------------|---------------|
| scholar<br>red | lark<br>blue  | discourage<br>red | purr<br>red   | savor<br>red  | park<br>blue  | twirl<br>red  |
| charge<br>blue | worm<br>red   | heard<br>red      | cellar<br>red | girl<br>red   | pearl<br>red  | harm<br>blue  |
| burst<br>red   | scurry<br>red | herd<br>red       | barn<br>blue  | dollar<br>red | thirty<br>red | person<br>red |

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

**5.2** ACTIVITY PAGE

**Words with -hood, -ment, -en, under-, and over-**

**Part I**

Read each root word. Match each root word with an affix to make a new word. Write the new words below.

| Root Word | Affix  |
|-----------|--------|
| fright    | -hood  |
| grown     | -ment  |
| amaze     | -en    |
| child     | under- |
| cook      | over-  |

1. frighten
2. overgrown
3. amazement
4. childhood
5. undercook

### Part II

Write sentences using the words you created in Part I.

1. Sample response: Do scary movies frighten you?  
\_\_\_\_\_
2. Sample response: The yard is overgrown with weeds.  
\_\_\_\_\_
3. Sample response: I stared at the painting in amazement.  
\_\_\_\_\_
4. Sample response: What is your best childhood memory?  
\_\_\_\_\_
5. Sample response: Don't undercook the meat.  
\_\_\_\_\_

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

**5.3** ACTIVITY PAGE

Read the passage once. Then reread it and mark up the text as follows:

- Underline words with r-controlled vowels.
- Circle words with *-hood*, *-ment*, *-en*, *under-*, and *over-*.

### A Sweet Story

In both childhood and adulthood, most people like to enjoy a sweet treat from time to time. The likelihood that someone enjoys and savors the taste of candy or frozen yogurt is high. Sugar's popularity should not be underestimated. Through an interesting journey of discovery, sugar is now a major part of our world's history.

It all started with a plant called sugarcane. Sugarcane is one of the most farmed crops on earth.

Many centuries ago, early farmers learned they could harvest this plant to produce sugar. People heard it was delicious, and they wanted more of it. So farmers in India worked to master the art of producing sugar. These early farmers paved the way for us to have the sugar we use today.

As sugar's popularity began to widen, farmers and sugar producers advanced their methods. These new methods involve a flurry of activity happening at the same time. Farmers first cut the sugarcane stalks and make sure to leave the roots underground. Then the farmers send the sugarcane stalks to a factory. Factory workers oversee the next stage. Using special equipment, they flatten the stalks to squeeze out the juice. The juice is boiled until it thickens into a syrup. The factory workers must take care not to undercook or overcook the syrup. When they're done, the syrup cools and hardens into sugar crystals.

With this advancement, sugar became even more popular. It started to spread from India to the rest of the world. Soon sugar was made and sold everywhere. It became a major part of people's livelihoods. Now almost anyone can go to the grocery store and buy a bag of sugar.

Sweet treats made with sugar can be quite tasty. Upon seeing candy, many children's eyes light up with excitement and wonder! While overeating sweets can lead to health problems, having sugar once in a while can provide enjoyment for many people.

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

**5.4** ACTIVITY PAGE

### "A Sweet Story" Comprehension Questions

1. What plant does sugar come from?  
Sugar comes from the sugarcane plant.  
\_\_\_\_\_  
\_\_\_\_\_
2. Who mastered the art of making sugar?  
Farmers in India mastered the art of making sugar.  
\_\_\_\_\_  
\_\_\_\_\_
3. In paragraph 4, the text says that farmers leave the sugarcane roots underground. Why might farmers leave the roots in the ground when cutting sugarcane?  
Possible answer: The sugarcane can grow back when the roots are left in the ground.  
\_\_\_\_\_  
\_\_\_\_\_

4. How do factory workers get juice out of sugarcane?

They flatten the stalks to squeeze out the juice.  
\_\_\_\_\_  
\_\_\_\_\_

5. What happened once factories began to produce sugar?

Sugar became more popular.  
\_\_\_\_\_  
\_\_\_\_\_

6. What are some health problems that can result from overeating sugar?

Possible answer: Sugar can make your teeth decay.  
\_\_\_\_\_  
\_\_\_\_\_

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

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

6.1 ACTIVITY PAGE

### Words with /ar/ and /or/

Read the words in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

#### Word Bank

|      |         |          |        |        |
|------|---------|----------|--------|--------|
| star | support | recharge | card   | fork   |
| sort | army    | thorn    | garden | border |

| /ar/     | /or/    |
|----------|---------|
| army     | thorn   |
| garden   | support |
| star     | fork    |
| recharge | sort    |
| card     | border  |

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

6.2 ACTIVITY PAGE

### Root Words and Prefixes: under-, over-

Read each sentence. Fill in each blank by adding either *under-* or *over-* to the root word. Read the completed sentences.

- Water can overflow (flow) the riverbank during times of heavy rainfall.
- Paula could not vote in the election because she was underage (age).
- The lost underwear (wear) was in the dryer.
- The note from the library said the book was overdue (due).
- The underground (ground) roots started to break through the sidewalk.
- Veer's shirt was oversized (sized) because it belonged to his big brother.
- Let's watch the sunrise from the overlook (look) point by the lake.
- Liam damaged the underside (side) of his suitcase by dragging it on the ground.
- Our teacher asked us to underline (line) the vowels in each word.
- Bakers can overwork (work) their dough by mixing it too much.

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

6.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, you should mark up the text as follows:

- Underline words with 'are' and 'air'.
- Circle words with the suffixes *over-* and *under-*.
- Highlight two-syllable words with r-controlled vowels.

### Jordan Scores

Jordan is a huge sports fan and a talented athlete. He loves playing wheelchair basketball with his team, the Ultrasonic Underdogs. It makes him feel powerful.

Claire is his best friend. She is a stylish girl with orange-colored hair. She supports Jordan and attends every one of his games. He always hears her cheering him on from the stands.

Jordan was preparing for the biggest game of the season. He spent hours shooting the ball into the air and watching it go through the net. He and the Ultrasonic Underdogs could not afford to be underprepared.

As the game got closer, worry began to overwhelm Jordan. Sometimes the stress made him have nightmares. He knew the Ultrasonic Underdogs were up against an impressive and formidable team. The Northshore Scarecrows were known for their bold plays. But Claire was always there to provide moral support and encouragement. "Never underestimate yourself, Jordan," she said. "Don't think less of yourself. Don't forget how powerful you feel on that court. The Northshore Scarecrows know they are good, but don't let their overconfidence scare you."

Game day quickly arrived. It was a dark and overcast day, but the gym was bright and noisy. Jordan absorbed the energy. He rolled his wheelchair onto the court. He could see Claire in the crowd. Her orange-colored hair made her stand out.

Soon the game was underway. The Northshore Scarecrows were tough, but the Ultrasonic Underdogs were tougher. Jordan and his teammates darted across the court in their wheelchairs. Time after time, they shot and scored!

Just seconds before the final buzzer blared, Jordan shot the ball high in the air and scored the winning point. The Northshore Scarecrows were shocked. Their overconfidence was replaced with defeat and despair. They had surely underestimated Jordan and the Ultrasonic Underdogs. Jordan's team shook hands with the Northshore Scarecrows and congratulated them on a game well played. Meanwhile, the overexcited crowd cheered loudly. Some folks even had small plastic horns that blared. Claire was overjoyed. Her cheer was the loudest in the crowd. The Ultrasonic Underdogs had won! "I love this sport," Jordan thought as he said farewell and went home. "Not much compares to this feeling."

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

7.1 ACTIVITY PAGE

### Words with /air/

Read each word. Underline the spelling that makes the /air/ sound in each of the words. Then write your own sentences with two of the words on the lines below.

- |             |               |
|-------------|---------------|
| 1. share    | 6. wheelchair |
| 2. fairness | 7. compare    |
| 3. hairy    | 8. upstairs   |
| 4. carefree | 9. barefoot   |
| 5. scare    | 10. airplane  |

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

7.2 ACTIVITY PAGE

### Root Words and Prefixes: under-, over-

Read each sentence. Write your own definition of the underlined word. Use a dictionary to check your definition.

1. Emmett agreed to undertake the task of washing the car.

My definition: Sample response: decide to do  
\_\_\_\_\_

2. When the boat hit a rough wave, my fishing pole fell overboard.

My definition: Sample response: over the side of a boat  
\_\_\_\_\_

3. Marni likes to stay inside and read on overcast days.

My definition: Sample response: gray and cloudy  
\_\_\_\_\_

4. The football coach did not want to understate the importance of safety gear.

My definition: Sample response: to talk about something as if it is not important  
\_\_\_\_\_

5. Ana needed to overcome her fear of public speaking to audition for the play.

My definition: Sample response: get over  
\_\_\_\_\_

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

**8.1** ACTIVITY PAGE

### Words with 'our' and 'ore'

Read each word with 'our' or 'ore'. Divide the words into syllables. Put a box around one-syllable words. Underline two-syllable words. Circle three-syllable words.

1. pour/ing
2. score/board
3. be/fore
4. source
5. there/fore
6. mourn/ful/ly
7. down/pour
8. fourth
9. shore
10. an/y/more

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

**8.2** ACTIVITY PAGE

### Root Words and Prefixes: *tele-*, *super-*

Read each word. Complete the chart by breaking each word into its prefix and root.

| Word        | Prefix | Root    |
|-------------|--------|---------|
| telegraph   | tele-  | graph   |
| telescope   | tele-  | scope   |
| superhero   | super- | hero    |
| superfine   | super- | fine    |
| telecommute | tele-  | commute |
| supermarket | super- | market  |
| television  | tele-  | vision  |
| telegram    | tele-  | gram    |
| superhuman  | super- | human   |
| supermodel  | super- | model   |

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

**8.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, you should mark up the text as follows:

- Underline words with 'ear', 'eer', or 'ure'.
- Circle words with suffixes *tele-* and *super-*.
- Highlight multisyllabic words with r-controlled vowels.

### Tele-Ameer the Superhero

At the edge of the Shorewood Forest lived a herd of four deer. They were a cheerful bunch and adored their home. However, nearly a year ago, the foursome's cheer turned to fear. They began to hear loud and erie noises. These noises weren't from other forest creatures. They were coming from a machine that tore down trees. This machine was clearing the land to make space to build a new golf course. It was destroying the deer's home. They felt sheer panic like never before. They needed help!

Ameer lived across the country. He was just your average and usual fourteen-year-old. Except for one thing... He had superpowers. Ameer had the power of teleportation. He could disappear from one place and reappear in another instantly. He also had the power of telepathy. He could talk to people and animals with his mind.

Ameer knew that he could really help others with these powers. So, he volunteered to become a superhero. He wanted his superhero name to be "Tele-Ameer".

Ameer read about the land clearing in the newspaper. He worried about the animals that lived there. He slipped into his superhero suit and teleported to the Shorewood Forest.

When he arrived, Ameer saw what was happening. He used his telepathy to talk to the deer and let them know that he would help save and restore their home.

Ameer wanted to talk to the machine operator, but she didn't notice him. She couldn't hear anything over the machine's noise. Again, Ameer decided to use his telepathy to talk to the machine operator. He figured that this form of communication would surely cut through the noise. "Excuse me," he said in a calm and purely respectful mental voice. The operator was stunned that she could hear his voice so clearly in her mind. "Could you please stop clearing the trees? A herd of deer lives here. They love it here and don't want to find a new home."

With such a polite request, the operator couldn't ignore Ameer's plea. "I'm not sure I can make that decision on my own, but I'll speak with my boss and supervisors," said the operator.

She used her telephone to make the call. After explaining the situation, she hung up the telephone and returned to Ameer. "They agreed to pause clearing the trees for now." The deer were overjoyed. Ameer would keep working to find a permanent solution one day.

The news of Ameer's heroic act spread near and far. Everyone wanted to hear the story of Tele-Ameer. Before long, a television crew arrived at Ameer's front door. They wanted to feature him on their popular show "Television's Bravest Heroes." This show celebrated fearless superheroes and other brave pioneers. Ameer cheerfully accepted. He couldn't wait to appear on the show.

4. What does Ameer do to save the forest?

He convinces the operator to call her boss.

5. What do you think will happen next?

People who see Ameer on television may ask for his help with solving other problems.

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

8.4 ACTIVITY PAGE

### "Tele-Ameer the Superhero" Comprehension Questions

1. What is the problem in the story?

Shorewood Forest is going to be destroyed, and the deer will lose their home.

2. Why did Ameer choose the superhero name Tele-Ameer?

He is a superhero with powers like teleportation and telepathy.

3. How did Ameer hear about the forest?

He read about it in the newspaper.

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

9.1 ACTIVITY PAGE

### Sentences with 'ear', 'eer', and 'ure' words

Read the words in the word bank, and then read each sentence. Complete the sentences with 'ear', 'eer', or 'ure' words from the word bank. Read the completed sentences.

#### Word Bank

|           |           |          |           |
|-----------|-----------|----------|-----------|
| clearance | pleasure  | yearly   | furniture |
| sculpture | volunteer | engineer | reindeer  |

- The clothing store is having a clearance sale.
- The dog is not allowed to sit on the furniture.
- My yearly appointment to see the doctor is in January.
- I want to be a train engineer when I grow up.
- It was a pleasure to meet new friends at the park.
- The sculpture at the art museum is carved from stone.
- I like to volunteer to help with animals.
- Let's go see the herd of reindeer at the zoo.



NAME: \_\_\_\_\_ 9.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words and Prefixes: tele-, super-**

Match each word in the word bank with its definition.

**Word Bank**

|           |           |            |           |
|-----------|-----------|------------|-----------|
| telegraph | supervise | telephone  | telescope |
| supersize | televise  | superstore | superstar |

- to make something bigger than average \_\_\_\_\_ supersize \_\_\_\_\_
- a device that sends written messages across distances \_\_\_\_\_ telegraph \_\_\_\_\_
- to oversee or manage other workers \_\_\_\_\_ supervise \_\_\_\_\_
- a device that allows people to talk across distances \_\_\_\_\_ telephone \_\_\_\_\_
- a person who is very talented or famous \_\_\_\_\_ superstar \_\_\_\_\_
- a place that sells a wide variety of items \_\_\_\_\_ superstore \_\_\_\_\_
- a device used to see objects that are far away \_\_\_\_\_ telescope \_\_\_\_\_
- to show an image or program on television \_\_\_\_\_ televise \_\_\_\_\_

NAME: \_\_\_\_\_ 10.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with /or/, /air/, and /ee/ /er/**

Read each word in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

**Word Bank**

|       |          |          |          |           |          |
|-------|----------|----------|----------|-----------|----------|
| cheer | fork     | reappear | dairy    | courtyard | eerie    |
| share | airplane | torch    | resource | nearby    | upstairs |

| /or/      | /air/    | /ee/ /er/ |
|-----------|----------|-----------|
| fork      | dairy    | cheer     |
| torch     | upstairs | eerie     |
| resource  | share    | reappear  |
| courtyard | airplane | nearby    |

NAME: \_\_\_\_\_ 10.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Review Prefixes: under-, over-, tele-, super-**

**Part I**

Read each prefix in the prefix bank. Then read each prefix meaning. Complete the chart by matching each prefix in the word bank with its meaning.

**Prefix Bank**

|        |       |       |        |
|--------|-------|-------|--------|
| under- | over- | tele- | super- |
|--------|-------|-------|--------|

| Meaning                   | Prefix        |
|---------------------------|---------------|
| "too much" or "above"     | <u>over-</u>  |
| "beyond" or "above"       | <u>super-</u> |
| "distant" or "far"        | <u>tele-</u>  |
| "too little" or "beneath" | <u>under-</u> |

**Part II**

Read each sentence. Fill in each blank by adding either *under-*, *over-*, *tele-*, or *super-* to the root word. Read the completed sentence.

- No one has mowed the \_\_\_\_\_ overgrown \_\_\_\_\_ lawn in a long time.  
(grown)
- The dog's \_\_\_\_\_ underside \_\_\_\_\_ was wet after playing in the snow.  
(side)
- Mom asked to \_\_\_\_\_ telecommute \_\_\_\_\_ instead of going to the office every day.  
(commute)
- Dad used \_\_\_\_\_ superglue \_\_\_\_\_ to fix the broken vase.  
(glue)
- Don't leave food in the oven too long or it will \_\_\_\_\_ overcook \_\_\_\_\_.  
(cook)
- The president uses a \_\_\_\_\_ teleprompter \_\_\_\_\_ when giving a speech.  
(prompter)
- Sometimes detectives go \_\_\_\_\_ undercover \_\_\_\_\_ to solve a case.  
(cover)
- \_\_\_\_\_ Superhero \_\_\_\_\_ movies are my favorite kind to watch.  
(hero)

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

**10.3** ACTIVITY PAGE

Read the "Real-Life Superheroes" once. Then reread it and mark up the text as follows:

- Underline words with 'or', 'our', or 'ore'.
- Draw a box around words with 'are' and 'air'.
- Circle words with affixes *under-*, *over-*, *tele-*, and *super-*.
- Highlight words with r-controlled vowel teams.

### Real-Life Superheroes

Superheroes exist in comic books and on television shows. Superheroes use superhuman powers to overcome villains and restore peace and order. Their adventures are entertaining. But the stories are just fictional.

First responders, however, come close to being real-life superheroes except with no superpowers. As real-life superheroes, first responders care for their communities and help to ensure public safety. They show up to help in emergencies before anyone else. And they help people feel more secure by helping them overcome the fear and stress they might feel in these situations.

First responders are important community resources. A couple of these first responders are firefighters and paramedics. People with these careers share one important trait: bravery. It should not be underestimated! First responders often help in many unexpected and unforeseen situations. They rarely have a boring day on the job!

Firefighters fearlessly find the source of a fire and work to control it. They rescue people in dangerous situations too. They undergo a ton of training, which helps them run up flights of stairs and carry heavy

equipment. They help outdoors and also inside of homes. They can help in stores, supermarkets, and airports. In fact, firefighters help anywhere they are needed.

Paramedics are also like real-life superheroes in their communities. These superstars care for the health and welfare of others. They appear when someone feels extremely sick or has been seriously hurt. Paramedics help people in medical emergencies by performing life-saving procedures. Paramedics take people to the hospital quickly, but they cannot arrive instantly by teleporting. Instead, they carefully steer through traffic. Their importance cannot be overstated. They collaborate closely with doctors to ensure that people receive the best care.

Clearly, these real-life superheroes don't wear capes. And, of course, they don't fly through the air. They wear service uniforms and never ignore a call for help. They undertake a lot of responsibility to keep people safe. Their contributions should not be overlooked. People don't have to peer into comic books or television shows to hear about their fearless adventures. If people ever find themselves in a true emergency, they can dial 911 on their telephone. A first responder will surely help.

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

**10.4** ACTIVITY PAGE

### "Real-Life Superheroes" Comprehension Questions

1. What is a first responder?  
A first responder is someone whose job is to help people first in emergencies.
2. How are first responders different from superheroes?  
First responders do not have superpowers.
3. What are some things firefighters do?  
A firefighter stops fires and rescues people.

4. What are some things paramedics do?  
A paramedic performs lifesaving procedures when someone is very sick or badly injured, takes people to the hospital quickly, and works with doctors to make sure people get the best care.
5. Why do you think people become first responders?  
Being a first responder is hard work and requires a lot of training, but it feels good to help people and first responders are respected.

### Review Syllable Types

Identify the syllable type for each syllable in the words below. Write the syllable types on the line next to each word.

#### Syllables Types

| VCe | vowel team | closed | open | r-controlled |
|-----|------------|--------|------|--------------|
|-----|------------|--------|------|--------------|

- blue•bird vowel team; r-controlled
- re•lax open; closed
- arch•way r-controlled; vowel team
- hap•pen closed; closed
- dis•pute closed; VCe
- be•ware open; r-controlled
- e•go open; open
- stor•y r-controlled; open
- place•ment VCe; closed
- un•sure closed; r-controlled

### Root Words and Prefixes: tele-, super-

Read the words in the word bank. Then read each sentence below. Complete the sentences with the words from the word bank. Read the completed sentences.

#### Word Bank

|             |           |             |             |
|-------------|-----------|-------------|-------------|
| television  | telephone | superpowers | superheroes |
| supermarket | superstar | telescope   | superhuman  |

- The actor hoped to become a superstar.
- Millions of people watched the football game on television.
- Superheroes work hard to make the world safe.
- We are shopping for food at the supermarket.
- I viewed the stars through a telescope.
- Mei's grandmother called her on the telephone.
- Elephants have superhuman strength.
- The comic book is about a kid with superpowers.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline ten words with the schwa /ə/ sound; include at least one word with the sound spelled with each of the letters 'a,' 'e,' 'i,' and 'o'.
- Circle words with the prefixes *super-*, *tele-*, *trans-*, or *uni-*.
- Highlight words with r-controlled syllables.

### A Trans-Galactic Dash

Magnet University wasn't a normal school. It was a unique school in a faraway galaxy. Aliens, talking animals, and humans all went to learn there. Mr. Sharma was the university's chancellor or leader. As its leader, he wanted to transform the school into the best in the universe.

But the students had trouble getting along because they were all so different from each other. This was an alarming problem. Mr. Sharma didn't approve of the constant disagreements and debates. As a man of great wisdom, he quickly devised a plan. The chancellor decided to hold a fun space race. He hoped it would encourage unity among the students.

In this race, teams would travel from one galaxy to another and would race to complete assigned tasks. Mr. Sharma named this event the "Trans-Galaxy Dash." This formal event would be telecast across the universe. Thousands of television viewers from different galaxies wanted to witness this event.

Many students signed up to race. They were randomly split into teams of seven. Each team would be made up of students from all parts of the universe. They would need to work together as teammates to succeed.

The participants dressed in their race uniforms. They wore metallic space suits with blue buttons and custom helmets. The Magnet University teachers set up a command post with telescopes to supervise the event. They prepared telephone-like devices to transmit, or send, guidance to the teams.

Each team selected a pilot. Then, the Trans-Galaxy Dash began! The teams sped off in their supersonic transport vehicles. It was as if they had been shot into space by a cannon. They quickly completed many tasks. The teams rode unicycles through alien supermarkets. They rounded up several comets. They traveled past exploding stars called supernovas. The race tested each team's ability to think quickly and adapt to changing environments. It tested their ability to respect one another and work together. The teams became united in their common purpose.

After many hours, the trans-galactic adventure ended. The first team to finish earned a first-place ribbon. They also received a basket of special items.

Even the participants who didn't win felt like superstars. Everyone rose above and transcended the race's challenges. They did this by working in unison. The students learned an important lesson. They learned that they could get along despite their differences. The Trans-Galaxy Dash transformed the students' attitudes toward one another. It had also unified them as one big team.

The school celebrated with a grand feast. The students enjoyed rare treats from across the universe. The stardust salad, comet soda, and lunar lemon pops were a huge hit. Magnet University's students could not wait for next year's race to happen. The chancellor was absolutely delighted!

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

**12.1** ACTIVITY PAGE

**Read Words with /ə/ > 'i' and 'o'**

Read the words in the word bank. Sort the words from the word bank by the spelling of the schwa sound and complete the chart below.

**Word Bank**

|         |        |        |        |         |
|---------|--------|--------|--------|---------|
| fossil  | pilot  | cousin | cannon | promise |
| blossom | wisdom | peril  | ribbon | council |

| /ə/ > 'i' | /ə/ > 'o' |
|-----------|-----------|
| fossil    | pilot     |
| cousin    | cannon    |
| promise   | blossom   |
| peril     | wisdom    |
| council   | ribbon    |

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

**12.2** ACTIVITY PAGE

**Review Syllable Types**

- Cut out the syllable-type cards and the word cards.
- Place each syllable-type card on the table.
- Then sort the word cards by closed, open, VCe, vowel team syllable, and r-controlled categories. Some words may fit into more than one category. If this happens, choose one category to place the word card.
- After you have created piles for each syllable type, go over your answers with your partner or small group.

**Syllable-Type Cards**

|                                                    |                                                              |
|----------------------------------------------------|--------------------------------------------------------------|
| closed<br>Possible response: limp, lesson, perfect | open<br>Possible response: no, pony, precise, because, story |
| vowel team<br>Possible response: because, brief    | VCe<br>Possible response: broke, precise                     |
| r-controlled<br>Possible response: story, perfect  |                                                              |

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

**12.3** ACTIVITY PAGE

**Root Words and Prefixes: uni-, trans-**

Read the sentences. Underline the words with *uni-* and *trans-*. Then add the words to the chart below.

1. A helmet is part of a football player's uniform.
2. Riding a unicycle requires balance.
3. While shopping for gifts, Shangyang made transactions at many stores.
4. I made a transatlantic phone call from New York to Paris, France.
5. We dressed our horse up as a unicorn by putting a plastic horn on her head.
6. The teacher transplants the flowers from the classroom to the school garden.

| <i>uni-</i> | <i>trans-</i> |
|-------------|---------------|
| uniform     | transactions  |
| unicycle    | transatlantic |
| unicorn     | transplants   |

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

**13.1** ACTIVITY PAGE

**Read Multisyllabic Words with Final Stable Syllable 'le'**

Divide each word into its syllables. Underline the syllables that have a final stable syllable spelled with a consonant and 'le'. Read the words.

1. resale
2. ankle
3. mumble
4. problem
5. exhale
6. uncle
7. turtle
8. obstacle
9. cutlet
10. email
11. cradle

### Words with *uni-* and *trans-*

Read each question with an underlined word. Then answer the questions.

1. If an author translates her story from English to Spanish, what does she do?  
Possible response: She writes the same story in Spanish.
2. What might you enjoy seeing on a transcontinental train trip across the United States?  
Possible response: I would like to see the Rocky Mountains.
3. What might a company use to transport crates of fruit?  
Possible response: A company might use trains or trucks.
4. What is a job that requires you to wear a uniform?  
Possible response: Firefighters must wear uniforms.

5. What are two ways you can take a transatlantic trip?  
Possible response: You can take a transatlantic trip on a ship or on a plane.
6. Why might learning to ride a unicycle be difficult?  
Possible response: It would be difficult to balance.

- 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 schwa (/ə/) + /l/ = le.
  - Circle words with the prefixes *uni-* and *trans-*.

### On the Move: How Transportation Unites Our World

Transportation enables people to move from one place to another. It's universal! Whether it's a trip to the store or across the world, transportation makes it all possible. And there are so many incredible modes, or kinds, of transportation.

Walking is the simplest mode of transportation. When people walk, their legs, knees, and ankles work together in unison to take steps forward. Walking is one of the best ways to get through the hustle and bustle of a busy city.

Bicycling is another form of transportation. Bicycles are human-powered vehicles with two wheels. Some have only one wheel. Those unique vehicles are called unicycles! And the ones for little kids with three wheels? Those are tricycles!

Cars are engine-powered vehicles that can take people across town or beyond. There are many different types of cars. There are even cars that some say look like beetles!

Buses and trains are also examples of vehicles. Buses and trains help transport bigger groups of people to their homes, universities, or offices.

They are a part of a city's transit system. A transit system organizes how these and other vehicles move through a city. It's like figuring out a big puzzle.

Boats are vehicles too. Some boats can also be human-powered through the use of a paddle. Other boats, like ferries, have engines that power propellers. Propellers are large, flat blades that move in a circle. These propellers help push a boat through the water.

On very far trips, airplanes are the most sensible choice because they are faster. People often take airplanes to travel from one country to another. This is called transnational or international travel. What about travel from one continent to another? That's called transcontinental travel! Airplanes help unite people all over the world.

Safety is universally important in any form of transportation. Whether the vehicle seems as slow as a turtle or as fast as an eagle, if a seat belt is available, buckle up.

But transportation isn't only about moving people. Goods can be transported too! Goods are things people or companies buy. Large ships, trains, and trucks can transfer goods from one place to another. When someone orders an inflatable unicorn toy online, it gets transported on one of these vehicles!

No matter where people and goods need to go, transportation makes it all possible. It's incredible how transportation has transformed the way people live. Whether on foot, bicycle, or airplane, the world is united through transportation systems.

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

**13.4** ACTIVITY PAGE

**“On the Move: How Transportation Unites Our World”  
Comprehension Questions**

- What does transportation help people to do?  
Possible answer: It helps them move from place to place.
- What is the simplest mode of transportation?  
Walking is the simplest mode of transportation.
- What is the difference between a unicycle and a tricycle?  
A unicycle has one wheel and a tricycle has three wheels.

- Why does the author say that a transit system is like a big puzzle?  
Possible answer: A transit system connects different parts of a city.
- What do transportation vehicles move in addition to people?  
They move goods.
- What is your favorite kind of transportation vehicle? Explain why.  
Answers will vary. Students should explain why they chose a particular type of transportation.

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

**14.1** ACTIVITY PAGE

**Read Words That End in /ə/ + /l/ > ‘le’**

Read each sentence. Circle the words with final stable syllables spelled ‘le’ in the sentences. Then, read all of the circled words.

- Our farm grows a special kind of apple.
- The article is only one page long.
- People are excited about going to the festival.
- The blue candle only costs a nickel.
- It’s possible that we’ll see a whale.
- Water plays an incredible role in our lives.
- The pebble is round and brown.
- The castle sits on a hill far away.

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

**14.2** ACTIVITY PAGE

**Root Words and Prefixes: uni-, trans-**

**Part I**

Read the words in the word bank. Then, read each meaning and part of speech in the chart below. Complete the chart by matching each word in the word bank with its meaning and part of speech.

**Word Bank**

|             |            |            |            |
|-------------|------------|------------|------------|
| universal   | transcribe | transfer   | unify      |
| translucent | unity      | transplant | university |

| Meaning                                | Part of Speech | Word        |
|----------------------------------------|----------------|-------------|
| to dig up and replant in another place | verb           | transplant  |
| a school you attend after high school  | noun           | university  |
| to bring together or come together     | verb           | unify       |
| clear enough to let light through      | adjective      | translucent |
| including everything or everyone       | adjective      | universal   |
| oneness or togetherness                | noun           | unity       |
| to copy something in writing           | verb           | transcribe  |
| to move from one place to another      | verb           | transfer    |

**Part II**

Fill in each blank by adding words from the word bank.

- The nurse received his degree at a university.
- The coach wanted the players to unify as one team before the game.
- I used a shovel to transplant the tree from the forest to my garden.
- It can be useful to have a friend transcribe notes when you miss school.
- Please transfer the files from your computer to mine so I can read them.
- Stained glass is translucent and allows the light to shine through and show its pretty colors.
- Team members show their unity by helping one another and working together.
- Water is a universal need shared by all people.

NAME: \_\_\_\_\_ 15.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

**Read Words with /ə/**

Read the sentences below with your partner. As you are reading the sentences, mark up the text as follows:

- Circle at least two words with /ə/ > 'a', 'e'.
- Underline at least words with /ə/ > 'i', 'o'.
- Draw a box around words with final stable syllables spelled with a consonant and 'e'.

- Calling all writers with a love for animals!
- Do you like to write articles about the animal kingdom?
- Our next issue promises to take the reader around the natural world.
- No creature is too little to be considered.
- Why are turtles so slow?
- How do pelicans fly?
- What do fossils tell us about ancient life?
- Send an example of your writing and you may be the star of our next issue.

NAME: \_\_\_\_\_ 15.2 ACTIVITY PAGE  
DATE: \_\_\_\_\_

**Review Prefixes and Suffixes: -hood, -ment, -en, under-, over-, tele-, super-, uni-, trans-**

- Read each affix in the chart.
- Then read each sentence below about the teachers at Powers Elementary.
- Underline each word that has an affix in the chart. A sentence may have more than one word.
- Complete the chart with words from the sentences.

- All the teachers at Powers Elementary have superpowers!
- The science teacher can lengthen her arms to reach the board from the back of the classroom.
- The history teacher can transport his class through time.
- The swim coach can breathe underwater.
- The bus driver can instantly teleport anywhere in the universe.
- Luckily, the teachers all use their powers for the betterment of their students.

| Affix  | Example     |
|--------|-------------|
| -en    | lengthen    |
| -ment  | betterment  |
| under- | underwater  |
| tele-  | teleport    |
| super- | superpowers |
| uni-   | universe    |
| trans- | transport   |

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

**15.3** ACTIVITY PAGE

Read "Maple Talent Show." Then reread the passage and mark up the text as follows:

- Underline five words with schwa (/ə/).
- Circle words with the prefixes *uni-*, *trans-*, *tele-*, and *super-*.
- Highlight words with final stable syllable -le.

### Maple Talent Show

One day, the pupils of Maple Elementary heard an interesting announcement.

"Our school will hold a talent show! It will occur in a couple of weeks. You'll be able to showcase your unique talents. We'll televise the show so that all families can see it. Please sign up by the cafeteria bulletin board," said Principal Noble.

The news sparked universal interest at Maple Elementary. Several pupils mingled and chatted during their transition between classes.

"I have superior musical talent. I'll play a catchy jingle on my trumpet!" April said.

"Reyna and I will dazzle the crowd with a hip-hop routine! Dancing is our superpower," added Fatima.

"You could ride your unicycle," suggested Reyna.

"I could do that," confirmed Ayden. "I consider myself a natural."

"Ready to sign up?" Reyna asked.

The children silently nodded in agreement.

"This is going to be fun!" They all giggled in unison.

They practiced their talents every day after school over the next couple of weeks. Some teachers stayed after school to supervise them. The sound of April's trumpet rang through the halls. Reyna and Fatima unified their dance moves. They rehearsed their routine from top to bottom about a thousand times. Ayden practiced balancing on his custom unicycle.

On show day, the auditorium was full of excitement.

Backstage, Fatima said, "We're going to be on television just like real superstars! I'm glad the telecast will be transnational. My cousin and uncle in Mexico will be able to watch."

Viewers tuned in on their televisions to watch the show. They were transported from their sofas to the Maple Elementary auditorium.

The little kindergarten class sang the alphabet song. They stressed each vowel with their adorable voices.

Mitchell went second. He was a transfer student from another school. He was able to juggle seven beanbags.

Luca displayed his amazing math wisdom. He solved several math problems at an almost superhuman speed.

Dillon transformed a simple piece of paper with only a pencil. He made stunning doodles of gorillas, parrots, and pelicans.

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

**15.3** ACTIVITY PAGE  
CONTINUED

April played her trumpet jingle perfectly. Reyna and Fatima danced a flawless routine. And finally, Ayden balanced on his unicycle without a single bobble or wobble.

The talent show ended, and the pupils were met with united applause. They all received a ribbon.

"That was incredible!" said Principal Noble. "Each act was a spectacle. And we had triple the number of attendees we had expected."

The talent show became one of the most memorable events in Maple Elementary's history.

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

**15.4** ACTIVITY PAGE

### "Maple Talent Show" Comprehension Questions

1. Where do students sign up for the talent show?

They sign up by the cafeteria bulletin board.

2. What kind of dancing will Reyna and Fatima do?

They will do hip-hop dancing.

3. How do teachers help with the talent show?

The teachers supervise after-school practices.



4. The author says that viewers were transported from their sofas to the school auditorium. What does the author mean?  
Possible answer: Viewers felt as if they were at the school, watching the show.

5. What does the principal think of the show?  
He thinks it was incredible.

6. Which of the acts at the Maple Talent show would you be most interested in seeing? Explain why.  
Answers will vary. Students should provide reasons for their choice.

NAME: \_\_\_\_\_ 16.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with /ə/ + /l/ > 'al'**

Read each word in the table. Write *yes* if the letters 'al' in the word include a schwa sound. Write *no* if they do not.

| Word        | Is there a schwa (ə) sound in 'al'? (yes/no) |
|-------------|----------------------------------------------|
| pal         | no                                           |
| goal        | no                                           |
| pedal       | yes                                          |
| alley       | no                                           |
| coral       | yes                                          |
| mammal      | yes                                          |
| charcoal    | no                                           |
| natural     | yes                                          |
| personal    | yes                                          |
| educational | yes                                          |

NAME: \_\_\_\_\_ 16.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with *micro-* or *-ist***

Read the words in the word bank. Sort the words according to whether they have the prefix *micro-* or the suffix *-ist*. If a word does not contain either prefix or suffix, write it in the column labeled "Neither." Read the words in each column to check your work.

**Word Bank**

|            |            |           |
|------------|------------|-----------|
| novelist   | consist    | microwave |
| microphone | motorist   | resist    |
| exist      | microscope | stylist   |

| Prefix <i>micro-</i> | Suffix <i>-ist</i> | Neither |
|----------------------|--------------------|---------|
| microphone           | motorist           | exist   |
| microscope           | stylist            | resist  |
| microwave            | novelist           | consist |

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 words with the final stable syllable 'el'.
- Circle words with *micro-* or *-ist*.

**Special Report: Coral Reefs**

Global, December 14, 2023 — Channel 3 News travels underwater to deliver an important message on the critical condition of coral reefs.

A coral reef is an underwater structure. It may look like a group of colorful rocks. But it's actually a living colony of creatures called coral. A healthy coral reef is usually beautiful.

Scientists classify coral reefs as ecosystems. They provide food and shelter for diverse sea life. Mackerel, cuttlefish, and many other sea animals call them home. Gentle sea turtles and stingrays often live on the reef. Hard-shelled mussels usually live there too. Sea mammals sometimes visit. It's possible to see a couple of bottlenose dolphins swimming nearby.

Coral reefs are also home to multiple microorganisms like algae. Individual algae cells can be seen only by using a microscope. Algae provides the coral with its remarkable color.

Coral reefs are found in tropical oceans around the world. Australia's Great Barrier Reef is the most notable. It's colossal! It's so large that it's even visible from a space vessel.

The incredible Florida Reef is in the United States. Global tourists from many countries travel there. They snorkel below the water and marvel at the coral's exceptional beauty.

Globally, coral reefs are in trouble. They face serious obstacles, like pollution and unsuitable sea temperatures. When the water is too warm, the microscopic algae leaves the coral. With no algae, the fragile coral turns white. This process is known as "bleaching." Bleaching can be fatal. Some coral reefs do not survive it.

This news is quite terrible, but the harm is possibly reversible. Several experts are working to unravel the mysteries that will save the coral reefs. This panel of experts includes biologists, ecologists, and microbiologists.

Environmentalists and conservationists are also joining in to help. They want to bring awareness to the reefs' critical condition and counsel people on how to get involved. They encourage individuals to help by reducing pollution.

For Channel 3 News, December 14, 2023

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

17.1 ACTIVITY PAGE

### Word Search

Read the words in the word bank that have the schwa + /l/ spelled 'el'. Then, circle the words in the word search.

#### Word Bank

|        |            |        |        |
|--------|------------|--------|--------|
| level  | mislabeled | novel  | weasel |
| cancel | camel      | tinsel | bagel  |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| S | M | I | S | L | A | B | E | L | D |
| L | E | H | E | L | P | I | N | G | E |
| E | J | E | L | P | C | A | M | E | L |
| V | L | A | H | C | R | W | E | O | I |
| E | O | S | B | A | G | E | L | Y | T |
| L | T | F | K | N | Z | A | E | V | N |
| S | E | O | M | C | Y | S | K | X | O |
| T | I | N | S | E | L | E | Y | M | V |
| D | U | V | A | L | K | L | E | B | E |
| R | O | U | D | N | M | E | L | S | L |

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

17.2 ACTIVITY PAGE

### Words with *micro-* or *-ist*

Read the sentences. Fill in the blanks by adding either *micro-* or *-ist* to the root in each sentence. Change the spelling as needed. Read each completed sentence to check your work.

- Kara was a finalist in the baking contest.  
(final)
- Scientists may use a microscope to study germs.  
(scope)
- A careful cyclist always wears a helmet when on the road.  
(cycle)
- We clapped when the vocalist finished her song.  
(vocal)
- The microchip inside the tablet holds a lot of information.  
(chip)
- People use their smartphones as a kind of microcomputer.  
(computer)
- Sam got his driver's license, so he is now a motorist.  
(motor)
- Jaquim loves animation and wants to be a cartoonist someday.  
(cartoon)
- The librarian found the old picture on a microfilm.  
(film)
- A stylist dresses film stars for big events.  
(style)

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

18.1 ACTIVITY PAGE

### Words with /ə/ + /l/ > 'il'

Each word below contains the letters 'il'. Read each word. Circle only the words with /ə/ + /l/ spelled 'il'. Read all of the words that you circled to check your work.

- |                |                |               |              |               |
|----------------|----------------|---------------|--------------|---------------|
| <u>council</u> | still          | detail        | <u>pupil</u> | <u>tonsil</u> |
| <u>civil</u>   | uncoil         | <u>pencil</u> | mailbox      | <u>gerbil</u> |
| <u>fossil</u>  | <u>stencil</u> | sail          | retail       | spoil         |

**Words with *micro-* or *-ist***

Read the words in the word bank. Then read the paragraph. Use the words from the word bank to complete the paragraph. Remember to capitalize the words at the beginning of sentences. Read the completed paragraph to check your work.

**Word Bank**

|               |             |            |             |             |
|---------------|-------------|------------|-------------|-------------|
| microcomputer | vocalists   | tourists   | microchips  | microscopes |
| microfilm     | cartoonists | scientists | microphones | novelists   |

People use technology in many ways. Some scientists study things we cannot see without tools. They use microscopes to see very small things. Vocalists are singers. They can perform for large crowds. Microphones make their voices louder so the audience can hear them. Some cartoonists draw images by hand. Others use a microcomputer to create their art. Maps are stored in microchips in cell phones and GPS devices. Tourists use this technology to find new places. Sometimes novelists write books that are set in the past. They do research to find out what life was like back then. They might read articles on microfilm at their local library.

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 /ə/ + /l/ > 'ul'.
- Circle all instances of these words with *pro-* or *fore-*.

**Life Cycle of a Wild Gerbil**

A gerbil is a small but incredible creature. It belongs to the rodent family. Zoologists and animal specialists claim that most of them live for a little over two years. Some may live for three years. Although specialists forecast they will have a short lifespan, a wild gerbil's life cycle is very interesting.

| Stage   | Age                          | Description                                                                                                                                                                                                                                                                               |
|---------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Birth   | Birth to twenty-one days old | Baby gerbils are called "pups." They are born quite small. A baby gerbil is about the size of a half-inch pebble. They are born unable to see or hear until their eyes and ears open. These micro-sized rodents start their life drinking the milk their mother <u>provides</u> for them. |
| Weaning | One month old                | Gerbils start to nibble on solid food. They like seeds and apples. They <u>progress</u> in age and become more active and curious. They are <u>playful</u> creatures and sometimes wrestle with their littermates. They are not quite yet the length of a popsicle.                       |

|           |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adulthood | Three months to two years old | Gerbils quickly settle into adulthood. Animal behaviorists claim that by three months old, gerbils <u>proceed</u> to care for themselves. They also reach full size. They can be as long as a pencil or an eating utensil, like a fork or a spoon. They are measured from their nostrils to the end of their tails.<br><br>Adult gerbils skillfully create their homes from simple materials like sand and soil. These burrows are like tiny, cozy, stable microcastles. Adult gerbils think ahead and prepare for the future. They <u>proactively</u> find a mate and <u>produce</u> offspring. Adult gerbils <u>protect</u> and are <u>mindful</u> of their micro-sized babies. |
| Old age   | Two to three years old        | Gerbils reach old age at about two to three years old. Their health begins to weaken. They become less capable of <u>protecting</u> themselves against danger. They struggle to survive the perils of hunger and injuries. Like all living creatures, gerbils are not invincible. They eventually pass away.                                                                                                                                                                                                                                                                                                                                                                      |

As a pet, a gerbil lives a life that looks a bit different. Zoologists and animal specialists claim they can live up to four years. Many people love having one or more gerbils as pets. Caring for them is fairly easy and joyful. They make peaceful and tranquil companions. Optimists predict that pet gerbils will likely stay popular for the foreseeable future. Either in the wild or as pets, gerbils are fascinating creatures.

**"Life Cycle of a Wild Gerbil" Comprehension Questions**

1. What is a gerbil?  
A gerbil is a small rodent.
2. How long do gerbils usually live?  
They can live up to three or four years in captivity.
3. How long does it take for a gerbil to reach full size?  
They become adults after three months.

4. Where do gerbils live?

Gerbils live in burrows in sand or soil.  
\_\_\_\_\_  
\_\_\_\_\_

5. Why are gerbils popular pets?

Gerbils are fairly easy to care for, and they are peaceful.  
\_\_\_\_\_  
\_\_\_\_\_

6. Why might gerbils live longer as pets than in the wild?

There are more dangers in the wild and food may not be as easy to find.  
\_\_\_\_\_  
\_\_\_\_\_

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

**Words with /ə/ + /l/**

Read each word. Identify each /ə/ + /l/ word ending from the bank. Write the word ending next to each word.

**Word Ending Bank**

|     |     |     |     |
|-----|-----|-----|-----|
| -al | -el | -il | -ul |
|-----|-----|-----|-----|

- bagel -el
- pencil -il
- petal -al
- cheerful -ul
- tidal -al
- skillful -ul
- channel -el
- final -al
- fossil -il
- playful -ul

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

**Words with fore- or pro-**

Read each sentence. Then, read each root word. Complete each sentence by circling the prefix that completes the missing word. Read the completed sentence to check your work.

1. The weather \_\_\_\_\_ says it should be sunny next week.

|      |      |
|------|------|
| fore | cast |
| pro  |      |

2. The game could \_\_\_\_\_ once all the players arrived on the field.

|      |      |
|------|------|
| fore | ceed |
| pro  |      |

3. I would like to \_\_\_\_\_ a solution to your problem.

|      |      |
|------|------|
| fore | pose |
| pro  |      |

4. Tim had some soap on his \_\_\_\_\_ after cleaning the car.

|      |      |
|------|------|
| fore | head |
| pro  |      |

5. The team is making \_\_\_\_\_ on their goal.

|      |       |
|------|-------|
| fore | gress |
| pro  |       |

6. A robin is in the \_\_\_\_\_ of the picture of the forest.

|      |        |
|------|--------|
| fore | ground |
| pro  |        |

7. The bandage will \_\_\_\_\_ the cut on her hand so it can heal.

|      |      |
|------|------|
| fore | tect |
| pro  |      |

### Sort Words by Syllables

Read the words in the word bank. Sort the words from the word bank according to how many syllables they have. After you have finished, check your work by reading the words in each column.

#### Word Bank

|           |         |        |         |
|-----------|---------|--------|---------|
| skull     | unravel | cymbal | capital |
| graceful  | pencil  | stall  | utensil |
| beautiful | fill    | gravel | well    |

| One Syllable | Two Syllables | Three Syllables |
|--------------|---------------|-----------------|
| fill         | graceful      | beautiful       |
| stall        | gravel        | unravel         |
| well         | cymbal        | capital         |
| skull        | pencil        | utensil         |

### Words with *micro-*, *-ist*, *fore-*, and *pro-*

Read each sentence and root. Fill in the blank by adding *micro-*, *-ist*, *fore-*, or *pro-* to the root. Change the spelling as needed. Read the completed sentence to check your work.

- The artist  
(art) painted a landscape.
- We do not foresee  
(see) any problems with our project plan.
- The speaker used a microphone  
(phone) during her presentation.
- Remember to wash your muddy hands and forearms  
(arms) with soap.
- This helmet will protect  
(tect) your head from injury.
- The cyclist  
(cycle) watched out for cracks in the road.
- You can use the microwave  
(wave) to make popcorn.
- The wave will propel  
(pel) the surfer across the water.
- The scientist  
(science) is studying how the brain processes color.
- The spelling test is at the forefront  
(front) of our concerns.

Read "Nigel's Magical Pencil" once. Then reread the passage and mark up the text as follows:

- Underline words with /ə/ + /l/ > 'al' endings.
- Draw a box around words with /ə/ + /l/ > 'el' endings.
- Highlight words with /ə/ + /l/ > 'ul' endings.
- Circle words with affixes *micro-*, *-ist*, *fore-*, or *pro-*.

### Nigel's Magical Pencil

Nigel was a third-grade pupil and skillful artist. Many people marveled at his impressive drawings. He dreamed of becoming a cartoonist in the foreseeable future.

Nigel traveled to visit his uncle. Nigel saw a small pencil box sitting on his living room mantel. The box had no label. So, Nigel opened the box. Inside, he found an interesting and novel-looking pencil. The pencil had a crystal-clear tip and an artful design etched onto it.

Nigel took the pencil to the next room and found a sheet of paper. He placed the paper on an easel and proceeded to draw. He soon realized this was not a normal pencil. This was a magical pencil! Everything he drew came to life.

He drew colorful flower petals in the paper's foreground. They instantly appeared before him.

He sketched a microphone. It emerged in his hand. Nigel sang into it like a talented vocalist. He drew a playful gerbil. It immediately jumped off the page and into the room.

Nigel used the pencil to draw an almost microscopic beetle, a squirrel, and a graceful eagle. He even drew a kennel full of puppies. The once tranquil room quickly became a lively arena filled with Nigel's magical creations. It was an exceptional sight!

Nigel got hungry and drew a bowl of spaghetti. It appeared and looked ready to eat. He didn't even need a microwave to heat it up. He drew tons of caramel treats and turned the room into a plentiful candy store.

However, while trying to create a pet turtle, Nigel mistakenly sketched a sharp-clawed monster. The monster began causing trouble. It destroyed the room with its claws and bothered the other delightful creatures. Nigel did not foresee this disaster. Nigel, although scared, remembered he needed to stay calm and hopeful. He took a deep breath. He came up with a plan to face the danger of this perilous monster.

With a shaky hand, Nigel drew a rope with the powerful pencil. He could use this rope as a lasso. This rope appeared in his hand, and he used it to catch and hold the monster. He quickly erased the sketch, and the monster disappeared. He was glad the chaos did not progress further.

This stressful event made Nigel realize that the pencil was not a simple drawing utensil. The magical pencil had to be used in a careful and responsible way. He returned it to the box. Then, Nigel asked his uncle to protect the pencil and to forewarn others of its magical power.

NAME: \_\_\_\_\_ 20.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**“Nigel’s Magical Pencil” Comprehension Questions**

- Where did Nigel find the pencil?  
The pencil was in a box on the living room mantel in his uncle’s home.
- What was magical about the pencil?  
Things drawn by the pencil became real.
- What kinds of things did Nigel draw?  
He drew a microphone, some animals, and some food.

- How did Nigel stop the monster?  
He drew a rope to catch the monster, and then he erased it.
- What did Nigel do with the pencil?  
He put it back in the box and told his uncle about it.
- What did Nigel learn from the experience?  
He learned that he should be careful, especially when using something with great power.

NAME: \_\_\_\_\_ 21.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Sort Words with /h/ and /w/**

Read the words in the word bank. Then sort the words in the chart. Read the words in each column to check your work.

**Word Bank**

|        |         |        |       |
|--------|---------|--------|-------|
| who’ll | whether | what   | whale |
| whose  | whole   | wholly | which |

| /h/    | /w/     |
|--------|---------|
| who’ll | what    |
| wholly | whether |
| whose  | which   |
| whole  | whale   |

NAME: \_\_\_\_\_ 21.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with fore- and pro-**

Read each question with an underlined word. Then answer the questions.

- If you are working on a project about zoos, what might it contain?  
Possible response: It might contain videos, pictures, and text about animals.
- What might a mother bear protect?  
Possible response: She might protect her cubs.
- What might a king proclaim?  
Possible response: He might proclaim that he is going to have a party.
- What might you learn in a weather forecast?  
Possible response: You might learn that it is going to rain.

5. Look out a nearby window. What is in the foreground?

Possible response: Bushes are in the foreground.

6. What do you foresee will happen in your future?

Possible response: I foresee that my team will win our baseball game this weekend.

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

213 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 at least three words with tricky spellings of /s/ as 'sc', 'st', 'ce', or 'se'.
- Circle at least three words with the prefix *fore-*, *pro-*, *intra-*, or *inter-*.
- Highlight words that end with schwa (/ə/) + /l/ syllables, such as 'le', 'al', and 'el'.

### Visit France: A Travel Brochure

France is known for its fascinating culture and lovely scenery. It's a wholly unique and amazing international destination.

Explore the bustling city of Paris. Do this first and foremost. You'll get the chance to see the Eiffel Tower. Ascend its stairs and catch a glimpse of the whole city. The climb is an intermediate physical challenge. Once you hustle up to the top, you will wholeheartedly love the scene before you. An elevator is also available to ensure no one misses this memorable experience.

Ready for a tasty treat? France is known for providing delicious dining experiences. Be forewarned, you won't find anything like it elsewhere! Let your taste buds discover how unique French flavors wonderfully intermingle. Savor a tasty croissant. It's a buttery and flaky crescent-shaped pastry. Enjoy the variety of cheeses. And devour a delicate pancake-like crepe.

Satisfy your love for art at the Louvre. This museum houses countless masterpieces. View the portrait of Mona Lisa, whose mysterious smile captivates whoever lays their eyes on it. The smile on her face has puzzled people and historians for centuries. No one is quite sure if Mona Lisa is beginning to smile or stopping the smile.

Catch a show at the world-famous opera house, the Palais Garnier. Make sure to grab a tasty French snack during the intermission. As the performance progresses, your appreciation of French culture will surely deepen.

Sports enthusiasts must check out the Tour de France bike race. It happens every year, no matter the weather forecast. Watch as world-class athletes race for first place. You'll be fascinated by the intrateam cheering and encouragement during the race.

Embark on an intracountry adventure. Spend some time exploring the diverse natural beauty France has to offer. Wander through the countryside and see castles nestled in dense greenery. Visit the local parks and enjoy the stunning beaches.

France is a place where beauty and culture intertwine. Don't just admire it from afar. Chart your course for France! Plan ahead and proactively book your trip today.

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

22.1 ACTIVITY PAGE

### Create Words with Syllables

Put together syllables from the syllable bank to create words. Read the words you create to check your work.

#### Syllable Bank

|       |       |       |     |
|-------|-------|-------|-----|
| round | neath | le    | con |
| un    | uni   | cloud | ue  |

| Two Syllables | Three Syllables |
|---------------|-----------------|
| un_sure       | cloud_iness     |
| be_neath      | con_tin_ue      |
| a_round       | uni_cyc_le      |

NAME: \_\_\_\_\_ 22.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Identify Prefixes

Read the words below. Underline *inter-* or *intra-* in the words.

1. intergroup
2. interchange
3. intrashop
4. interferre
5. intraoffice
6. interlock
7. internet
8. intrastate
9. intradistrict
10. interview

NAME: \_\_\_\_\_ 23.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Sort Words

Read each word. Then complete the chart with words from the word bank.  
 Read each column of words to check your work.

#### Word Bank

|       |       |       |
|-------|-------|-------|
| chick | sip   | send  |
| chef  | sugar | chomp |
| song  | chip  | sure  |

| /s/  | /ch/  | /sh/  |
|------|-------|-------|
| send | chick | chef  |
| sip  | chip  | sugar |
| song | chomp | sure  |

NAME: \_\_\_\_\_ 23.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_ CONTINUED

|     |     |       |
|-----|-----|-------|
| i   | hos | sil   |
| tal | an  | pi    |
| mal | ful | light |

Accept reasonable responses. Students may make the following words: *delightful; powerful; unlawful; utensil; hospital; animal.*

NAME: \_\_\_\_\_ 23.3 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Prefixes: *intra-*, *inter-*

Read each sentence. Complete each sentence by adding *intra-* or *inter-* to form a word with the root word. Read each completed sentence.

1. An inter state highway joins Oregon and Washington.
2. An intra school group is writing a song for our school to sing together each morning.
3. Mexico, Canada, and the United States made an inter national deal.
4. The workers have an intra office rule to clean up their own trash.
5. I am going to inter view the principal for my story.
6. The scientist studies the inter action between honeybees and flowers.



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 two examples of each tricky spelling of /sh/: 'ss', 's', and 'ch'.
- Circle words with the prefix *intra-* or *inter-*.
- Highlight words with r-controlled vowels.

### A Quiche Creation

Welcome, young chefs! Let's **parachute** into **another** cooking **adventure**. Being a **chef** involves much **more** than just **preparing** food. It involves delicate **interactions** with ingredients, tools, and machines. It also involves **self-discovery** and **intrapersonal** growth. When cooking, you **learn** patience and creativity as you tackle obstacles and **issues**. And you discover new tastes. So, put on your aprons, and let's launch into this delicious **mission**.

In today's **session**, you will learn how to make a vegetable **quiche**. This is a **popular international** breakfast dish. Let's begin!

#### Ingredients and Materials:

- 1 pre-rolled frozen pie crust and 1 pie dish
- Bowl
- Whisk
- 4 eggs
- 1 cup milk
- 1 cup grated cheese
- 1 cup chopped vegetables, like spinach and bell **peppers**

- Salt and **pepper**
- A pinch of **sugar** (optional)
- Toothpick
- Knife

#### Instructions:

Step 1: **Ensure** an adult **chaperone** is **nearby** and ready to assist.

An adult **chaperone** can provide **support**, guidance, and safety. They can **oversee** the cooking process and **intervene** if any **issues** arise. The adult **chaperone** should handle the oven.

Step 2: **Prepare** the ingredients and **materials**.

**Gather** and **measure** all of the ingredients. **Ensure** that the oven is empty and **working**. Preheat the oven to 375°F.

Step 3: **Prepare** the pie crust.

Place the pie crust into a pie dish. Press it into the bottom and sides. Make **sure** not to apply too much **pressure** or you might **tear** the crust.

Step 4: **Prepare** the filling.

While the oven preheats, **prepare** the quiche filling. Beat the eggs in a bowl, add the milk, and whisk **together**. Then, add the cheese, chopped vegetables, salt, and **pepper**. Whisk again, **ensuring** that all the ingredients have **intermingled**. If preferred, add a tiny bit of **sugar** to balance the **flavors**.

Step 5: Add the filling.

Fill the pie crust with the vegetable, cheese, and egg **mixture**. Make **sure** to spread it evenly.

Step 6: Bake the quiche.

The adult **chaperone** should **carefully** place the **quiche** into the hot oven. Let it bake **for** 30–35 minutes or until the filling is **firm** and lightly browned.

Step 7: Check the **quiche** and let it cool.

The adult **chaperone** should **ensure** the **quiche** is done by **inserting** a toothpick into the **center**. If it comes out clean, the **quiche** is ready. They should **carefully** remove the **quiche** from the oven. Let it cool for a few minutes.

Step 8: **Serve** the quiche.

Cut the **quiche** into slices and serve to **others**. Enjoy **interacting** with your taste **testers** as you **gather** feedback.

Step 9: Clean up the kitchen.

After enjoying this **mouthwatering international dish**, it's time for cleaning duties. Wash the dishes and clean **your** cooking area.

Congratulations, chefs! You've completed the mission and **prepared** a delicious **quiche**. Keep **discovering** and **exploring your** cooking talents as you continue your **intrapersonal journey** of becoming a **better chef**. And **remember** to take **proper** safety **measures** with any cooking **adventure**.

### “A Quiche Creation” Comprehension Questions

1. What can a young chef learn from cooking?

**Chefs can learn patience and creativity. They might also learn about different foods and how to plan meals.**

2. What is a quiche?

**It is a popular breakfast dish. It is a dish that contains eggs, dairy, and vegetables. A quiche has a crust like a pie.**

3. How many eggs are needed for this recipe?

**Four eggs are needed.**

4. Why should you have an adult chaperone help you make a quiche?

Possible response: Ovens are dangerous and can burn you.

---



---

5. After you have made the filling, where do you put it?

You put the filling in the pie crust.

---



---

6. What ingredient might you add to the quiche? Explain your choice.

Possible response: I would add potatoes because they are one of my favorite breakfast vegetables.

---



---

NAME: \_\_\_\_\_ **24.1** ACTIVITY PAGE

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

**Prefixes: fore-, pro-, intra-, inter-**

**Part I**

Read each prefix. Then read each root word. Draw a line between each prefix and a root word to form a new word. Read the new word out loud.

| Prefix        | Root Word                    |
|---------------|------------------------------|
| <i>intra-</i> | claim (to state or assert)   |
| <i>inter-</i> | cast (to put out or plan)    |
| <i>pro-</i>   | view (to see)                |
| <i>fore-</i>  | office (a place people work) |

**Part II**

Use the words you created in Part I to complete the sentences.

- A snowstorm is in the forecast for Friday.
- During the interview for the school newspaper, the coach talked about changes to the team.
- In his speech, the school president will proclaim that sports programs need more funding.
- What intraoffice project are you working on to improve teamwork within this group?

NAME: \_\_\_\_\_ **25.1** ACTIVITY PAGE

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

**Review Unit 3 Phonics**

- Read the words in the word bank. The words include sound spellings you studied in this unit.

**Word Bank**

|           |             |             |
|-----------|-------------|-------------|
| 1. star   | 10. birth   | 18. legal   |
| 2. total  | 11. whole   | 19. paddle  |
| 3. tissue | 12. farm    | 20. nickel  |
| 4. maple  | 13. curl    | 21. number  |
| 5. serve  | 14. bounce  | 22. art     |
| 6. travel | 15. pencil  | 23. playful |
| 7. who    | 16. morning | 24. scenery |
| 8. apple  | 17. dense   | 25. chef    |
| 9. fasten |             |             |

- Sort the words from the word bank into the correct columns in the chart below. Read the words in each column to check your work.

| Words with r-Controlled Vowel Sounds | Words with /ə/ + /l/ | Words with Tricky Spellings of /h/, /s/, and /sh/ |
|--------------------------------------|----------------------|---------------------------------------------------|
| star                                 | total                | tissue                                            |
| serve                                | maple                | who                                               |
| birth                                | travel               | fasten                                            |
| farm                                 | apple                | whole                                             |
| curl                                 | pencil               | bounce                                            |
| morning                              | legal                | dense                                             |
| number                               | paddle               | chef                                              |
| art                                  | nickel               | scenery                                           |
|                                      | playful              |                                                   |

NAME: \_\_\_\_\_ **25.2** ACTIVITY PAGE

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

**Sort Words by Syllable Type**

Read each word in the chart. Complete the chart by writing the syllables of each word. Then color in the syllable types using the key below.

**Syllable Type Key**

Closed: blue      Open: red      r-Controlled: purple  
VCe: green      Vowel Team: yellow      Final Stable Syllable: orange

| Word     | First Syllable | Second Syllable |
|----------|----------------|-----------------|
| tur•tle  | tur (purple)   | tle (orange)    |
| po•lar   | po (red)       | lar (purple)    |
| per•son  | per (purple)   | son (blue)      |
| ea•sel   | ea (yellow)    | sel (orange)    |
| sur•vive | sur (purple)   | vive (green)    |
| glo•bal  | glo (red)      | bal (orange)    |
| use•ful  | use (green)    | ful (orange)    |

**Review Prefixes and Suffixes**

**Part I**

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

**Word Bank**

|            |           |
|------------|-----------|
| telephone  | biologist |
| microscope | statement |

The biologist looked again into his microscope with delight. He was looking at a cell. It was behaving in a new and exciting way. He wrote a statement explaining what he had discovered. Then he picked up the telephone to call his boss and share the news.

**Part II**

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

**Word Bank**

|           |           |
|-----------|-----------|
| enjoyment | telescope |
| undergo   | scientist |

The scientist was working at night. She was using a telescope to see faraway things in the night sky. She was filled with enjoyment as she studied Jupiter and Saturn. She wanted to see if the planets would undergo any changes as they lined up with Earth.

Read "Charlotte's Art" once. Then reread the passage and mark the text as follows:

- Underline three words with:
  - /ə/ > 'a, 'e, 'i, or 'o'; and
  - /ə/ + /l/ > 'le, 'al, 'el, 'il, or 'ul'.
- Circle five words with one of these prefixes: *tele-*, *super-*, *under-*, *over-*, *micro-*, *uni-*, or *trans-*.
- Highlight five words with one of these suffixes: *-hood*, *-ment*, *-en*, or *-ist*.

**Charlotte's Art**

Charlotte lived in a farm town near a wonderful park. Her older brother, Kurt, worked as a machinery operator at a nearby factory. Their farmhouse had a large arched entrance. They owned a tiny barnyard filled with charming farm animals and treasured pets. Charlotte's favorite was a cheerful parrot named Pearl.

Charlotte was an artist. She loved painting and drew inspiration from her surroundings. Once, while exploring the park, the artist stumbled upon many piles of small, colorful pebbles. These microsized rocks were scattered throughout the park and hidden by the overgrown grass. Pearl, perched on Charlotte's forearm, cawed with excitement as Charlotte picked up a handful of the pebbles.

Charlotte carefully examined the pebbles in her hand. They looked very different from any pebbles she had seen before. They were oddly shaped. Their surfaces were rough and uneven. Yet, the artist felt inspired by the unusual rocks. She decided to paint them red, blue, and yellow. Using Pearl

as her model, Charlotte arranged the pebbles to resemble the parrot. She placed the arrangement on a tray outside her farmhouse. She transformed the unique rocks into an appealing, artful display.

One day, an expert geologist named Dr. Blair Irwin stopped by the farmhouse during a fieldwork session. Dr. Irwin noticed the art display and asked to inspect the pebbles. Charlotte gave her approval. Dr. Irwin inspected the pebbles with her microscope and other equipment.

The geologist identified the pebbles as meteorite parts or fallen objects from space. She shared this discovery with Charlotte. The artist was wholeheartedly shocked! She had not foreseen this discovery. Charlotte had not just been painting pebbles. She had been painting meteorites the whole time!

Charlotte called her family and childhood friends on the telephone to tell them about her meteorite art. She also shared pictures. Soon, the word about this meteorite art spread across town. People started coming by to check it out. The townspeople all admired Charlotte's artwork. They encouraged her to make more of it. They proposed that she set up a workshop to create and showcase more of her unique art.

This idea was certainly thought-provoking for the artist. Feeling self-assured, Charlotte and Kurt set up an art workshop near the park. Dr. Irwin also set up a laboratory to study more of the remaining meteorites scattered throughout the park.

Charlotte began learning more from Dr. Irwin. The two formed a sisterhood of learning. They shared their knowledge of the universe, rocks,

and art. Charlotte began to intertwine this knowledge into her artwork. She painted more meteorites and arranged them to look like planets and galaxies. Now, Charlotte's creations blended and unified science and art.

The fascinating news of the meteorite art continued to travel fast. It was televised across several intrastate television channels. Little by little, the workshop began to grow and blossom. Tourists, artists, and scientists started pouring into Charlotte's workshop. Pearl cheerfully greeted every visitor.

Charlotte had underestimated her art's popularity. She was overjoyed and felt like a superstar! Kurt was surely proud of Charlotte's hard work and creativity.

### "Charlotte's Art" Comprehension Questions

1. What does Charlotte find at the park?  
She finds piles of colorful pebbles.  
\_\_\_\_\_  
\_\_\_\_\_
2. What does Charlotte's first work of art resemble?  
It resembles her parrot, Pearl.  
\_\_\_\_\_  
\_\_\_\_\_
3. What does Dr. Blair tell Charlotte after she examines Charlotte's art?  
Possible response: Dr. Blair says the pebbles are from space.  
\_\_\_\_\_  
\_\_\_\_\_

4. How did the pebbles get to the park?  
Possible response: They fell from the sky.  
\_\_\_\_\_  
\_\_\_\_\_
5. What did Charlotte's second work of art look like?  
It looked like planets and galaxies.  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you think it was a good idea for Charlotte to turn meteorites into art? Why or why not?  
Possible response: Yes, using meteorites for art could make people more interested in both science and art.  
\_\_\_\_\_  
\_\_\_\_\_

### Unit 3 Dictation Posttest

Write each word that your teacher dictates.

1. harden
2. foreseeable
3. proactive
4. declare
5. microparticle
6. finalist
7. intrapersonal
8. international
9. transport

Write the entire sentence that your teacher dictates.

1. I was grateful that the pupil gave me a tissue.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do not disturb the artist painting a castle.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

Responses will vary. Possible response: The shirt is made from cotton.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_ TR 6.1  
DATE: \_\_\_\_\_

Reread "Jordan Scores." What is the story's theme, or message, and how do you know? Use details from the story to support your answer.

Sample response: "Jordan Scores" is about believing in yourself.

Jordan is a good basketball player, but he was nervous about a game. Jordan spent hours practicing and preparing for the game. His friend, Claire, encouraged him to believe in himself. Jordan also gained confidence by absorbing the energy of the crowd. He scored the winning point, and his team won the game.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

318

Skills 3

NAME: \_\_\_\_\_ TR 7.1  
DATE: \_\_\_\_\_

### Words with 'are' and 'air'

Write the words you made by adding a letter to 'are' and 'air' in the correct column.

| are   | air   |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Teacher Resources

319

NAME: \_\_\_\_\_ TR 8.1  
DATE: \_\_\_\_\_

Reread "Tele-Ameer the Superhero." Think about other superhero stories. What characteristics does this story share with other superhero stories?

Sample response: Ameer has superpowers and a secret identity. He uses his power to help others. He inspires people and puts an end to conflicts. The story has these characteristics in common with many other superhero stories.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

320

Skills 3

NAME: \_\_\_\_\_ TR 9.1  
DATE: \_\_\_\_\_

### Words with 'ear', 'eer', and 'ure'

Read each word below. If the word is spelled correctly, write C on the line. If the word is spelled incorrectly, write the correct spelling on the line.

1. appearence appearance
2. chearful cheerful
3. injure C
4. feer fear
5. advenchear adventure
6. nearby C
7. career C
8. furnitoor furniture
9. clear C
10. pionear pioneer

Teacher Resources

321

NAME: \_\_\_\_\_ TR 10.1  
DATE: \_\_\_\_\_

Reread "Real-Life Superheroes." Use details from the story and from real life to describe how first responders are similar to and different from superheroes.

Sample response: Both first responders and superheroes show up in emergencies to help people. They save people from danger, treat their injuries, and make them safe. Unlike superheroes, first responders do not have superpowers or wear costumes. Unlike superheroes, first responders are real people.

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 11.1  
DATE: \_\_\_\_\_

Reread "A Trans-Galactic Dash." Choose a scene from the story and illustrate it. Be sure to include details from the story in your scene.

Drawings will vary but could include teams at the starting line, students riding unicycles through a market, the feast at the end, or another scene.



NAME: \_\_\_\_\_ TR 12.1  
DATE: \_\_\_\_\_

### Word Search

Read each word. Complete the word search by circling the words from the word bank.

#### Word Bank

|        |       |         |        |
|--------|-------|---------|--------|
| pencil | pilot | phantom | common |
| cousin | civil | wisdom  | lemon  |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| P | E | P | H | A | N | T | O | M | O |
| C | E | Z | C | B | E | W | L | N | L |
| I | J | P | E | N | C | I | L | M | E |
| V | L | A | O | P | R | S | E | O | M |
| I | P | E | N | H | N | D | A | Y | O |
| L | T | F | K | A | Z | O | E | V | N |
| S | E | O | M | C | O | M | M | O | N |
| N | C | O | U | S | I | N | Y | M | S |
| D | U | V | A | W | Q | U | E | I | T |
| R | O | U | P | I | L | O | T | S | D |

NAME: \_\_\_\_\_ TR 13.1  
DATE: \_\_\_\_\_

Reread "On the Move: How Transportation Unites Our World." Use details from the passage to describe what different modes of transportation have in common.

Sample responses: All modes of transportation move things and people from one place to another. Safety is important no matter how you travel. Walking, bicycling, and some boats are powered by humans. Cars, buses, trucks, trains, most boats, and airplanes are powered by engines. Cars and buses travel on the ground. Boats travel on the water, and airplanes travel through the air.

---

---

---

---

---

---

---

---

---

---



NAME: \_\_\_\_\_ TR 14.1  
DATE: \_\_\_\_\_

**Words That End in 'le'**

Read each sentence. Identify which word in the sentence is missing the letters 'le'. Add 'le' to the end of that word and write the complete word on the line. Read the sentence using the word to check your work.

1. The steak started to sizz when it was cooked. \_\_\_\_\_ sizzle
2. A beet is a type of insect. \_\_\_\_\_ beetle
3. Can you pass the map syrup? \_\_\_\_\_ maple
4. The belt is missing its buck. \_\_\_\_\_ buckle
5. This soup lad is made of wood. \_\_\_\_\_ ladle
6. Dad bought a cab to plug into our television. \_\_\_\_\_ cable
7. Which app is sweetest, the green or red one? \_\_\_\_\_ apple
8. An icic formed from freezing water. \_\_\_\_\_ icicle

326

Skills 3

NAME: \_\_\_\_\_ TR 15.1  
DATE: \_\_\_\_\_

Reread "Maple Talent Show." Using evidence from the story, explain what a talent is.

Sample response: A talent is something special a person can do.

For example, dancing is Reyna and Fatima's talent, which they call their superpower. Talents are often entertaining, like playing an instrument or doing a trick. Having a talent often requires a lot of practice.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Resources

327

NAME: \_\_\_\_\_ TR 16.1  
DATE: \_\_\_\_\_

Reread "Special Report: Coral Reefs." What are the main threats to coral reefs? What can people do to protect coral reefs? Use at least two details from the text to support your answer.

Sample response: The main threats to coral reefs are pollution and high sea temperatures. We can be careful about how we throw away garbage, especially chemicals that can harm reefs. Scientists can also study the reefs to learn more about how to help them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

328

Skills 3

NAME: \_\_\_\_\_ TR 17.1  
DATE: \_\_\_\_\_

**Words with /ə/ + /l/ > 'el'**

Read the words in the word bank. Read each sentence. Choose a word with the final stable syllable 'el' from the word bank to complete the sentence. Read the completed sentence to check your work.

**Word Bank**

|                |              |                |               |
|----------------|--------------|----------------|---------------|
| <b>flannel</b> | <b>easel</b> | <b>kennel</b>  | <b>tunnel</b> |
| <b>mantel</b>  | <b>towel</b> | <b>channel</b> | <b>swivel</b> |

1. Our dogs stay at a kennel when we are on vacation.
2. The artist puts her canvas on an easel.
3. My dad used a towel to clean up the mess.
4. The swivel chair is fun to sit on because it spins.
5. Family photos are on the mantel above the fireplace.
6. Have you seen my new flannel shirt?
7. The tunnel allows cars to drive under the river.
8. Please put on the sports channel so we can watch the game.

Teacher Resources

329

NAME: \_\_\_\_\_ TR 18.1  
DATE: \_\_\_\_\_

Reread "Life Cycle of a Wild Gerbil." Compare and contrast a gerbil to another animal that is a common pet. Include details from the text to support your answer.

Sample response: Gerbils and cats are both popular pets. Both drink milk as babies and are playful. Gerbils grow to the size of a pencil within three months. Cats are much larger and take longer to grow. Gerbils normally live only a few years, while cats can live for over ten years.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 19.1  
DATE: \_\_\_\_\_

**Words with /ə/**

Read each word. Circle the words that contain the schwa sound.

1. gaze
2. article
3. rewrite
4. apple
5. final
6. peril
7. label
8. skillful

NAME: \_\_\_\_\_ TR 20.1  
DATE: \_\_\_\_\_

Reread "Nigel's Magical Pencil." What would you do with a magical pencil? How would you avoid problems with it?

Sample response: If I had a magical pencil, I would draw a superhero. My superhero would fly high above the city looking for people or animals who were in trouble. Then she would land and use her superpowers to save them and make them feel safe. I would also draw a safe to keep the pencil in so no one could steal it and use it to do bad things.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 21.1  
DATE: \_\_\_\_\_

Reread "Visit France: A Travel Brochure." Which activity or place in France seems most interesting to you? Give at least two reasons for your choice.

Sample response: I think the Louvre museum sounds interesting. I like to look at famous paintings. I would like to see if Mona Lisa is starting or stopping her smile.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 22.1  
 DATE: \_\_\_\_\_

**Words with /s/ > 's', 'ss', 'sc', 'st', 'ce', 'se', and 'c'**

Read each word in the word bank. Complete the chart with words from the word bank. Then read the words in each column.

**Word Bank**

|        |        |         |         |        |
|--------|--------|---------|---------|--------|
| ascend | seed   | tense   | gross   | voice  |
| seat   | bustle | bristle | whistle | geese  |
| cent   | silver | class   | glisten | worse  |
| moose  | nurse  | scene   | descend | nestle |
| floss  | glance | gloss   | prince  | bounce |
| scent  | self   | recite  | circus  | peace  |

NAME: \_\_\_\_\_ TR 22.1  
 DATE: \_\_\_\_\_ CONTINUED

|      |         |         |        |         |         |
|------|---------|---------|--------|---------|---------|
| 'c'  | cent    | circus  | recite |         |         |
| 'se' | moose   | nurse   | tense  | geese   | worse   |
| 'ce' | voice   | peace   | glance | prince  | bounce  |
| 'st' | bristle | bustle  | nestle | whistle | glisten |
| 'sc' | ascend  | descend | scent  | scene   |         |
| 'ss' | class   | gloss   | gross  | floss   |         |
| 's'  | seat    | silver  | seed   | self    |         |

NAME: \_\_\_\_\_ TR 23.1  
 DATE: \_\_\_\_\_

Reread "A Quiche Creation." What are two of the main steps in making a quiche? Explain what is important about each step.

Sample response: You must gather and measure the ingredients.

It is important to use the right ingredients and measure them correctly or the quiche may not turn out. You must clean up when you're done. After you clean up, your kitchen will be ready for the next time you want to cook.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_ TR 24.2  
 DATE: \_\_\_\_\_

**Sort Words**

Read the words in the word bank. Complete the chart with words from the word bank.

**Word Bank**

|         |          |         |          |          |         |         |
|---------|----------|---------|----------|----------|---------|---------|
| garden  | birthday | survive | yourself | forklift | army    | worker  |
| nervous | flurries | earnest | polar    | recharge | support | newborn |

| Words with /ar/ > 'ar' | Words with /er/ > 'ur', 'ir', 'er', 'ar', 'or' | Words with /er/ > 'ear', 'our', 'urr' | Words with /or/ > 'or' |
|------------------------|------------------------------------------------|---------------------------------------|------------------------|
| garden                 | survive                                        | flurries                              | forklift               |
| recharge               | nervous                                        | yourself                              | support                |
| army                   | birthday                                       | earnest                               | newborn                |
|                        | worker                                         |                                       |                        |
|                        | polar                                          |                                       |                        |

NAME: \_\_\_\_\_ TR 25.1  
DATE: \_\_\_\_\_

Reread "Charlotte's Art." Describe a time when you created something that surprised you. What was exciting about your creation? What did you learn?

Sample response: Once I wrote a story about Martians whose spaceship crashed on Earth and they had to ask the Earthlings for help getting back home. I read about Mars so I could put more details in my story. I was surprised to learn that while Mars is colder than Earth in most places and it doesn't have a breathable atmosphere or a source of food, humans could survive there for a while if they had the right equipment. I ended up putting those details in my story.

---

---

---

---

---

---

---

---

---

---

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 3

### 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                                                                                    | U3: p. 13, U3: p. 20, U3: p. 77, U3: p. 84, U3: p. 141, U3: p. 149, U3: p. 208, U3: 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                                                                                          | U3: p. 26, U3: p. 33, U3: p. 51, U3: p. 59, U3: p. 90, U3: p. 98, U3: p. 116, U3: p. 123, U3: p. 155, U3: p. 162, U3: p. 181, U3: p. 189, U3: p. 222, U3: p. 230, U3: p. 248, U3: 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                                                                                         | U3: p. 5, U3: p. 8, U3: p. 12, U3: p. 18, U3: p. 21, U3: p. 24, U3: p. 28, U3: p. 31, U3: p. 40, U3: p. 43, U3: p. 47, U3: p. 52, U3: p. 55, U3: p. 59, U3: p. 65, U3: p. 68, U3: p. 72, U3: p. 77, U3: p. 80, U3: p. 85, U3: p. 90, U3: p. 93, U3: p. 98, U3: p. 102, U3: p. 105, U3: p. 106, U3: p. 110, U3: p. 115, U3: p. 118, U3: p. 119, U3: p. 122, U3: p. 129, U3: p. 133, U3: p. 134, U3: p. 137, U3: p. 142, U3: p. 145, U3: p. 146, U3: p. 150, U3: p. 155, U3: p. 158, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 175, U3: p. 180, U3: p. 183, U3: p. 186, U3: p. 192, U3: p. 195, U3: p. 196, U3: p. 199, U3: p. 204, U3: p. 208, U3: p. 209, U3: p. 212, U3: p. 217, U3: p. 220, U3: p. 223, U3: p. 228, U3: p. 231, U3: p. 235, U3: p. 240, U3: p. 243, U3: p. 244, U3: p. 247, U3: p. 253, U3: p. 256, U3: p. 260, U3: p. 265, U3: p. 268, U3: p. 271, U3: p. 276, U3: p. 279, U3: p. 282, U3: p. 286, U3: p. 289, U3: p. 290, U3: p. 293, U3: p. 298, U3: p. 301, U3: p. 303 |
| 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 | U3: p. 5, U3: p. 8, U3: p. 12, U3: p. 18, U3: p. 21, U3: p. 24, U3: p. 28, U3: p. 31, U3: p. 35, U3: p. 40, U3: p. 43, U3: p. 47, U3: p. 52, U3: p. 55, U3: p. 59, U3: p. 65, U3: p. 68, U3: p. 72, U3: p. 77, U3: p. 80, U3: p. 85, U3: p. 90, U3: p. 93, U3: p. 98, U3: p. 102, U3: p. 105, U3: p. 106, U3: p. 110, U3: p. 115, U3: p. 118, U3: p. 119, U3: p. 122, U3: p. 129, U3: p. 134, U3: p. 137, U3: p. 142, U3: p. 146, U3: p. 150, U3: p. 155, U3: p. 158, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 175, U3: p. 180, U3: p. 183, U3: p. 186, U3: p. 192, U3: p. 195, U3: p. 196, U3: p. 199, U3: p. 204, U3: p. 208, U3: p. 209, U3: p. 212, U3: p. 217, U3: p. 220, U3: p. 223, U3: p. 228, U3: p. 231, U3: p. 235, U3: p. 240, U3: p. 243, U3: p. 244, U3: p. 247, U3: p. 253, U3: p. 256, U3: p. 260, U3: p. 265, U3: p. 268, U3: p. 271, U3: p. 276, U3: p. 279, U3: p. 282, U3: p. 286, U3: p. 290, U3: p. 293, U3: p. 298, U3: p. 301, U3: p. 303                          |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.A.iv  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          | U3: p. 286, U3: p. 290                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

| <b>Unit 3</b>                                           |                                                                                                                                                                                       | <b>Correlation—Teacher’s Guide</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.v                                            | decoding words using knowledge of prefixes                                                                                                                                            | U3: p. 40, U3: p. 45, U3: p. 47, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 72, U3: p. 77, U3: p. 83, U3: p. 85, U3: p. 90, U3: p. 96, U3: p. 98, U3: p. 102, U3: p. 108, U3: p. 110, U3: p. 115, U3: p. 120, U3: p. 122, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 199, U3: p. 204, U3: p. 211, U3: p. 212, U3: p. 217, U3: p. 222, U3: p. 223, U3: p. 228, U3: p. 233, U3: p. 235, U3: p. 240, U3: p. 246, U3: p. 247, U3: p. 253, U3: p. 258, U3: p. 260, U3: p. 265, U3: p. 270, U3: p. 271, U3: p. 276, U3: p. 280, U3: p. 282, U3: p. 286, U3: p. 291, U3: p. 293, U3: p. 298, U3: p. 302, U3: p. 303 |
| 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                               | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 35, U3: p. 52, U3: p. 57, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 199, U3: p. 204, U3: p. 211, U3: p. 212, U3: p. 217, U3: p. 222, U3: p. 223, U3: p. 240, U3: p. 246, U3: p. 247, U3: p. 298, U3: p. 302, U3: p. 303                                                                                                                                                                                                                                                                                                                                                                                                                     |
| TEKS 3.2.A.vii                                          | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>(B) demonstrate and apply spelling knowledge by:</b> |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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 | U3: p. 5, U3: p. 14, U3: p. 18, U3: p. 25, U3: p. 28, U3: p. 36, U3: p. 40, U3: p. 48, U3: p. 52, U3: p. 60, U3: p. 65, U3: p. 74, U3: p. 77, U3: p. 86, U3: p. 90, U3: p. 99, U3: p. 102, U3: p. 111, U3: p. 115, U3: p. 123, U3: p. 129, U3: p. 138, U3: p. 142, U3: p. 151, U3: p. 155, U3: p. 164, U3: p. 168, U3: p. 176, U3: p. 180, U3: p. 187, U3: p. 192, U3: p. 201, U3: p. 204, U3: p. 213, U3: p. 217, U3: p. 224, U3: p. 228, U3: p. 236, U3: p. 240, U3: p. 248, U3: p. 253, U3: p. 262, U3: p. 265, U3: p. 272, U3: p. 276, U3: p. 283, U3: p. 286, U3: p. 294, U3: p. 298, U3: p. 304                                                                                                                            |
| TEKS 3.2.B.ii                                           | spelling homophones                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.2.B.iii                                          | spelling compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.2.B.iv                                           | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U3: p. 5, U3: p. 14, U3: p. 18, U3: p. 25, U3: p. 28, U3: p. 36, U3: p. 40, U3: p. 48, U3: p. 52, U3: p. 60, U3: p. 65, U3: p. 74, U3: p. 77, U3: p. 86, U3: p. 90, U3: p. 99, U3: p. 102, U3: p. 111, U3: p. 115, U3: p. 123, U3: p. 129, U3: p. 138, U3: p. 142, U3: p. 151, U3: p. 155, U3: p. 164, U3: p. 168, U3: p. 176, U3: p. 180, U3: p. 187, U3: p. 192, U3: p. 201, U3: p. 204, U3: p. 213, U3: p. 217, U3: p. 224, U3: p. 228, U3: p. 236, U3: p. 240, U3: p. 248, U3: p. 253, U3: p. 262, U3: p. 265, U3: p. 272, U3: p. 276, U3: p. 283, U3: p. 298, U3: p. 304                                                                                                                                                    |
| 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                                                                                                                                            | U3: p. 40, U3: p. 45, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 77, U3: p. 83, U3: p. 90, U3: p. 96, U3: p. 102, U3: p. 108, U3: p. 115, U3: p. 120, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 228, U3: p. 233, U3: p. 240, U3: p. 246, U3: p. 253, U3: p. 258, U3: p. 265, U3: p. 270, U3: p. 276, U3: p. 280, U3: p. 286, U3: p. 291, U3: p. 298, U3: p. 302                                                                                                                                                                                             |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 3                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                           | Correlation—Teacher’s Guide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.B.vii                                                                                                                                                                                                                                                                                              | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                                   | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 36, U3: p. 52, U3: p. 57, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 240, U3: p. 246, U3: p. 298, U3: p. 302                                                                                                                                                                                                                                                                                                                                                      |
| 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                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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> | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 40, U3: p. 45, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 77, U3: p. 83, U3: p. 90, U3: p. 96, U3: p. 102, U3: p. 108, U3: p. 115, U3: p. 120, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 228, U3: p. 233, U3: p. 240, U3: p. 246, U3: p. 253, U3: p. 258, U3: p. 265, U3: p. 270, U3: p. 276, U3: p. 280, U3: p. 286, U3: p. 291, U3: p. 298, U3: p. 302 |
| 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                                                                                                       | U3: p. 5, U3: p. 12, U3: p. 18, U3: p. 24, U3: p. 28, U3: p. 35, U3: p. 40, U3: p. 47, U3: p. 65, U3: p. 72, U3: p. 77, U3: p. 85, U3: p. 90, U3: p. 98, U3: p. 102, U3: p. 110, U3: p. 129, U3: p. 137, U3: p. 142, U3: p. 150, U3: p. 155, U3: p. 163, U3: p. 168, U3: p. 175, U3: p. 192, U3: p. 199, U3: p. 204, U3: p. 212, U3: p. 217, U3: p. 223, U3: p. 228, U3: p. 235, U3: p. 253, U3: p. 260, U3: p. 265, U3: p. 271, U3: p. 276, U3: p. 282, U3: p. 286, U3: p. 293                                                                                                                       |
| (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                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (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                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 3</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                            | <b>Correlation—Teacher’s Guide</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 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                                                                        |                                    |
| 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                                                                                       |                                    |
| (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:                    |                                                                                                                                                            |                                    |
| 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                                                                                                           |                                    |
| (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: |                                                                                                                                                            |                                    |
| 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                                                                              |                                    |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                 |                                                                                                                                                            |                                    |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                   | the central idea with supporting evidence                                                                                                                  |                                    |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 3

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 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                                                                                         |  |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |  |
| 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                                                                                                         |  |
| (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: |                                                                                                                                                                   |  |
| 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                                                                                                                        |  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 3</b>                                                                                                                                                                                                                                |                                                                                                                                                                 | <b>Correlation—Teacher’s Guide</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 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                                  |                                    |
| 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 3

### 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                                                                                                                          | U3: p. 231                                  |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U3: p. 23, U3: p. 33, U3: p. 44, U3: p. 291 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |                                             |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           | U3: p. 58                                   |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    | U3: p. 11, U3: p. 120                       |
| 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                                                                        | U3: p. 68, U3: p. 93, U3: p. 105, U3: p. 145, U3: p. 208, U3: p. 220, U3: p. 243 |
| 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 | U3: p. 68, U3: p. 159, U3: p. 195, U3: p. 243, U3: p. 301                        |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | U3: p. 68, U3: p. 81, U3: p. 243                                                 |
| 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 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                  | 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                                                                                                                                                                                                       |                                                                       |
| 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                                                                                                                                          | U3: p. 68, U3: p. 134, U3: p. 136, U3: p. 177, U3: p. 220, U3: p. 243 |
| 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 | U3: p. 184                                                            |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                                                                       |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                                                                       |
| 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

| <b>Unit 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                  | <b>Correlation—Teacher’s Guide</b>                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                                                                   |                                                                                                                                            |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: |                                                                                                                                                                                                                                                                                                  |                                                                                                                                            |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                        | U3: p. 24, U3: p. 47, U3: p. 60, U3: p. 85, U3: p. 110, U3: p. 122, U3: p. 174, U3: p. 213, U3: p. 236, U3: p. 271, U3: p. 293, U3: p. 304 |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                              |                                                                                                                                            |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                                   |                                                                                                                                            |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               |                                                                                                                                            |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                                                                                                                                            |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      |                                                                                                                                            |
| 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                                                                  | U3: p. 13, U3: p. 72, U3: p. 138, U3: p. 150, U3: p. 163, U3: p. 187, U3: p. 200, U3: p. 248, U3: p. 261                                   |
| 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 | U3: p. 13, U3: p. 36, U3: p. 98, U3: p. 138, U3: p. 150, U3: p. 163, U3: p. 187, U3: p. 200, U3: p. 224, U3: p. 261, U3: p. 282            |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      | 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 3** | Teacher Guide

ISBN 9798891808638

