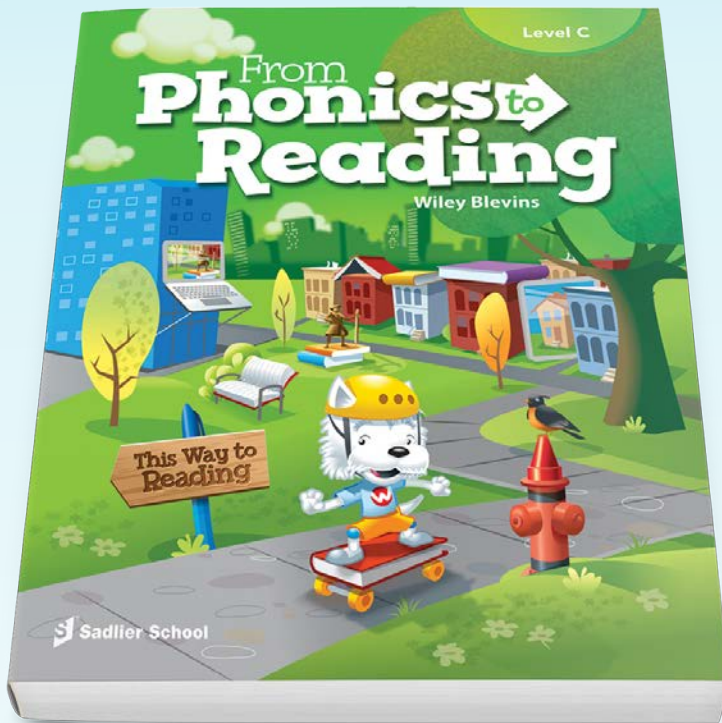


From Phonics to Reading

Correlation to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Adopted 2017

Grade 3



Contents

(b) Knowledge and skills.

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
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<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 2: Long a (eigh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16 <p>Lesson 5: Long i (igh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 41/TE pp. T45–T46 <p>Lesson 11: Complex Vowel /ô/ (ough, augh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 11, SE p. 89/TE pp. T105–T106 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 18/TE p. T16 Unit 1, Lesson 5, SE p. 42/TE p. T46 Unit 1, Lesson 11, SE p. 90/TE p. T106 <p>Read Connected Text Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Lesson 2: Long a (eigh) “State Fair”</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 19/TE pp. T17–T18 <p>Lesson 5: Long i (igh) “My Diary”</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 43/TE pp. T47–T48 <p>Lesson 11: Complex Vowel /ô/ (ough, augh) “Animals on the Go”</p> <ul style="list-style-type: none"> Unit 3, Lesson 11, SE p. 119/TE pp. 119–120 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 20/TE pp. T15, T17–T18 Unit 1, Lesson 5, SE p. 44/TE pp. T45, T47–T48 Unit 1, Lesson 11, SE p. 92/TE pp. T105, T107–T108 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 24/TE pp. T23–T24 Unit 1, Lesson 5, SE p. 48/TE pp. T53–T54 Unit 1, Lesson 11, SE p. 96/TE pp. T113–T114 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 2: Long a (eigh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. T15 <p>Lesson 5: Long i (igh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T45 <p>Lesson 11: Complex Vowel /ô/ (ough, augh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 11, TE p. T105 <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 2: Long a (eigh) “Dragon Boats” • Lesson 2, p. 5</p> <p>Lesson 5: Long i (igh) “Deep Thoughts” • Lesson 5, p. 11</p> <p>Lesson 11: Complex Vowel /ô/ (ough, augh) “Books and More” • Lesson 9, p. 19</p> <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 1 <i>Short Vowels; Long a</i> “A Bell for the Cat” • Fluency Booster Practice Book, p. 67</p> <p>Partner Reading 3 <i>Long i; Long u</i> “A Huge Hike” • Fluency Booster Practice Book, p. 71</p> <p>Partner Reading 6 <i>Complex Vowel /ô/; Closed Syllables</i> “Paul’s Mitten” • Fluency Booster Practice Book, p. 77</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u> <i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>LONG VOWELS/LONG A</p> <ul style="list-style-type: none"> Level C (a, ai, ay, a_e, ea, ei, eigh) <p>“Dragon Boats” Decodable Passage and Lesson Plan</p> <p>LONG VOWELS/LONG I</p> <ul style="list-style-type: none"> Level C (i, i_e, igh, y, ie) <p>“My Diary” Interact with the Text and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ô</p> <ul style="list-style-type: none"> Level C <p>“The Dog Walker” Interact with the Text and Lesson Plan</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> <i>Introduction</i> Learn and Blend/Blend It/Daily Practice Lesson 12: Closed Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120 <p><i>Build Fluency</i> Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 100/TE p. T120 <p><i>Read Connected Text</i> Connected Text Lesson 12: Closed Syllables “The Monster Pumpkin”</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 101/TE pp. T121–T122 <p><i>Word Sort</i> Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121–T122 <p><i>Cumulative Assessment</i> Fluency Check</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 106/TE pp. T127–T128 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 12: Closed Syllables</p> <p>“Our Planets Poster”</p> <ul style="list-style-type: none"> Lesson 13, p. 27 <p>Partner Reading</p> <p>Partner Reading</p> <p>Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 6</p> <p><i>Complex Vowel /ô/; Closed Syllables</i></p> <p>“Paul’s Mitten”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 71 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SYLLABLE TYPES/CLOSED SYLLABLES</p> <ul style="list-style-type: none"> Level C <p>“Rabbit Facts”</p> <p>Decodable Passage and Lesson Plan</p> <p style="text-align: right;"><i>continued</i></p>
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(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 7: r-Controlled Vowels /är/, /ôr/ • Unit 1, Lesson 7, SE p. 57/TE pp. T65-T66 Lesson 8: r-Controlled Vowel /ûr/ • Unit 1, Lesson 8, SE p. 65/TE pp. T75-T76</p> <p>Build Fluency Speed Drill • Unit 1, Lesson 7, SE p. 58/TE p. T66 • Unit 1, Lesson 8, SE p. 66/TE p. T76</p> <p>Read Connected Text Connected Text Lesson 7: r-Controlled Vowels /är/, /ôr/ “Unicorns of the Sea” • Unit 1, Lesson 7, SE p. 59/TE pp. T67-T68 Lesson 8: r-Controlled Vowel /ûr/ “Pop, Pop, Popcorn” • Unit 1, Lesson 8, SE p. 67/TE pp. T77-T78</p> <p>Word Sort Sort It Out • Unit 1, Lesson 7, SE p. 60/TE pp. T65, T67-T68 • Unit 1, Lesson 8, SE p. 68/TE pp. T75, T77-T78</p> <p>Cumulative Assessment Fluency Check • Unit 1, Lesson 7, SE p. 64/TE pp. T73-T74 • Unit 1, Lesson 8, SE p. 72/TE pp. T83-T84</p> <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Lesson 7: r-Controlled Vowels /är/, /ôr/ • Unit 1, Lesson 7, TE p. T65 Lesson 8: r-Controlled Vowel /ûr/ • Unit 1, Lesson 8, TE p. T75</p> <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;">(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p style="padding-left: 20px;">Lesson 7: r-Controlled Vowels /är/, /ôr/ “Sharks” <ul style="list-style-type: none"> • Lesson 7, p. 15 </p> <p style="padding-left: 20px;">Lesson 8: r-Controlled Vowel /ûr/ “Proverbs” <ul style="list-style-type: none"> • Lesson 8, p. 17 </p> <p>Partner Reading</p> <p>Partner Reading</p> <p>Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p style="padding-left: 20px;">Partner Reading 9 <i>Vowel Team Syllables; r-Controlled Vowel Syllables</i> “A Robot Umpire” <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 81 </p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p style="padding-left: 20px;">R-CONTROLLED VOWELS/R-CONTROLLED ÄR <ul style="list-style-type: none"> • Level C “Sharks” Decodable Passage and Lesson Plan</p> <p style="padding-left: 20px;">R-CONTROLLED VOWELS/R-CONTROLLED ÔR <ul style="list-style-type: none"> • Level C “Unicorns of the Sea” Interact with the Text and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>
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\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final Stable Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 14: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 115/TE pp. T139-T140 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 116/TE p. T140 <p>Read Connected Text Connected Text Lesson 14: Final Stable Syllables “Bugs for Dinner”</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 117/TE pp. T141-T142 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 118/TE pp. T139, T141-T142 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 122/TE pp. T147-T148 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Lesson 14: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, TE p. T139 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 14: Final Stable Syllables “Oodles of Noodles” Lesson 14, p. 29</p> <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>t (A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Final Stable Syllables (cont.) ~~~~~</p> <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 14 <i>Open Syllables, Final Stable Syllables</i> “A Fable for All Times”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 79 <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>SYLLABLE TYPES/FINAL STABLE SYLLABLES</p> <ul style="list-style-type: none"> Level C <p>“Bugs for Dinner” Interact with the Text and Lesson Plan</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Compound Words ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It/Daily Practice Lesson 28: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 232/TE p. T288 <p>Read Connected Text Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Lesson 28: Compound Words “Insect Hunt Highlights”</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 233/TE pp. T289–T290 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290 <p style="text-align: center;"><i>continued</i></p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Compound Words (cont.) ~~~~~</p> <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 238/TE pp. T295-T296 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 28: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE pp. T287 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 28: Compound Words "Birdwatching"</p> <ul style="list-style-type: none"> Lesson 28, p. 57 <p>Partner Reading Partner Reading</p> <p>Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 14 <i>Homographs; Compound Words</i> "Backyard Arts and Crafts"</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 93 <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p style="text-align: center;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p style="padding-left: 20px;">(iii) decoding compound words, contractions, and abbreviations;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Compound Words (cont.) ~~~~~</p> <p>WORD STUDY SKILLS/COMPOUND WORDS</p> <ul style="list-style-type: none"> • Level C • “Insect Hunt Highlights” <p>Interact with the Text and Lesson Plan</p> <p style="text-align: center;">~~~~~ Contractions ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction</p> <p>Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 30: Contractions</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, SE p. 247/TE pp. T307-T308 <p>Build Fluency</p> <p>Speed Drill</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, SE p. 248/TE p. T308 <p>Read Connected Text</p> <p>Connected Text</p> <p>Have students chorally read the passage aloud to build oral reading fluency.</p> <p style="padding-left: 20px;">Lesson 30: Contractions</p> <p style="padding-left: 20px;">“It’s Show Time!”</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, SE p. 249/TE pp. T309-T310 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, SE p. 250/TE pp. T307, T309-T310 <p>Cumulative Assessment</p> <p>Fluency Check</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, SE p. 254/TE pp. T315-T316 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling</p> <p>Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 30: Contractions</p> <ul style="list-style-type: none"> • Unit 4, Lesson 30, TE p. T307 <p style="text-align: center;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Contractions (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 30: Contractions</p> <p>“Sun and Wind”</p> <ul style="list-style-type: none"> Lesson 30, p. 61 <p>Partner Reading</p> <p>Partner Reading</p> <p>Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 14</p> <p><i>Abbreviations; Contractions</i></p> <p>“Abbreviation Bingo”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 95 <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library</p> <p>Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>WORD STUDY SKILLS/CONTRACTIONS</p> <ul style="list-style-type: none"> Level C <p>“It’s Show Time!”</p> <p>Interact with the Text and Lesson Plan</p> <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
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<p style="text-align: center;"><i>continued</i></p> <p>A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Abbreviations ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 29: Abbreviations</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 239/TE pp. T297–T298 <p>Build Fluency Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 240/TE p. T298 <p>Read Connected Text Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Lesson 29: Abbreviations “ZIP, Zap, Zoom!”</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 241/TE pp. T299–T300 <p>Word Sort Sort It Out</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 242/TE pp. T297, T299–T300 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, SE p. 246/TE pp. T305–T306 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Lesson 29: Abbreviations</p> <ul style="list-style-type: none"> Unit 4, Lesson 29, TE p. T297 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 29: Abbreviations “Abbreviations”</p> <ul style="list-style-type: none"> Lesson 29, p. 59 <p style="text-align: center;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>A) demonstrate and apply phonetic knowledge by:</p> <p>(iii) decoding compound words, contractions, and abbreviations;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Abbreviations (cont.) ~~~~~</p> <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 14 <i>Abbreviations; Contractions</i> “Abbreviation Bingo” • Fluency Booster Practice Book, p. 95</p> <p>Partner Reading 14 <i>Abbreviations; Contractions</i> “Abbreviation Bingo” • Fluency Booster Practice Book, p. 95</p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>WORD STUDY SKILLS/ABBREVIATIONS • Level C “ZIP, Zap, Zoom!” Interact with the Text and Lesson Plan</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p style="text-align: center;"><i>continued</i></p>	<p>TEACHER’S EDITION Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Corrective Feedback For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types (e.g., an open syllable has a long vowel sound). (TE p. T55)</p> <p>Lesson 6: Long u • Unit 1, Lesson 6, SE p. 49/TE pp. T55–T56</p> <p>Corrective Feedback For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types (e.g., a closed syllable has a short vowel sound). (TE p. T105)</p> <p>Lesson 11: Complex Vowel /ô/ • Unit 1, Lesson 11, TE p. T105</p> <p style="text-align: center;"><i>continued</i></p>

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\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Final e Syllables <i>update, bedtime, tadpole, sidewalk</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 45/TE pp. T49-T50 <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 12: Closed Syllables <i>rabbit, kitten, sadden, dentist, insect</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE pp. T119-T120 <p>Build Fluency</p> <p>Speed Drill <i>muffin, picnic, denim, rapid, lesson, habit, upset, velvet</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE/TE p. T120 <p>Word Sort</p> <p>Sort It Out <i>cactus, mammal, cotton, bedtime, follow</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121-T122 <p style="text-align: center;">~~~~~ VCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 13: Open Syllables <i>tiger, pilot, vocal, nature, total, final, music, basic, silent</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 13, SE p. 107/TE pp. T129-T130 <p>Build Fluency</p> <p>Speed Drill <i>pilot, item, token, diver, focus, basic, siren, even, vocal, major</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 13, SE p. 110/TE pp. T129, T131-T132 <p>Word Sort</p> <p>Sort It Out <i>tiger, label, bonus, final, future, music, paper</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 13, SE p. 110/TE pp. T129, T131-T132 <p>Introduction Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 12: Closed Syllables <i>rabbit, kitten, sadden, dentist, insect</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE pp. T119-T120 <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCCCV ~~~~~</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Word Sort Sort It Out <i>flightless, nightfall</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 44/TE pp. T45, T47-T48 <i>hillside, bathtub, pathway</i> Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121-T122 <i>earthworm, nightgown</i> Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289-T290 <p>High-Frequency Syllables Connecting Phonics and Vocabulary <i>application, display, distrust</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 46/TE pp. T52 <i>sandwich, sandstorm</i> Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121-T122 <i>contract, highway, country, appropriate</i> Unit 3, Lesson 21, SE p. 178/TE pp. T219-T220 <p>Word Study/Morphology Compound Words <i>campground, handstand, snowplow</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 9, SE p. 77/TE pp. T89-T90 <p>Irregular Plurals <i>children</i></p> <ul style="list-style-type: none"> Unit 3, Lesson 20, SE p. 169/TE pp. T207-T208 <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 10: Diphthongs /ou/, /oi/ <i>underground, downtown, townhouse, playground, mouthful, checkpoints, undestroyed</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 81/TE pp. T95-T96 <p>Lesson 17: Final e Syllables <i>explode, widespread, complete, unexplored</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE pp. T169-T170 <p>Lesson 28: Compound Words <i>sunflower, playground, earthquake, airplane, backpack</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 231/TE pp. T287-T288 <p>Build Fluency Speed Drill <i>downtown, destroy, employ, playground</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 10, SE p. 82/TE p. T96 <i>classmate, campfire, sunshine, bathrobe, complete, describe</i> Unit 2, Lesson 17, SE/TE p. T170 <i>playground, handstand, lighthouse, newspaper, cardboard</i> Unit 4, Lesson 28, SE p. 232/TE p. T288 <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCCCV (cont.) ~~~~~</p> <p>Word Sort Sort It Out <i>bathtub, pathway, hillside, endless</i> • Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121-T122</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of prefixes;</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Learn and Blend/Blend It Lesson 21: Prefixes dis-, un-, pre-, re- • Unit 3, Lesson 21, SE p. 173/TE p. T214 Lesson 24: Prefixes im-, in-, non-, mis-, sub- • Unit 3, Lesson 24, SE p. 197/TE p. T244 Lesson 25: Related Words (prefixes, suffixes) • Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254</p> <p>Build Fluency Speed Drill Students underline the prefix of each word. • Unit 3, Lesson 21, SE p. 174/TE p. T214 • Unit 3, Lesson 24, SE p. 198/TE p. T244 • Unit 3, Lesson 25, SE p. 206/TE p. T254</p> <p>Read Connected Text Connected Text/Interact with the Text Lesson 21: Prefixes dis-, un-, pre-, re- “Packing for a Trip” • Unit 3, Lesson 21, SE p. 175/TE pp. T215-T216 Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!” • Unit 3, Lesson 24, SE p. 199/TE pp. T245-T246 Lesson 25: Related Words (prefixes, suffixes) “Friendly or Unfriendly?” • Unit 3, Lesson 25, SE p. 207/TE pp. T255-T256</p> <p>Word Sort Sort It Out • Unit 3, Lesson 21, SE p. 176/TE pp. T213, T215-T216 • Unit 3, Lesson 24, SE p. 200/TE pp. T243, T245-T246 • Unit 3, Lesson 25, SE p. 208/TE pp. T253, T255-T256</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of prefixes;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study/Morphology Define It/Practice It/Try It</p> <p>Using Morphology: Prefixes and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218 <p>Using Morphology: Prefixes, Suffixes, and Base Words</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 201/TE pp. T247–T248 <p>Using Morphology: Related Words: Prefixes and Suffixes</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 209/TE pp. T257–T258 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 180/TE pp. T221–T222 Unit 3, Lesson 24, SE p. 204/TE pp. T251–T252 Unit 3, Lesson 25, SE p. 212/TE pp. T261–T262 <p>TEACHER'S EDITION Teacher Table: Intervention Reread Connected Text</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T218 Unit 3, Lesson 24, TE p. T248 Unit 3, Lesson 25, TE p. T258 <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 21: Prefixes dis-, un-, pre-, re- “Crow and the Pitcher”</p> <ul style="list-style-type: none"> Lesson 21, p. 43 <p>Lesson 24: Prefixes im-, in-, non-, mis-, sub- “Inventions”</p> <ul style="list-style-type: none"> Lesson 24, p. 49 <p>Lesson 25: Related Words (prefixes, suffixes) “The Time Capsule”</p> <ul style="list-style-type: none"> Lesson 25, p. 51 <p style="text-align: center;"><i>continued</i></p>
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of prefixes;</p>	<p style="text-align: center;"><i>continued</i></p> <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 11 <i>Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)</i> “Trucks, Trucks, Trucks” • Fluency Booster Practice Book, p. 87</p> <p>Partner Reading 12 <i>Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)</i> “Life on Mars” • Fluency Booster Practice Book, p. 89</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/PREFIXES • Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/PREFIXES • Level C (im-, in-, non-) “The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Learn and Blend/Blend It</p> <p>Lesson 19: Inflectional Endings with Spelling Changes • Unit 3, Lesson 19, SE p. 157/TE pp. T193-T194</p> <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly • Unit 3, Lesson 23, SE p. 189/TE pp. T233-T234</p> <p>Lesson 25: Related Words (prefixes, suffixes) • Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254</p> <p>Build Fluency Speed Drill • Unit 3, Lesson 19, SE p. 158/TE p. T194 • Unit 3, Lesson 23, SE p. 190/TE p. T234 • Unit 3, Lesson 25, SE p. 206/TE p. T254</p> <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text Connected Text/Interact with the Text</p> <p>Lesson 19: Inflectional Endings with Spelling Change “A Wild Ride”</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 159/TE pp. T195–T196 <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!”</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236 <p>Lesson 25: Related Words (prefixes, suffixes) “Friendly or Unfriendly?”</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 207/TE pp. T255–T256 <p>Word Sort Sort It Out Students sort words according to spelling change or suffix.</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 160/TE pp. T193, T195–T196 Unit 3, Lesson 23, SE p. 192/TE pp. T233, T235–T236 Unit 3, Lesson 25, SE p. 208/TE pp. T253, T255–T256 <p>Word Study/Morphology Define It/Practice It/Try It</p> <p>Related Words: Suffixes (-ed, -ing)</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 161/TE pp. T197–T198 <p>Related Words: Suffixes (-er, -est, able)</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238 <p>Using Morphology: Related Words: Prefixes and Suffixes</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 209/TE pp. T257–T258 <p>Cumulative Assessment Fluency Check</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 164/TE pp. T201–T202 Unit 3, Lesson 23, SE p. 196/TE pp. T241–T242 Unit 3, Lesson 25, SE p. 212/TE pp. T261–T262 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 19: Inflectional Endings with Spelling Changes</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE p. T193 <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, TE p. T233 <p>Lesson 25: Related Words (prefixes, suffixes)</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, TE p. T253 <p>Teacher Table: Intervention Reread Connected Text</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE p. T198 Unit 3, Lesson 23, TE p. T238 Unit 3, Lesson 24, TE p. T248 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
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<p><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 19: Inflectional Endings with Spelling Change “Game Day”</p> <ul style="list-style-type: none"> Lesson 19, p. 39 <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station”</p> <ul style="list-style-type: none"> Lesson 23, p. 48 <p>Lesson 25: Related Words (prefixes, suffixes) “The Time Capsule”</p> <ul style="list-style-type: none"> Lesson 25, p. 51 <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 11 <i>Prefixes (dis-, un-, pre-, re-); Suffixes (-er, -or)</i> “Trucks, Trucks, Trucks”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 87 <p>Partner Reading 12 <i>Suffixes (-able, -ful, -less, -ness, -y, -ly); Prefixes (im-, in-, non-, mis-, sub-)</i> “Life on Mars”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 89 <p style="text-align: right;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p style="text-align: center;"><i>continued</i></p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>WORD STUDY SKILLS/INFLECTIONAL ENDINGS</p> <ul style="list-style-type: none"> Level C <p># “A Wild Ride” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/SUFFIXES</p> <ul style="list-style-type: none"> Level C (-ful, -less, -y, -u) <p>“Join Our Walking School Bus!” Interact with the Text and Lesson Plan</p>
<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(vii) identifying and reading high-frequency words from a research-based list;</p>	<p>TEACHER’S EDITION Teacher Table: Intervention High-Frequency Words <i>For example:</i> <i>Have students review the sentences in their notebooks for each of the high-frequency words: way, was, saw, wash, one, once, found, round. Prompt students to take five sentences and expand on each one by adding descriptive details or combining two ideas using and (e.g., We saw our neighbor shoveling snow. We saw our neighbor shoveling snow and decided to help him). Provide guidance as needed. (TE p. T306)</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 3, TE pp. T28, T30, T32, T34 Unit 2, Lesson 17, TE pp. T172, T174, T176, T178 Unit 4, Lesson 29, TE pp. T300, T302, T304, T306 <p>TE DIGITAL RESOURCES* Overview High-Frequency Words High-Frequency Words Decodable High-Frequency Words Irregular High-Frequency Words Decodable Text Word Analyses Level C Decodable Text Word Analyses Listed are high-frequency words and the cumulative high-frequency words for every Level C decodable text.</p> <p>Professional Development Instructional Guides Instructional Routines Booklet</p> <ul style="list-style-type: none"> Routine 2: High-Frequency Words, p. 4 Routine 2: Teacher Alerts and Principal Look-Fors, p. 5 Routine 2: High-Frequency Words Program Sample, p. 5 <p>High-Impact Routines by Wiley Blevins High-Impact Routine: High-Frequency Words</p>

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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Closed Syllables ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 12: Closed Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, SE p. 105/TE p. T126 <p><u>TEACHER'S EDITION</u></p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE pp. T119, T121, T123, T125, T127 <p>Teacher Table: Intervention Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T122 <p>Word Building</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T124 <p>What's My Word?</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T126 <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text A Writing: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 12: Closed Syllables "Rabbit Facts"</p> <ul style="list-style-type: none"> Write About It, p. 26 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p> <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Closed Syllables (cont.) ~~~~~</p> <p>Assessment Benchmark (Interactive) High-Frequency Words</p> <ul style="list-style-type: none"> • Level C, Part 1 • Level C, Part 2 <p>Benchmark PDF Benchmark Assessments</p> <ul style="list-style-type: none"> • High-Frequency Word Assessments • High-Frequency Words Administration & Analyses <p>Differentiation Supports Additional Routines Teacher’s Guide to High-Frequency Words Supporting Instruction of High-Frequency Words</p> <ul style="list-style-type: none"> • Use the Read/Spell/Write/Extend Routine • Use Flashcards • Build a Log of Cumulative Sentences • Play <i>What’s Missing?</i> • Play <i>Mix and Fix It</i>
<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Open Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 13: Open Syllables</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, SE p. 107/TE pp. T129–T130 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, SE p. 113/TE p. T136 <p>TEACHER’S EDITION Spelling</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, TE pp. T129, T131, T133, T135, T137 <p>Teacher Table: Intervention Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, TE p. T132 <p>Word Building</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, TE p. T134 <p>What’s My Word?</p> <ul style="list-style-type: none"> • Unit 2, Lesson 13, TE p. T136 <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Open Syllables (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>A Writing: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 13: Open Syllables</p> <p>“Our Planets Poster”</p> <ul style="list-style-type: none"> Write About It, p. 28 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <ul style="list-style-type: none"> Spelling Instructional Guide <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6</p> <p>Lessons 1–30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p> <p>~~~~~ VCe Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction</p> <p>Daily Practice</p> <p>Spell It Have a partner say each word. Write the word. Check your answer.</p> <p>Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 17: Final e Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE pp. T169–T170 <p>Writing Extension</p> <p>Write About It</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 145/TE p. T176 <p>TEACHER’S EDITION</p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, TE pp. T169, T171, T173, T175, T177 <p>Teacher Table: Intervention</p> <p>Think and Write/Dictation</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, TE p. T172 <p>Word Building</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, TE p. T174 <p>What’s My Word?</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, TE p. T176 <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ VCe Syllables (cont.) ~~~~~</p> <p><u>FLUENCY BOOSTER PRACTICE BOOK</u></p> <p>Lessons 1–30 Decodable Text A Writing: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 17: Final e Syllables “Milkshake for Breakfast”</p> <ul style="list-style-type: none"> • Write About It, p. 36 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <p style="text-align: center;">Sound It, Spell It</p> <p>~~~~~ Vowel Teams ~~~~~</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 15: Vowel Team Syllables</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, SE p. 123/TE pp. T149–T150 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, SE p. 129/TE p. T156 <p><u>TEACHER’S EDITION</u></p> <p>Spelling</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, TE pp. T149, T151, T153, T155, T157 <p>Teacher Table: Intervention Think and Write/Dictation</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, TE p. T152 <p>Word Building</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, TE p. T154 <p>What’s My Word?</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, TE p. T156 <p style="text-align: right;"><i>continued</i></p>
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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Vowel Teams (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30 Decodable Text A Writing: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 15: Vowel Team Syllables “Noisy Monkeys”</p> <ul style="list-style-type: none"> Write About It, p. 32 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <p style="text-align: center;">~~~~~ r-Controlled Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 7: r-Controlled Vowels /är/, /ôr/</p> <ul style="list-style-type: none"> Unit 1, Lesson 7, SE p. 57/TE pp. T65–T66 <p>Lesson 8: r-Controlled Vowel /ûr/</p> <ul style="list-style-type: none"> Unit 1, Lesson 8, SE p. 65/TE pp. T75–T76 <p>Writing Extension Write About It</p> <ul style="list-style-type: none"> Unit 1, Lesson 7, SE p. 63/TE p. T72 Unit 1, Lesson 8, SE p. 71/TE p. T82 <p>TEACHER’S EDITION</p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE pp. T149, T151, T153, T155, T157 <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ r-Controlled Syllables (cont.) ~~~~~</p> <p>Teacher Table: Intervention Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T152 <p>Word Building</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T154 <p>What’s My Word?</p> <ul style="list-style-type: none"> Unit 2, Lesson 12, TE p. T156 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30 Decodable Text A Writing: Write About It activity follows each reading selection. Students use words with the recently studied spelling pattern when writing a response to the text.</p> <p>Lesson 7: r-Controlled Vowels /är/, /ör/ “Sharks”</p> <ul style="list-style-type: none"> Write About It, p. 16 <p>Lesson 8: r-Controlled Vowel /ür/ “Proverbs”</p> <ul style="list-style-type: none"> Write About It, p. 18 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines. Sound It, Spell It</p> <p style="text-align: center;">~~~~~ Final Stable Syllables ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 14: Final Stable Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 14, SE p. 115/TE pp. T139–T140 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(ii) spelling homophones;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Word Study/Morphology</p> <p>Homophones <i>Define It/Practice It/Try It</i> Define It Tell students that homophones are words that sound alike but have different meanings and spellings.</p> <ul style="list-style-type: none"> Compare and contrast the homophones road and rode. Ask students how many sounds they hear in each word. Then have them say and compare the sounds, /r/ /ō/ /d/. Guide students to see that each word uses a different spelling for long o: oa, o_e. Write the words on the board and ask which word means “a street” and how they know. Explain that it is important to learn the spellings of homophones because each spelling represents a different word and meaning. (TE p. T163) Unit 2, Lesson 16, SE p. 135/TE pp. T163–T164 <p>Introduction</p> <p>Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 26: Homophones</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 215/TE pp. T267–T268 <p>Writing Extension</p> <p>Write About It Write to explain two of the puns to a friend. Then use a homophone pair to write your own pun.</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 221/TE p. T274 <p><u>TEACHER’S EDITION</u></p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 2, Lesson 26, TE pp. T267, T269, T271, T273, T275 <p>Teacher Table: Intervention</p> <p>Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 2, Lesson 26, TE p. T270 <p>Word Building</p> <ul style="list-style-type: none"> Unit 2, Lesson 26, TE p. T272 <p>What’s My Word?</p> <ul style="list-style-type: none"> Unit 2, Lesson 26, TE p. T274 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development</p> <p>Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1–6</p> <p>Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p>
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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling compound words, contractions, and abbreviations;</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">~~~~~ Compound Words ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 28: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 28: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE pp. T287 <p>Spelling</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE pp. T287, T289, T291, T293, T295 <p>Teacher Table: Intervention Think and Write/Dictation Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE p. T290 <p>Word Building</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE p. T292 <p>What's My Word?</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, TE p. T294 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development Instructional Guides Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1–6 Lessons 1–30 Interactive Practice Activities These assignable interactive activities bring playfulness to practice spelling routines.</p> <p style="text-align: center;">Sound It, Spell It</p> <p style="text-align: center;">~~~~~ Contractions ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It <i>Have a partner say each word. Write the word. Check your answer.</i> Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 30: Contractions</p> <ul style="list-style-type: none"> Unit 4, Lesson 30, SE p. 247/TE pp. T307–T308 <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 2: Long a (a, ai, a_e, ay, ea, ei, eigh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16 <p>Lesson 5: Long i (i, i_e, igh, y, ie)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, SE p. 41/TE pp. T45–T46 <p>Lesson 9: Short oo and Long oo (oo, u, oul/oo, ou, o, u_e, u, ue, ui, ew, ough)</p> <ul style="list-style-type: none"> Unit 1, Lesson 9, SE p. 73/TE pp. T85–T86 <p><u>TEACHER’S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback</p> <p>Lesson 2: Long a (eigh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. T15 <p>Lesson 5: Long i (igh)</p> <ul style="list-style-type: none"> Unit 1, Lesson 5, TE p. T45 <p>Lesson 9: Short oo and Long oo (ough)</p> <ul style="list-style-type: none"> Unit 1, Lesson 9, TE p. T85 <p>Spelling</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE pp. T15, T17, T19, T21, T23 Unit 1, Lesson 5, TE pp. T45, T47, T49, T51, T53 Unit 1, Lesson 9, TE pp. T85, T87, T89, T91, T93 <p>Teacher Table: Intervention Think and Write/Dictation <i>For example:</i> Guide students to connect each sound to a spelling. Say: What is the first sound in wool? That’s right, /w/. What letter do we write for that sound? [Write w.] What is the next sound in wool? Yes, it’s /o `o/. What spellings have we learned for the short oo sound? Which spelling should I write? Why is oo a better choice than oul? (TE p. 88)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. T18 Unit 1, Lesson 5, TE p. T48 Unit 1, Lesson 9, TE p. T88 <p>Word Building</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. T20 Unit 1, Lesson 5, TE p. T50 Unit 1, Lesson 9, TE p. T90 <p>Word Ladder</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, TE p. T22 Unit 1, Lesson 5, TE p. T52 Unit 1, Lesson 9, TE p. T92
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction Daily Practice Spell It Have a partner say each word. Write the word. Check your answer. Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 18: Unaccented Final Syllables <i>cotton, common, muffin, hidden, mountain, cousin</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 18, SE p. 147/TE pp. T179-T180 <p><u>TEACHER'S EDITION</u></p> <p>Introduce Sound-Spelling Learn and Blend/Blend It/Corrective Feedback Corrective Feedback For multisyllabic words, model how to break apart the word by syllable, then sound it out using knowledge of syllable types (e.g., a closed syllable has a short vowel sound). (TE p. T179)</p> <p>Lesson 18: Unaccented Final Syllables <i>cotton, common, muffin, hidden, mountain, cousin</i></p> <ul style="list-style-type: none"> Unit 2, Lesson 18, TE p. T179 <p>Spelling</p> <ul style="list-style-type: none"> Unit 4, Lesson 30, TE pp. T179, T181, T183, T185, T187 <p>Teacher Table: Intervention Think and Write/Dictation <i>Say the word basin. Model segmenting the word into syllables: ba-sin. Then have students segment the first syllable sound by sound (/bā/, /b/ /ā/); repeat for the second syllable (/suhn/, /s/ /uh/ /n/).</i></p> <ul style="list-style-type: none"> Guide students to connect each sound to a spelling. Say: What is the first sound in ba? That's right, /b/. What letter do we write for that sound? [Write b.] What is the next sound in ba? Yes, /ā/. What spellings have we learned for long a? Which spelling should I choose for an open syllable? [Write a.] Continue with the second syllable (sin). (TE p. T182) Unit 4, Lesson 29, TE p. T182 <p>Word Building <i>Have partners work with one unaccented final syllable at a time. Have them build as many words as possible with each unaccented final syllable.</i></p> <ul style="list-style-type: none"> Encourage students to share their words with other pairs of students. <p><i>Word Building Cards: ba, cer, com, cur, ken, kin, kit, mon, moun, nap, pump, rai, rot, sin, spo, sum, ta, tain, ten. (TE p. T184)</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 29, TE p. T184 <p>What's My Word? <i>Write the letters in a word, but use blank spaces for the letters in the target unaccented final syllable (e.g., kit _ _ _). Then say a clue for the word and prompt students to add the missing letters. Ask students to spell aloud the answer for you to record on the board. Here are examples of What's My Word? clues. (TE p. T186)</i></p> <ul style="list-style-type: none"> Unit 4, Lesson 29, TE p. T186 <p style="text-align: right;"><i>continued</i></p>
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\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(B) demonstrate and apply spelling knowledge by:</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ VCCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Final e Syllables <i>update, bedtime, tadpole, sidewalk</i> • Unit 1, Lesson 5, SE p. 45/TE pp. T49–T50</p> <p>Introduction Learn and Blend/Blend It/Daily Practice Lesson 12: Closed Syllables <i>rabbit, kitten, sadden, dentist, insect</i> • Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120</p> <p style="text-align: center;">~~~~~ VCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introduction Learn and Blend/Blend It/Daily Practice Lesson 12: Closed Syllables <i>rabbit, kitten, sadden, dentist, insect</i> • Unit 2, Lesson 12, SE p. 99/TE pp. T119–T120 Lesson 13: Open Syllables <i>tiger, pilot, vocal, nature, total, final, music, basic, silent</i> • Unit 2, Lesson 13, SE p. 107/TE pp. T129–T130</p> <p style="text-align: center;">~~~~~ VCCCV ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Sort Sort It Out <i>flightless, nightfall</i> • Unit 1, Lesson 5, SE p. 44/TE pp. T45, T47–T48 <i>hillside, bathtub, pathway</i> • Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121–T122 <i>earthworm, nightgown</i> • Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290</p> <p>High-Frequency Syllables Connecting Phonics and Vocabulary <i>application, display, distrust</i> • Unit 1, Lesson 5, SE p. 46/TE pp. T52 <i>sandwich, sandstorm</i> • Unit 2, Lesson 12, SE p. 102/TE pp. T119, T121–T122 <i>contract, highway, country, appropriate</i> • Unit 3, Lesson 21, SE p. 178/TE pp. T219–T220</p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS3
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<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(vi) spelling words using knowledge of prefixes; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Introduction</p> <p>Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer.</i></p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 21: Prefixes dis-, un-, pre-, re-</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, SE p. 173/TE pp. T213-T214 <p>Lesson 24: Prefixes im-, in-, non-, mis-, sub-</p> <ul style="list-style-type: none"> Unit 3, Lesson 24, SE p. 197/TE pp. T243-T244 <p>Lesson 25: Related Words (prefixes, suffixes)</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254 <p><u>TEACHER'S EDITION</u></p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE pp. T213, T215, T217, T219, T221 Unit 3, Lesson 24, TE pp. T243, T245, T247, T249, T251 Unit 3, Lesson 25, TE pp. T253, T255, T257, T259, T261 <p>Teacher Table: Intervention</p> <p>Think and Write/Dictation</p> <p>Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T216 Unit 3, Lesson 24, TE p. T246 Unit 3, Lesson 25, TE p. T256 <p>Word Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T218 Unit 3, Lesson 24, TE p. T248 Unit 3, Lesson 25, TE p. T258 <p>What's My Word?</p> <ul style="list-style-type: none"> Unit 3, Lesson 21, TE p. T220 Unit 3, Lesson 24, TE p. T250 Unit 3, Lesson 25, TE p. T260 <p><u>TE DIGITAL RESOURCES*</u></p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Spelling Instructional Guide</p> <p><u>INTERACTIVE PRACTICE BUNDLE*</u></p> <p>Units 1-6</p> <p>Lessons 1-30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS ³
<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Introduction</p> <p>Daily Practice</p> <p>Spell It <i>Have a partner say each word. Write the word. Check your answer.</i></p> <p>Write About It <i>Use the words to create a story. Draw a box around words from the list that you used.</i></p> <p>Lesson 19: Inflectional Endings with Spelling Changes</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, SE p. 157/TE pp. T193-T194 <p>Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly</p> <ul style="list-style-type: none"> Unit 3, Lesson 23, SE p. 189/TE pp. T233-T234 <p>Lesson 25: Related Words (prefixes, suffixes)</p> <ul style="list-style-type: none"> Unit 3, Lesson 25, SE p. 205/TE pp. T253-T254 <p>TEACHER'S EDITION</p> <p>Spelling</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE pp. T193, T195, T197, T199, T201 Unit 3, Lesson 23, TE pp. T233, T235, T237, T239, T241 Unit 3, Lesson 25, TE pp. T253, T255, T257, T259, T261 <p>Teacher Table: Intervention</p> <p>Think and Write/Dictation</p> <p>Guide students to connect each sound to a spelling.</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE p. T196 Unit 3, Lesson 23, TE p. T236 Unit 3, Lesson 25, TE p. T256 <p>Word Building</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE p. T198 Unit 3, Lesson 23, TE p. T238 Unit 3, Lesson 25, TE p. T258 <p>What's My Word?</p> <ul style="list-style-type: none"> Unit 3, Lesson 19, TE p. T200 Unit 3, Lesson 23, TE p. T240 Unit 3, Lesson 25, TE p. T260 <p>TE DIGITAL RESOURCES*</p> <p>Professional Development</p> <p>Instructional Guides</p> <p>Spelling Instructional Guide</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p>Units 1-6</p> <p>Lessons 1-30</p> <p>Interactive Practice Activities</p> <p>These assignable interactive activities bring playfulness to practice spelling routines.</p> <p>Sound It, Spell It</p>

\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
(C) alphabetize a series of words to the third letter; and	<i>This criterion is beyond the scope of this supplemental foundational skills program.</i>
(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<p>~~~~~ Handwritten Words, Thoughts, and Answers ~~~~~</p> <p>Students routinely provide handwritten answers in activities throughout the program. Key lesson activities in the Student Edition feature exercises that elicit single-word or -phrase responses. These include Word Sort, Word Study, and High-Frequency Syllables.</p> <p>Longer, more thoughtful writing is warranted for Daily Practice: Write About It; the open-ended, end-of-activity Word Sort question; and the end-of-lesson Writing Extension: Write About It assignment. Additional writing activities are suggested in the Teacher’s Edition and Decodable Text lesson plans.</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction</p> <p>Daily Practice</p> <p>Write About It Use the words to create a story. Draw a box around words from the list that you used.</p> <p>Lesson 2: Long a</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 17/TE pp. T15–T16 <p>Lesson 17: Final e Syllables</p> <ul style="list-style-type: none"> Unit 2, Lesson 17, SE p. 139/TE pp. T169–T170 <p>Lesson 28: Compound Words</p> <ul style="list-style-type: none"> Unit 4, Lesson 28, SE p. 231/TE pp. T287–T288 <p>Word Sort</p> <p>Sort It Out</p> <p>For example:</p> <p>Directions Read each word. Then sort the words. Write each word in the correct box.</p> <p>What did you learn about how words work? (SE p. 234/TE p. T290)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 20/TE pp. T15, T17–T18 Unit 2, Lesson 17, SE p. 142/TE pp. T169, T171–T172 Unit 4, Lesson 28, SE p. 234/TE pp. T287, T289–T290 <p>Word Study</p> <p>For example:</p> <p>Practice It Read each sentence. Use the meaning of any prefix or root in the underlined word to determine its meaning. Use a dictionary if you need to. Then write the meaning of the word. (SE p. 235/TE p. T292)</p> <ul style="list-style-type: none"> Unit 1, Lesson 2, SE p. 21/TE pp. T19–T20 Unit 2, Lesson 17, SE p. 143/TE pp. T173–T174 Unit 4, Lesson 28, SE p. 235/TE pp. T291–T292 <p style="text-align: center;"><i>continued</i></p>

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\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS3
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<p><i>continued</i></p> <p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>~~~~~ Handwritten Words, Thoughts, and Answers (cont.) ~~~~~</p> <p>High-Frequency Syllables</p> <p><i>For example:</i></p> <p>Explain It Choose four words from above whose meanings you do not know. Or choose words that you would like to know more about. Write each word, its definition, a synonym, and a sample sentence. (SE p. 236/TE p. T294)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 22/TE p. T22 • Unit 2, Lesson 17, SE p. 144/TE p. T176 • Unit 4, Lesson 28, SE p. 236/TE p. T294 <p>Writing Extension</p> <p>Write About It</p> <p><i>For example:</i></p> <p>Read "A Nice Surprise" again. Write to explain how you can use Sally Primrose's advice in your own writing. (SE p. 145/TE p. T176)</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 23/TE p. T22 • Unit 2, Lesson 17, SE p. 145/TE p. T176 • Unit 4, Lesson 28, SE p. 237/TE p. T294 <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text</p> <p>The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins's <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing a response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 12: Closed Syllables</p> <p>"Rabbit Facts"</p> <ul style="list-style-type: none"> • Comprehension and Vocabulary/Writing: Write About It, p. 26 <p>Lesson 17: Final e Syllables</p> <p>"Milkshake for Breakfast"</p> <ul style="list-style-type: none"> • Comprehension and Vocabulary/Writing: Write About It, p. 36 <p>Lesson 28: Compound Words</p> <p>"Birdwatching"</p> <ul style="list-style-type: none"> • Comprehension and Vocabulary/Writing: Write About It, p. 58 <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 - EXAMPLE CITATIONS3
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<p><i>continued</i></p> <p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p>	<p><i>continued</i></p> <p>~~~~~ Write Legibly in Cursive ~~~~~</p> <p>TE DIGITAL RESOURCES*</p> <p><i>Differentiation Supports</i></p> <p>Additional Routines</p> <ul style="list-style-type: none"> Letter Formation Cards Letter Formation Chart Letter Formation Instruction • Pencil Grip, p. 1 • Posture, p. 2 • Spacing, p. 3 • Strokes, p. 3 • General Tips, p. 4 • Letter Formation Guide, pp. 5-8 <p>Letter Formation Practice</p> <p>Letter Formation Cards (cursive)</p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Writing Extension Write About It Quick Check <i>Use a dictionary</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 6, SE p. 55/TE p. T62 Unit 2, Lesson 15, SE p. 129/TE p. T156 Unit 3, Lesson 24, SE p. 203/TE p. T250 <p>High-Frequency Syllables Connecting Phonics and Vocabulary Read It/Explain It/Find It <i>Use a dictionary to find definitions and synonyms.</i></p> <ul style="list-style-type: none"> Unit 1, Lesson 6, SE p. 54/TE p. T62 Unit 2, Lesson 15, SE p. 128/TE p. T156 Unit 3, Lesson 24, SE p. 202/TE p. T250 <p><u>INTERACTIVE PRACTICE BUNDLE*</u> Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words.</p> <p>COMPLEX VOWELS AND DIPHTHONGS/COMPLEX VOWEL Ô</p> <ul style="list-style-type: none"> Level C <p>“The Dog Walker” Interact with the Text and Lesson Plan</p> <p>COMPLEX VOWELS AND DIPHTHONGS/SHORT OO AND LONG OO</p> <ul style="list-style-type: none"> Level C <p>“The Cooking Crew” Interact with the Text and Lesson Plan</p> <p>SHORT VOWELS/SHORT VOWEL REVIEW</p> <ul style="list-style-type: none"> Level C <p>“Back to School” Decodable Passage and Lesson Plan</p> <p>See also</p> <p><u>TE DIGITAL RESOURCES*</u> Differentiated Supports Targeted Support Pronunciation Guide for English Learners</p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS 3
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<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study/Morphology Context Clues: General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 53 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • Tell students that context clues can help them figure out the meaning of an unfamiliar word. • Explain that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning. • Explain that general clues in the text can help a reader determine the meaning of a word. Call attention to the sample sentence. Guide students to use the general clues "after three years" and "in good condition" to figure out that durable means "long-lasting." • Unit 1, Lesson 6, SE p. 53/TE pp. T59–T60 <p>Context Clues: Definitions, Synonyms <i>Define It/Practice It/Try It</i> Define It Use this section of page 119 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • Review that context clues can help readers figure out the meaning of an unfamiliar word. • Review that context clues are words or phrases in the same sentence or surrounding sentences that give clues to a word's meaning. • Discuss each type of context clue shown on page 119. For the definition example, tell students that the word is can signal a definition clue. Explain that other definition signal words include are, means, and is called. Repeat for the synonym example and the signal words <i>or, also, as, like, and too</i>. Tell students that commas can set off context clues, as with the words <i>or, very big</i>. • Unit 2, Lesson 14, SE p. 119/TE pp. T143–T144 <p>Context Clues: Context Clues: Antonyms, General Clues <i>Define It/Practice It/Try It</i> Define It Use this section of page 127 to begin a discussion of context clues.</p> <ul style="list-style-type: none"> • Review that context clues can help readers figure out the meaning of an unfamiliar word and that context clues are words or phrases that can appear in the same sentence as the word or surrounding sentences. • Use the chart on Student Book, page 256 to review the types of context clues students have learned so far. • Discuss the antonym context clue example on page 127. Tell students that the word but can signal an antonym clue. Explain that other antonym signal words include however and unlike. • Discuss the general clue example. Explain that when a word's definition, synonym, or antonym is not given, they can look for other clues to help them determine the word's meaning. Discuss how the clues "little water" and "desert areas" help students figure out the meaning of <i>arid</i>. • Unit 2, Lesson 15, SE p. 127/TE pp. T153–T154 <p style="text-align: right;"><i>continued</i></p>
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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
<p style="text-align: center;"><i>continued</i></p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p>	<p style="text-align: center;"><i>continued</i></p> <p>End-of-Book Resources Types of Context Clues Writers use many types of context clues to help readers figure out the meanings of words. General Definition Synonym Antonym Example • Unit 2, Lesson 15, SE p. 256/TE p. T319</p> <p>TEACHER’S EDITION Read Connected Text Connected Text Children use context to confirm or self-correct word recognition, rereading as necessary. <i>For example:</i> <i>If students have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out syllable by syllable). Then have students reread the sentence with the corrected word. Confirm that the word is correct by asking students to use other cues. For example, ask: Does the word make sense in the sentence? Is it the kind of word that would fit (e.g., noun, verb)? Is it the right word? (TE p. T151)</i></p> <p>“Unicorns of the Sea” • Unit 1, Lesson 7, SE p. 59/TE pp. T67-T68</p> <p>“Cow? Doe? Goat? Guess!” • Unit 2, Lesson 15, SE p. 125/TE pp. T151-T152</p> <p>“ZIP, Zap, Zoom!” • Unit 4, Lesson 29, SE p. 241/TE pp. T299-T300</p>
<p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION/TEACHER’S EDITION Introduction Learn and Blend/Blend It Prefixes dis-, un-, pre-, re- • Unit 3, Lesson 21, SE p. 173/TE p. T214 Suffixes -able, -ful, -less, -ness, -y, -ly • Unit 3, Lesson 23, SE p. 189/TE p. T234 Prefixes im-, in-, non-, mis-, sub- • Unit 3, Lesson 24, SE p. 197/TE p. T244</p> <p>Build Fluency Speed Drill Students underline the prefix or suffix each word. • Unit 3, Lesson 21, SE p. 173/TE p. T214 • Unit 3, Lesson 23, SE p. 189/TE p. T234 • Unit 3, Lesson 24, SE p. 197/TE p. T244</p> <p style="text-align: center;"><i>continued</i></p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Read Connected Text Connected Text/Interact with the Text Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Packing for a Trip” • Unit 3, Lesson 21, SE p. 175/TE pp. T215–T216 Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “Join Our Walking School Bus!” • Unit 3, Lesson 23, SE p. 191/TE pp. T235–T236 Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- “The Unbelievable Woolly Bear!” • Unit 3, Lesson 24, SE p. 199/TE pp. T245–T246</p> <p>Word Sort Sort It Out Students words according to prefix or suffix. • Unit 3, Lesson 21, SE p. 176/TE p. T215 • Unit 3, Lesson 23, SE p. 192/TE p. T235 • Unit 3, Lesson 24, SE p. 200/TE p. T245</p> <p>Word Study/Morphology Define It/Practice It/Try It Using Morphology: Prefixes and Base Words • Unit 3, Lesson 21, SE p. 177/TE pp. T217–T218 Related Words: Suffixes (-er, -est, able) • Unit 3, Lesson 23, SE p. 193/TE pp. T237–T238 Using Morphology: Prefixes, Suffixes, and Base Words • Unit 3, Lesson 24, SE p. 201/TE pp. T247–T248</p> <p>TEACHER’S EDITION Teacher Table: Intervention Word Building/Reread Connected Text • Unit 3, Lesson 21, TE p. T218 • Unit 3, Lesson 23, TE p. T238 • Unit 3, Lesson 24, TE p. T248 Independent/Partner Work Word Building • Unit 3, Lesson 21, TE p. T219 • Unit 3, Lesson 23, TE p. T239 • Unit 3, Lesson 24, TE p. T249</p> <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice. Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text. Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text. Unit 3, Lesson 21: Prefixes dis-, un-, pre-, re- “Crow and the Pitcher” • Lesson 21, p. 44 Unit 3, Lesson 23: Suffixes -able, -ful, -less, -ness, -y, -ly “The International Space Station” • Lesson 23, p. 48 Unit 3, Lesson 24: Prefixes im-, in-, non-, mis-, sub- ”Inventions” • Lesson 24, p. 50</p> <p>INTERACTIVE PRACTICE BUNDLE* Decodable Library Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. WORD STUDY SKILLS/PREFIXES • Level C (dis-, un-, pre-, re-) “Packing for a Trip” Interact with the Text and Lesson Plan WORD STUDY SKILLS/SUFFIXES • Level C (-ful, -less, -y, -u) “Join Our Walking School Bus!” Interact with the Text and Lesson Plan WORD STUDY SKILLS/PREFIXES • Level C (im-, in-, non-) “The Unbelievable Woolly Bear!” Interact with the Text and Lesson Plan</p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>Idioms are not addressed in this supplemental foundational skills program.</i></p> <p style="text-align: center;">~~~~~ Homophones and Homographs ~~~~~</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study/Morphology</p> <p>Homophones</p> <ul style="list-style-type: none"> Unit 2, Lesson 16, SE p. 135/TE pp. T163-T164 <p>Homographs</p> <ul style="list-style-type: none"> Unit 3, Lesson 22, SE p. 185/TE pp. T227-T228 <p>Introduction</p> <p>Learn and Blend/Blend It/Daily Practice</p> <p>Lesson 26: Homophones</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 215/TE pp. T267-T268 <p>Lesson 27: Homographs</p> <ul style="list-style-type: none"> Unit 4, Lesson 27, SE p. 223/TE pp. T277-T278 <p>Build Fluency</p> <p>Speed Drill</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 215/TE p. T268 Unit 4, Lesson 27, SE p. 223/TE p. T278 <p>Word Sort</p> <p>Sort It Out</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 218/TE p. T269 Unit 4, Lesson 27, SE p. 226/TE p. T279 <p>Read Connected Text</p> <p>Connected Text/Interact with the Text</p> <p>Lesson 26: Homophones</p> <p>“Fun Puns”</p> <p>Lesson 27: Homographs</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 217/TE pp. T269-T270 <p>“What’s That Word?”</p> <ul style="list-style-type: none"> Unit 4, Lesson 27, SE p. 225/TE pp. T279-T280 <p>Writing Extension</p> <p>Write About It</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, SE p. 221/TE p. T274 Unit 4, Lesson 27, SE p. 229/TE p. T284 <p><u>TEACHER'S EDITION</u></p> <p>Teacher Table: Intervention</p> <p>Think and Write/Dictation</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, TE p. T270 Unit 4, Lesson 27, TE p. T280 <p>Use in Context</p> <ul style="list-style-type: none"> Unit 4, Lesson 26, TE p. T272 Unit 4, Lesson 27, TE p. T282 <p style="text-align: right;"><i>continued</i></p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Homophones and Homographs (cont.) ~~~~~</p> <p>FLUENCY BOOSTER PRACTICE BOOK</p> <p>Lessons 1–30</p> <p>Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Thirty decodable texts for each level develop strong early reading behaviors through repeated readings with activities for building vocabulary, increasing comprehension, and writing in response to text.</p> <p>Each Lesson Plan focuses on the targeted phonics skill, identifies related vocabulary, provides comprehension questions, and guides instruction and practice before, during, and after reading the decodable text.</p> <p>Lesson 26: Homophones “Deer Diary”</p> <ul style="list-style-type: none"> Lesson 26, p. 53 <p>Lesson 27: Homographs “Homograph Laughs”</p> <ul style="list-style-type: none"> Lesson 27, p. 55 <p>Partner Reading</p> <p>Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 13 <i>Related Words; Homophones</i> “You’re Joking!”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 91 <p>Partner Reading 14 <i>Homographs; Comound Words</i> “Backyard Arts and Crafts”</p> <ul style="list-style-type: none"> Fluency Booster Practice Book, p. 93 <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">~~~~~ Homophones and Homographs (cont.) ~~~~~</p> <p>INTERACTIVE PRACTICE BUNDLE*</p> <p><i>Decodable Library</i> Organized by skill, each online decodable text includes a Teacher Lesson Plan, a recording of a fluent reader, and the ability to print. Students listen to directions, interact with the text, and practice targeted phonics skills and high-frequency words. The Lesson Plan features After Reading comprehension questions that help direct children to read with purpose and demonstrate understanding.</p> <p>WORD STUDY SKILLS/HOMOPHONES</p> <ul style="list-style-type: none"> • Level C <p>“Fun Puns” Interact with the Text and Lesson Plan</p> <p>WORD STUDY SKILLS/HOMOGRAPH</p> <ul style="list-style-type: none"> • Level C <p>“What’s That Word?” Interact with the Text and Lesson Plan</p> <p style="text-align: center;">~~~~~ Synonyms and Antonyms ~~~~~</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p><i>Word Study/Morphology</i></p> <p>Context Clues: Definitions, Synonyms</p> <ul style="list-style-type: none"> • Unit 2, Lesson 14, TE p. T143 <p>Context Clues: Antonyms, General Clues</p> <ul style="list-style-type: none"> • Unit 2, Lesson 15, TE p. T153 <p>Context Clues: Antonyms, Synonyms</p> <ul style="list-style-type: none"> • Unit 4, Lesson 27, TE p. T281

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS3
<p>(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.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Introduction Daily Practice Build Fluency Read the lesson words each day by yourself and to a partner.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 17/TE p. T16 • Unit 1, Lesson 11, SE p. 89/TE p. T106 • Unit 4, Lesson 27, SE p. 223/TE p. T278 <p>Build Fluency Speed Drill Students practice reading words with the lesson pattern or skill on their own. Partners take turns timing each other reading the words for one minute. They keep practicing to improve their speed.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 18/TE p. T16 • Unit 1, Lesson 11, SE p. 90/TE p. T106 • Unit 4, Lesson 27, SE p. 224/TE p. T278 <p>Read Connected Text Connected Text Have students chorally read the passage aloud to build oral reading fluency.</p> <p>Unit 1, Lesson 5: Long i “My Diary” • Unit 1, Lesson 5, SE p. 43/TE p. T48</p> <p>Unit 3, Lesson 19: Inflectional Endings with Spelling Changes “A Wild Ride” • Unit 3, Lesson 19, SE p. 159/TE p. T196</p> <p>Unit 4, Lesson 30: Contractions “It’s Show Time!” • Unit 4, Lesson 30, SE p. 249/TE p. T310</p> <p>Cumulative Assessment Fluency Check Listen to the student read the word list. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).</p> <ul style="list-style-type: none"> • Unit 1, Lesson 2, SE p. 24/TE p. T24 • Unit 1, Lesson 11, SE p. 96/TE p. T124 • Unit 4, Lesson 27, SE p. 230/TE p. T286 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(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.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION</p> <p><i>Independent/Partner Work</i> Build Fluency Have students reread the decodable passages from previous weeks to build skill mastery.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. T47 • Unit 3, Lesson 19, TE p. T195 • Unit 4, Lesson 30, TE p. T309 <p><i>Home-School Connection</i> Have students take home the decodable passage to read with their families.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. T49 • Unit 3, Lesson 19, TE p. T197 • Unit 4, Lesson 30, TE p. T311 <p><i>Teacher Table: Intervention</i> Reread Connected Text Guide students through a repeated reading of the Connected Text. Have students read to a partner. Provide corrective feedback. Then do a choral reading of the passage.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. T50 • Unit 3, Lesson 19, TE p. T198 • Unit 4, Lesson 30, TE p. T312 <p>Reread and Write Guide students through a repeated choral reading of the lesson Connected Text.</p> <ul style="list-style-type: none"> • Unit 1, Lesson 5, TE p. T54 • Unit 3, Lesson 19, TE p. T202 • Unit 4, Lesson 30, TE p. T316 <p>TE DIGITAL RESOURCES*</p> <p><i>Assessment</i> Assessment Overview Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance, p. 3 <p>Formative Formative Assessments</p> <ul style="list-style-type: none"> • Fluency Assessment Guidance <p style="text-align: center;"><i>continued</i></p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS 3
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<p><i>continued</i></p> <p>(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.</p> <p style="text-align: right;"><i>continued</i></p>	<p><i>continued</i></p> <p>Differentiation Supports</p> <p>Additional Routines</p> <p>Fluency Routines and Minilessons, Level C</p> <ul style="list-style-type: none"> • Lesson 2: Introduce the Repeated Reading Fluency Routine • Lesson 3: Model Fluency: Intonation • Lesson 4: Echo Read and Choral Read • Lesson 11: Reader’s Theater • Lesson 13: Audiobook Modeling • Lesson 15: Repeated Readings Chart • Lesson 17: Oral Reading Model • Lesson 20: Repeated Readings Chart • Lesson 29: Phrase-Cued Text <p>Units 1–6</p> <p>Student and Family Resources</p> <p>Student Fluency Sentences</p> <p>Frequent, repeated readings of words with previously taught skills accelerate children’s phonics mastery. The practice page includes five sentences for each lesson in the Unit.</p> <p>Lessons 1–30: Instructional Resources</p> <p>Decodable Passage Lesson Plan (for Student Edition Connected Text)</p> <p>Before Reading</p> <p><i>English-Learner Supports</i></p> <p>Have children listen to and follow along with the book. Then do an echo read and discuss key ideas.</p> <p>During Reading</p> <p><i>Technique</i></p> <p>Have children whisper-read the book and then do a choral read.</p> <p>After Reading</p> <p><i>Fluency Plan</i></p> <p>On the following day, have partners reread the book. On the day after that, have children independently reread the book and make a list of all the words with the lesson phonics skill.</p> <p>Unit 1, Lesson 5: Long i</p> <p>“My Diary” Lesson Plan</p> <p>Unit 3, Lesson 19: Inflectional Endings with Spelling Changes</p> <p>“A Wild Ride” Lesson Plan</p> <p>Unit 4, Lesson 30: Contractions</p> <p>“It’s Show Time!” Lesson Plan</p> <p style="text-align: right;"><i>continued</i></p>
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\$110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), GRADE 3	FROM PHONICS TO READING, LEVEL C / GRADE 3 – EXAMPLE CITATIONS ³
<p style="text-align: center;"><i>continued</i></p> <p>(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.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>FLUENCY BOOSTER PRACTICE BOOK Lessons 1–30 Decodable Text The Fluency Booster Practice Book builds fluency with engaging decodable texts and effective practice activities. Each grade-level book is organized by skill and aligned to the scope and sequence of Wiley Blevins’s <i>From Phonics to Reading</i>, but can be used as a stand-alone supplement for foundational skills practice.</p> <p>Lesson 5: Long i “Tiger”</p> <ul style="list-style-type: none"> • Decodable Text, p. 11 • Comprehension and Vocabulary/Writing: Write About It, p. 12 <p>Lesson 19: Inflectional Endings with Spelling Changes “Game Day”</p> <ul style="list-style-type: none"> • Decodable Text, p. 39 • Comprehension and Vocabulary/Writing: Write About It, p. 40 <p>Lesson 30: Contractions “Sun and Wind”</p> <ul style="list-style-type: none"> • Decodable Text, p. 61 • Comprehension and Vocabulary/Writing: Write About It, p. 62 <p>Fluency Practice Fluency Practice 1–Fluency Practice 4 Fluency Practice sentences help accelerate students’ phonics mastery and fluency development with repeated practice of cumulative unit-level skills. These activities include both independent and partner readings of sentences including words of previously taught phonics skills. Self-Progress Checks record up to five readings to help students monitor their fluency progress.</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, pp. 63–66 <p>Partner Reading Partner Reading Students read these short texts multiple times, working on their accuracy, rate, and prosody. Reading Record and Partner Feedback forms help students work together as partners.</p> <p>Partner Reading 3 <i>Long i; Long u</i> “A Huge Hike”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 71 <p>Partner Reading 9 <i>Inflectional Endings with Spelling Changes; Irregular Plurals</i> “Name That Group”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 85 <p>Partner Reading 15 <i>Abbreviations; Contractions</i> “Abbreviation Bingo”</p> <ul style="list-style-type: none"> • Fluency Booster Practice Book, p. 95 <p style="text-align: center;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

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