

95 Phonics Core Program®

GRADE 3

Product sample

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Introduction

Introduction

Description of *95 Phonics Core Program™ (95PCP™)*

The *95 Phonics Core Program™* is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 30 weekly lessons in this program are designed to teach for 20 minutes daily as one portion of a comprehensive reading and language arts curriculum. This program serves as a phonics and word study strand that enriches the other important strands of a school's existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable, or they wish to add more practice opportunities. The program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

Rationale for Developing the *95 Phonics Core Program*

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company's history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group's intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students' phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new Tier 1 phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is that it provides explicit routines in each of the important components of phonics instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

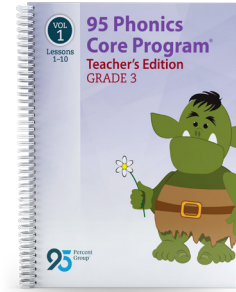
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

Classroom kit contents

ELEMENTS INCLUDED

Teacher's Edition (TE)

The Classroom Kit includes 3 full-color, spiral-bound TE volumes for grade 3. Each TE volume includes 10 lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of reading.



Student Workbook set (SW)

There are 4 SW volumes for the school year. Each SW volume is 50–75 pages and contains either 7 or 8 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes copies of passages that students can write on, word lists and columns for sorting words by pattern, boxes for word mapping, tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions. The Classroom Kit includes SW sets for 20 students.



Student manipulatives

The classroom kit includes a Syllable Mat and 20 individual student sets of syllable bars. The syllable bars and mat are made of durable, coated cardstock. Students write on the syllable bars to move alternative prefixes and suffixes around a Latin root or base word to construct new words on the Syllable Mat; because of the coating they are easily erased before the next use.



ELEMENTS INCLUDED

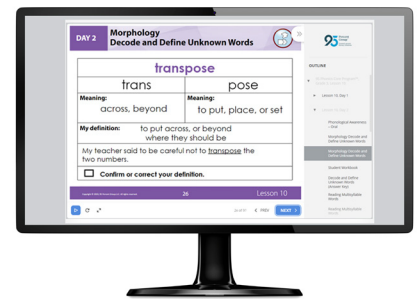
Syllable posters

A set of posters is included in each grade 3 classroom kit. These posters provide reminders for students that serve as a quick reference during instruction. They contain brief definitions of each syllable type, and images of the syllable hand gestures. This set of 16 x 24 posters is perfectly sized to fit either on a classroom wall, or posted on a wall behind a teacher who is instructing remotely on a video platform.



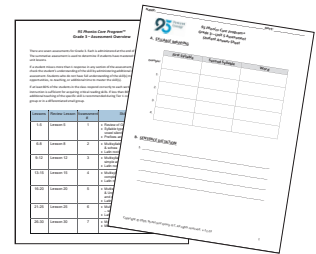
Presentation files

These 30 HTML animated files contain images to guide instruction of the 5 days in that week's lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.



Assessment

Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.



Product training video and other teacher support

This one-hour training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee. The product's resource page on the customer portal will be updated with teacher support tips and resources including parent letters in both Spanish and English. Teachers should check back frequently for additional resources.

Scope and sequence

95 Phonics Core Program[®] Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
1 Review of Grade 2 Skills	Blends, Consonant Digraphs, Silent Letters, and Complex Consonants	if, pick	Inflected Endings: s/es, ed, ing	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Sound-spelling mapping/reading of Dolch HFW Instruction/application of parts of speech Syllable mapping of 2-syllable words Decode and define unknown words with affixes and Latin roots Comprehension: written response
	Long Vowel Silent-e and Open Syllables; Hard and Soft c/g	long, got	Suffixes: -er, -ly, -ful	
	Vowel Teams: Predictable/Unpredictable	light, keep	Prefixes: pre-, dis-, un-, re-	
	Vowel-r (er, ir, ur)	start, show	Intro: What is a Latin root? Prefixes: over-, sub-, trans-, under-	
	Vowel-r (ar, or, w+ar, w+or) Administer Unit 1 Assessment	hurt, far	Prefixes: ex-, de-, mis- Suffixes: -est, -ment	
2 Closed Syllable	Closed, Simple Multisyllable	six, seven	Affixes: con/com-, in/im- Latin Root: struc/struct	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2-syllable words Intro. to 3-Syllable Challenge (reading 3-syllable words) Decode and define unknown words with affixes and Latin roots Comprehension: written response
	Closed, Complex Multisyllable	eight , much	Affixes: -ive, -ion/tion/sion Latin Root: pel/puls	
	Closed, Schwa Multisyllable Administer Unit 2 Assessment	about, drone	Affixes: -al, -able/ible Latin Root: fac/fact/fec/fic	
3 Long Vowel Silent-e Syllable	Silent-e, Single Syllable	together , ten	REVIEW — Affixes: ex- dis- Latin Root: tend/tent/tense/tense	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2-syllable words using syllable bars 3-Syllable Challenge (reading 3-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Silent-e, Simple Multisyllable	bring, drink	Affixes: sub-, trans- Latin Root: scrib/script/scribe/scribe	
	Silent-e, Complex Multisyllable	hold, full, people	Affixes: -ize, -ary/ery/ory Latin Root: vis/vise/vise	
4 Long Vowel Silent-e Syllables	REVIEW: Closed and Silent-e Syllables Administer Unit 3 Assessment	cut, kind	REVIEW	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2- & 3-syllable words using syllable bars 3-Syllable Challenge (reading 3 syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
5 Open Syllable	Open, Single Syllable	try, today	Affixes: re-, de- Latin Root: duc/duct/duce/duce	
6 Open Syllable	Open, Simple Multisyllable	myself, only	Affixes: pro-, pre- Latin Root: sist/stat/stant/stand	
7 Open Syllable	Open, Complex Multisyllable Administer Unit 4 Assessment	better, warm	Affixes: -ity, -ancy/ency Latin Root: pos/pound	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2- & 3-syllable words using syllable bars 3-Syllable Challenge (reading 3 syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response

*High Frequency Words in bold italic are taught/mapped as "heart words."

95 Phonics Core Program[®] Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
16	Predictable Vowel Teams, Single Syllable	own, clean	Affixes: -ate, -ist, -er/or Latin Root: spec/spect	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2- & 3-syllable words using syllable bars 3-Syllable Challenge (reading 3-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Predictable Vowel Teams, Multisyllable	draw, grow	Affixes: -ant/ent Latin Root: clam/claim	
	Unpredictable Vowel Teams, Single Syllable	fall, small	REVIEW — Affixes: -ive, -ion/ tion/sion Latin Root: flect/flex	
	Unpredictable Vowel Teams, Multisyllable	carry , hot	Affixes: ab- Latin Root: sent/sense/sense	
	REVIEW: Open and Vowel Team Syllables Administer Unit 5 Assessment	never, laugh	REVIEW	
21	Consonant-le, Multisyllable	shall	Affixes: -ure/ture Latin Root: vent	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2- & 3-syllable words using syllable bars 3-Syllable Challenge (reading 3-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Vowel-r, Single Syllable	REVIEW	REVIEW — Affixes: -able/ible Latin Root: port	
	Vowel-r, Simple Multisyllable	REVIEW	REVIEW — Affixes: -ary/ery/ory Latin Root: cur/curs	
	Vowel-r, Complex Multisyllable Administer Unit 6 Assessment	REVIEW	Affixes: per- Latin Root: form	
25	REVIEW: Closed and Silent-e, Complex Multisyllable	REVIEW	REVIEW Affixes + Latin roots	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2-, 3-, & 4-syllable words using syllable bars 3+ Syllable Challenge (reading 3- & 4-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Building Fluency: Closed, Multisyllable	REVIEW	REVIEW Affixes + Latin roots	
27	Building Fluency: Long Vowel Silent-e, Multisyllable	REVIEW	REVIEW Affixes + Latin roots	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2-, 3-, & 4-syllable words using syllable bars 3+ Syllable Challenge (reading 3- & 4-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Building Fluency: Open and Consonant-le, Multisyllable	REVIEW	REVIEW Affixes + Latin roots	
29	Building Fluency: Vowel Teams, Multisyllable	REVIEW	REVIEW Affixes + Latin roots	<ul style="list-style-type: none"> Advanced PA: phoneme manipulation Read/spell Dolch HFW Syllable mapping of 2-, 3-, & 4-syllable words using syllable bars 3+ Syllable Challenge (reading 3- & 4-syllable words) Decode and define unknown words with affixes and Latin roots Apply knowledge of affixes and Latin roots through word construction using morpheme cards Comprehension: written response
	Building Fluency: Vowel-r, Multisyllable Administer Unit 7 Assessment	REVIEW	REVIEW Affixes + Latin roots	
30				

*High Frequency Words in bold italic are taught/mapped as "heart words."

Lesson sample

LESSON 17

Predictable Vowel Teams, Simple Multisyllable

Teacher Copies of the Passages



Passage 1 – Literary

Elroy's Draft Book

1 It was Friday night and the boatload of fishers only had lamplight to brighten
2 their pathway. The uptight lad, Elroy, was acting like a banshee. He had been told
3 by the skipper that he would have to maintain himself or leave the trawler. The
4 trawler was a large boat the fishers called home for many nights as they hoped to
5 haul boatloads of crabs back to shore. Midnight had passed and Elroy became
6 more resistant.

7 There was a small, discreet meeting to vote on what to do. Elroy proclaimed
8 he would contain himself. He would not complain or act out.

9 As the sunlight brightened the day, the waves clamored loud as a drum on
10 the sides of the boat as it raced between whitecaps of the sea. Indeed, it had been
11 a painful trip, but the crew did succeed in their goal to prevail at the high seas and
12 bring in a boatload of crabs. The faithful fishers could not contain their
13 joy as a convoy of trucks sat on the roadside waiting for them to dock.

14 All at once, Elroy awoke from his daydream in a tailspin. He forgot he was
15 in class. Odd antics, sailboats, and a boatload of crabs had taken his mind away
16 from the lesson. It seemed like the spotlight was on him. Elroy did not know what to
17 say. Ms. Tramway assumed he was being rude. Needless to say, he wished he could
18 become invisible. "I didn't mean to be rude," he told Ms. Tramway. Elroy explained
19 that he had drifted away and had been playing the role of a boastful tyrant in a
20 story about a boatload of fishers on a trawler at sea.

21 Being a respectful student, Elroy exclaimed that he would write all the details
22 of his voyage in his draft book to read to the class. Ms. Tramway was thrilled, and
23 Elroy was discreet about his delight over his plan to reclaim himself. When Elroy
24 shared his written story with his classmates, each student was impressed—and so
25 was Ms. Tramway.

Predictable Vowel Team, Multisyllable

away	brighten	delight	explain	maintain	pathway	roadside	tailspin	waiting
banshee	complain	detail	faithful	meeting	playing	sailboat	Tramway	
between	contain	discreet	Friday	midnight	prevail	spotlight	trawler	
boastful	convoy	Elroy	indeed	needless	proclaim*	succeed	uptight	
boatload	daydream	exclaim*	lamplight	painful	reclaim*	sunlight	voyage	

Word Count*

344

Pattern Words

63 (19%)

* including title

*Pattern words with the morphology focus

Note: The words *clamored*, *resistant*, *student*, and *tyrant* are included in this passage to support the morphology focus.

Passage 2 – Informational

Flatboats and Keelboats

1 Before there were other modes for shipping goods, vessels made of wood
2 known as flatboats and keelboats were used. A flatboat was a large craft that was
3 10 feet wide and 30 to 40 feet long and could haul up to 100 tons. Flatboats often
4 had a cabin constructed on top and flaps on the sides and back of the boat to keep
5 it floating to the endpoint. Flatboats could only travel one way down the river, so they
6 were most often pulled apart for scraps at the end of the voyage.

7 Flatboats shared their loads with other crafts called keelboats. The keelboat
8 was constructed around a tall, firm wood plank like a mast and had a sail that could
9 be hoisted. Floating up the river in a keelboat depended on a crew of fifteen to
10 twenty to propel the boat with poles. Between the boatload of goods and the flow
11 of the river, the trips on a keelboat extended over many weeks.

12 A voyage on a flatboat could frighten even the bravest of men. Fallen trees
13 obstructed the river so the flatboats competed for space. It was indeed rare to finish
14 a voyage with no awful mishaps. Many men drowned or fell victim to thieves, but the
15 men did not disclaim their goal to succeed.

16 Between 1815 and 1840, as many as 2,500 flatboats would travel south on the
17 mighty Mississippi River each year. The flatboats had loads of grain, pork, lard, and
18 other items to sell or trade. A farmer's payday depended on the sale of the goods
19 contained on the flatboat, so attaining the trip's endpoint was vital!

20 Once the men would unload the goods, they could enjoy the nightlife. This
21 could be the highlight of the trip as long as the clamor of the more boastful boatmen
22 was avoided.

23 The trip home was just as daunting. The men had to be content to walk home
24 or work the poles on a keelboat. Both means of getting home were long and painful.
25 Today, goods are sent by railroads, planes, and ships, making passage safer and
26 faster than on the flatboats and keelboats of the 1800s.

Predictable Vowel Team, Multisyllable

attain	boatload	endpoint	frighten	mighty	succeed
avoid	boatmen	enjoy	highlight	nightlife	today
awful	contain	fifteen	hoisted	painful	unload
between	daunting	flatboat	indeed	payday	voyage
boastful	disclaim*	floating	keelboat	railroad	

Word Count*

361

Pattern Words

52 (14%)

* including title

*Pattern words with the morphology focus

Note: The words *clamor* and *content* have been included in this passage to support the lesson's morphology focus.



Learning Objective

Students demonstrate understanding of the predictable vowel team syllable type in multisyllable words by correctly identifying, reading, and writing pattern words in isolation and in passages.

DAY 1

Phonological Awareness Warm-Up



2 min

Today we are going to practice substituting a sound in an initial blend of a word to make a new word.

Watch me do the first one.

- The word is flies. I change /l/ in the initial blend to /r/. The new word is fries.

Let's practice one together. Ready?

- Say grew. (**grew**) Change /r/ to /l/. Word? **glue**

Now it's your turn. Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, in the initial blend of the word.
- Then, I'll ask you to tell me the new word. Ready?

Say spice: (**spice**) Change /p/ to /l/. Word?

slice

Say grand: (**grand**) Change /r/ to /l/. Word?

gland

Say still: (**still**) Change /t/ to /p/. Word?

spill

Say Spain: (**Spain**) Change /p/ to /t/. Word?

stain

Say blade: (**blade**) Change /l/ to /r/. Word?

braid

Say spell: (**spell**) Change /p/ to /m/. Word?

smell

Say fresh: (**fresh**) Change /r/ to /l/. Word?

flesh

Say clash: (**clash**) Change /l/ to /r/. Word?

crash

Say cramp: (**cramp**) Change /r/ to /l/. Word?

clamp

Say glow: (**glow**) Change /l/ to /r/. Word?

grow

Say stroll: (**stroll**) Change /t/ to /k/. Word?

scroll

Say free: (**free**) Change /r/ to /l/. Word?

flee

Say sweep: (**sweep**) Change /w/ to /l/. Word?

sleep

Say slow: (**slow**) Change /l/ to /n/. Word?

snow

Say prank: (**prank**) Change /r/ to /l/. Word?

plank

Say spout: (**spout**) Change /p/ to /k/. Word?

scout

Phonics Pattern



4 min

Today we will practice reading and spelling words with the vowel team syllable type. A vowel team syllable has 2 or more letters side by side that are pronounced as 1 vowel sound.




Words with the vowel team pattern have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**



The gesture for the vowel team syllable is 2 fingers together.

Practice the gesture with me.  **vowel team**

SORT WORDS


(Display goan.)

 I'm going to look for the vowel team syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real. Watch the steps I use:

1. I find the vowel letter or letters by pointing to them. There are 2 vowel letters side by side—o and a
2. This syllable follows the vowel team syllable pattern and the gesture looks like this. 
(Gesture and say "vowel team.")
3. The vowel sound is /ō/.
4. I place the syllable under the vowel team syllable column. 
(Don't read the syllable.)

(Display thege.)

Let's sort the next syllable together. I'll answer and gesture with you.

- Look at this syllable. What do I do first? **find the vowels**
 - Yes, let's pretend to touch the vowel letter or letters.
- How many vowel letters? **2**
 - Are the vowel letters side by side? **no**
- Vowel team or not vowel team? **not vowel team**
- Where does this syllable go?  **under the other syllables column**



Now it's your turn. Turn to page 132 in your Student Workbook. Decide if each syllable is a vowel team or another syllable type. Then, write the word under the correct column.


Answer Key

Vowel Team 	Other Syllables
goan	thege
krigh	gup
voe	jave
ree	moph
vait	ild
noy	zy

goan 

goan 

thege
thege 

Vowel Team 	Other Syllables
goan	thege

 **Routine for Word Sorting:**

- Find the vowel or vowels.
- How many vowel letters?
- If there are 2 vowels, are they side by side?
- Syllable type and gesture?
- Vowel sound?
- Where does this word go?

1. krigh	6. moph
2. voe	7. vait
3. gup	8. ild
4. ree	9. zy
5. jave	10. noy

Morphology

7 min

Now we're going to learn about some syllables that are helpful in reading unknown words. Not only can you read these syllables in chunks, these chunks have meaning.

INTRODUCTION OF NEW ROOT AND SUFFIXES

(Display clam/claim.)

Today's Latin root is *clam/claim*. It is spelled 2 ways: c-l-a-m and c-l-a-i-m.

- In the first spelling, there is 1 vowel letter followed by 1 consonant. It is a closed syllable. (Gesture and say "closed.")
 - The vowel sound is /ă/.
 - The root is pronounced as /clăm/. Say it with me. /clăm/
- The other spelling has 2 vowel letters side by side. This is a vowel team syllable. (Gesture and say "vowel team.")
 - The vowel sound is /ā/.
 - The root is pronounced as /clām/. Say it with me. /clām/
- The definition of the Latin root *clam/claim* is "to declare, call, or cry out."

In this week's lesson, we'll learn about a Latin suffix with 2 spellings.

(Display -ant/-ent.)

The suffix is *-ant/-ent*. It is spelled a-n-t or e-n-t.

- There is 1 vowel letter followed by 2 consonants. The syllable type is closed. (Gesture and say "closed.")
- Although this suffix follows the closed pattern, it appears in an unaccented syllable, which reduces the vowel sound to a schwa. The vowel sound is /ə/.
- The suffix is pronounced as /ənt/. Say it with me. /ənt/ The definition of the Latin suffix *-ant/-ent* is "action, state, or quality."

DECODE AND DEFINE UNKNOWN WORDS

Let's build some words with the Latin root *clam/claim* and the suffix *-ant/-ent*. We may also use other roots and affixes you've studied before.

- If we add *-ant* to *claim*, what's the new word? **claimant**
- If the root *claim* means "to declare, call, or cry out" and the suffix *-ant* means "action, state, or quality," what is the meaning of the word *claimant*? **someone who is taking the action of declaring, calling, or crying out**
- We use the word *claimant* to mean someone who is declaring they are entitled to something.
- I'll use the word *claimant* in a sentence: *The claimant states that the plumber did not repair the leak correctly.*

clam-
claim

-ant
-ent

claim + ant

claim = to declare, call, or cry out
ant = action, state, or quality

claimant
someone who is taking the
action of declaring, calling,
or crying out

Now let's use what we know about the meanings of the root *clam/claim* and the new and previously learned affixes to figure out a new word.

(Display sentence.) Emma visited the lost and found to reclaim her jacket.

The underlined word has the Latin root *claim*.

- Using what I know about the meanings for the prefix *re-* and the root *claim*, I will try to define this word.
 - The prefix *re-* means “again” or “back.”
 - The root *claim* means “to declare, call, or cry out.”
 - I think the word *reclaim* means “to call back.”
- Now, I will reread the sentence to see if this definition makes sense with the context of the sentence.
 - I see that it says “lost and found” and “jacket.” These are context clues.
 - I know people go to a lost and found to get back something they lost and that they have to declare that it is theirs so they can get it back. That could be described as calling something back.
- Using the meanings for the prefix and root as well as the context clues, I know the word *reclaim* means “to call back.”



Now it's time to be a Word Detective. Turn to page 132 in your Student Workbook. Use the context clues and Morphology Key to write a definition for the underlined word in each sentence. Here are the steps:

1. Read the sentence.
2. Using the Morphology Key, write your definition for the underlined word in the box next to the sentence.
3. Next, reread the sentence to confirm that your definition makes sense with the context of the sentence.
4. Highlight or circle the word or words that give you context clues for the meaning of the underlined word.
5. Finally, if needed, correct your definition.

Answer Key

Sentences	My Definitions
Emma visited the lost and found to <u>reclaim</u> her jacket.	to call back
1. I <u>proclaim</u> Hugo to be the winner!	(answers vary: put forward, to declare)
2. Shandy tried to <u>disclaim</u> her part in eating the last cookie.	(answers vary: to not declare)

Emma visited the lost and found to reclaim her jacket.

re = again, back
claim = to declare, call, or cry out
reclaim = to call back

Emma visited the lost and found to reclaim her jacket.

Morphology Key	
Morpheme	Meaning
dis-	not, apart
pro-	forward, earlier, or prior to
re-	again, back
claim/clam	to declare, call, or cry out

Writing



4 min

SYLLABLE MAPPING

Today we're going to practice spelling multisyllable words with the vowel team syllable and syllable patterns we have previously learned. We've done syllable mapping before, so let's do one together.

The word is painful. Word? **painful**

- I tap 1 box for each syllable we hear. **pain/ful** How many syllables? **2**
- Now, I write the letters that spell the sounds in each syllable.

<p>First syllable? pain</p> <ul style="list-style-type: none"> - First sound? /p/ Letter? p - Second sound? /ā/ The long a sound in this syllable is spelled with the vowel team <i>a-i</i>. - Last sound? /n/ Letter? n - Syllable type and gesture? vowel team - Syllable? pain 	<p>Second syllable? ful</p> <ul style="list-style-type: none"> - First sound? /f/ Letter? f - Second sound? /ŭ/ Letter? u - Last sound? /l/ Letter? l - Syllable type and gesture? closed - Syllable? ful
---	--

- Word? **painful**



Now it's your turn. Turn to page 132 in your Student Workbook. Here are the steps:

1. I'll say a word and you repeat it.
2. Tap 1 box for each syllable you hear.
3. For each syllable, say the sounds, write the letters, and say the syllable type while showing the gesture.
4. Write the multisyllable word in the last column and whisper read it to yourself.

Answer Key

Words to Dictate	First Syllable	Second Syllable	Word
painful	pain	ful	painful
1. unclaimed	un	claimed	unclaimed
2. beeswax	bees	wax	beeswax
3. employ	em	ploy	employ
4. brightly	bright	ly	brightly
5. dismay	dis	may	dismay

--	--

pain	
------	--

pain	ful
------	-----

Note: Remind students that they can finger-stretch sounds to spell the syllables.

Passage Reading**3 min****PASSAGE 1 – UNDERLINE PATTERN WORDS**

Now we'll practice finding multisyllable words with the vowel team syllable pattern. Today's passage is about Elroy's voyage with a boatload of fishers on a trawler. A trawler is a fishing boat that drags a large net along the bottom of the ocean to catch fish, crabs, lobsters, or other marine life.

We are going to look for 2-syllable words where 1 or both syllables follow the vowel team pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Elroy's* has 2 syllables. The first syllable is a closed syllable. The second syllable has 2 vowels, *o* and *y*, side by side and follows the vowel team pattern. I make the closed and vowel team gestures with both hands and underline the word. Help me find more words to underline. Show me the syllable gestures with both hands when you see a word with the vowel team pattern, and I'll underline it. (Continue underlining 2-syllable words with the vowel team pattern above the black line.)



Now it's your turn. Turn to page 130 in your Student Workbook. Here are the steps:

1. Begin at the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a 2-syllable word with the vowel team pattern, underline it.

I'll give you a few minutes and we'll check them together.

DAY 2**Phonological Awareness Warm-Up****2 min**

Today we are going to practice substituting a sound in an initial blend of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, in the initial blend of the word.
- Then, I'll ask you to tell me the new word. Ready?

Say storm: (storm) Change /t/ to /w/. Word?	swarm	Say crank: (crank) Change /r/ to /l/. Word?	clank
Say swing: (swing) Change /w/ to /t/. Word?	sting	Say blush: (blush) Change /l/ to /r/. Word?	brush
Say plowed: (plowed) Change /l/ to /r/. Word?	proud	Say skate: (skate) Change /k/ to /t/. Word?	state
Say green: (green) Change /r/ to /l/. Word?	glean	Say smear: (smear) Change /m/ to /p/. Word?	spear
Say crock: (crock) Change /r/ to /l/. Word?	clock	Say clown: (clown) Change /l/ to /r/. Word?	crown
Say scheme: (scheme) Change /k/ to /t/. Word?	steam	Say frock: (frock) Change /r/ to /l/. Word?	flock
Say spoke: (spoke) Change /p/ to /m/. Word?	smoke	Say snip: (snip) Change /n/ to /l/. Word?	slip
Say flog: (flog) Change /l/ to /r/. Word?	frog	Say skill: (skill) Change /k/ to /t/. Word?	still

Morphology  **3 min**

DECODE AND DEFINE UNKNOWN WORDS

Today we will continue to work with affixes and roots. Our goal is to decode and define unknown multisyllable words that include the morphemes we have learned. Watch the steps I use with the first unknown word.

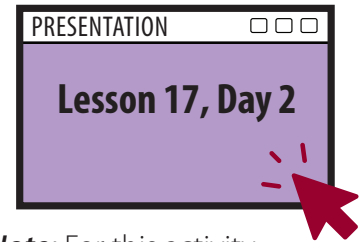
(Display morphology table.)

I will begin by decoding the word.

- I divide the affix or root from the rest of the word and write it in the correct box.
 - The first word part has 1 vowel followed by 1 consonant.
 - It is a closed syllable. (Gesture and say “closed.”)
 - The vowel sound is /ă/.
 - This word part is the root *clam*. I write it in the first box.
- I write the remaining part of the word in the second box under the word and next to *clam*.
 - This word part has 1 vowel followed by 2 consonants.
 - Although this follows the closed pattern, it appears in an unaccented syllable, which reduces the vowel sound to a schwa. The vowel sound is /ə/.
 - This word part is the suffix *-ant*.
- The word is clamant. Say it with me. **clamant**

Now, I will write the meanings of the word parts to help me define this unknown word.

- The root *clam* means “to declare, call, or cry out.” I write it in the box under clam.
- The suffix *-ant* means “action, state, or quality.” I write it in the box under ant.
- Based on the meanings of these word parts, I think the definition for the unknown word *clamant* is “having the action of calling out.”



Note: For this activity, the words are divided by morphemes, not syllables.

clamant	
clam	ant

The final step is to confirm, or correct, my definition by using the context clues from the sentence, *The clamant crowd was shouting so loudly we couldn't hear the speech.*

- The words *crowd* and *shouting so loudly* are context clues. I will circle them.
- I know that if a crowd of people was shouting loudly, you wouldn't be able to hear a speech.
- I have confirmed that my definition for the word *clamant* is correct, so I check the box.

Now, let's try the next unknown word together.



Turn to page 133 in your Student Workbook. You will see the table I just completed with the word *clamant*. You can use this as a guide as we decode and define the next unknown word. (Use the script above to guide the students through the steps for decoding and defining the word *exclaim*.)

Answer Key

exclaim	
ex	claim
Meaning: out	Meaning: to declare, call, or cry out
My definition: to call out	
We <u>heard</u> David <u>exclaim</u> , " <u>I've found it!</u> "	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

clamant	
clam	ant
Meaning: to declare, call, or cry out	Meaning: action, state, or quality
My definition: having the action of calling out	
The <u>clamant</u> (<u>crowd</u>)was (<u>shouting so loudly</u>)we couldn't hear the speech.	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

Phonics Pattern



4 min

READING MULTISYLLABLE WORDS WITH SYLLABLE BARS

Now we will practice reading multisyllable words. Let's try the first word together. I'll answer and gesture with you. (Students should be gesturing throughout the routine.)

(Display contain.)

Step 1: Underline the vowels.

- Which letters should I underline to represent the vowel sounds? **o, a, and i**
- How many vowel sounds? **2** How many syllables? **2**

Step 2: Draw a line between the syllables.

- How many consonants between the vowel sounds? **2**
- Where do I draw a line? **between the n and t**

contain

contain

con|tain

Step 3: Identify and read each syllable using syllable bars.

- Since this word has 2 syllables, I will use the 2-syllable row on the Syllable Mapping Mat.

<p>First syllable: <u>con</u></p> <ul style="list-style-type: none"> - Syllable type? closed - How do you know? 1 vowel followed 1 consonant <p>I write this syllable on a closed syllable bar and place it in the first rectangle on the mat.</p> <ul style="list-style-type: none"> - Vowel sound? /ō/ - Syllable? con 	<p>Second syllable: <u>tain</u></p> <ul style="list-style-type: none"> - Syllable type? vowel team - How do you know? 2 vowel letters side by side <p>I write this syllable on a vowel syllable bar and place it in the second rectangle on the mat.</p> <ul style="list-style-type: none"> - Vowel sound? /ā/ - Syllable? tain
---	--

Step 4: Read the word.

- Word? **contain**

Now it's your turn. Get your syllable bars and mat ready. Place your syllable bars at the top of your mat. Stack the bars in piles based on syllable type. Lay out the following bars on your mat:

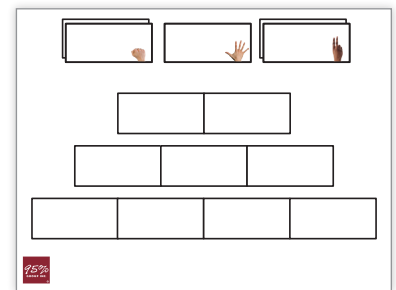
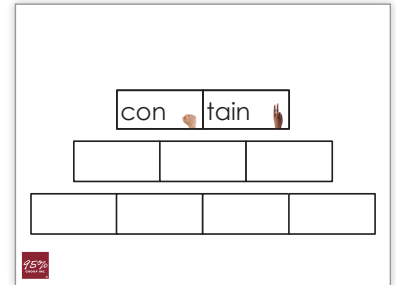
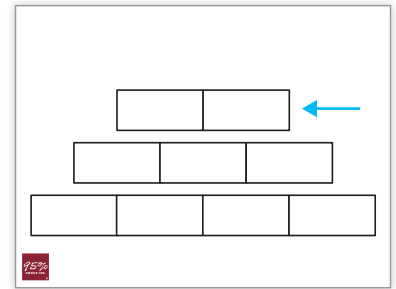
- 2 closed syllable bars
- 1 open syllable bar
- 2 vowel team syllable bars

Does your mat look like this?



Now it's your turn. Turn to page 133 in your Student Workbook. Here are the steps:

1. Find the vowels and underline them.
2. Look for the consonants between the vowel sounds. Draw a line between the syllables.
3. For each syllable:
 - Identify the syllable type.
 - Write the syllable on the correct syllable bar and place it on the Syllable Mapping Mat.
 - Say the vowel sound and read the syllable.
4. Blend the syllables to read the word.



Answer Key

Correct Answers in Student Workbook	Placement of Syllable Bars on Student Mats
con tain	con tain
1. mid night	mid night
2. as sem bly	as sem bly
3. ex claim	ex claim
4. boat load	boat load
5. dis creet ly	dis creet ly

Routine for MS Word Reading with Syllable Bars:

- Underline the vowels.
- How many consonants between the vowels?
- Where do I divide the syllables?
- For each syllable, ask:
 - Syllable type? (Write the syllable on the syllable bar.)
 - Vowel sound?
 - Syllable?
- Word?

Writing



3 min

SHORT SYLLABLES

Today we'll sort the syllables in words. We will identify each syllable in a word, read and sort the syllables, and then blend the syllables to read the word. Since we've done this before, let's do the first one together.

(Students should be pointing and gesturing throughout the routine.)

(Display exhaust.)

The word is exhaust. Word? **exhaust**

Step 1: Find the vowels.

- Use both hands to find the vowels in each syllable.
- Point to the letter *e* with your left pointer finger, and point to the letters *a* and *u* with 2 right-hand fingers.

Step 2: Underline the vowels.

- Which letters should I underline to represent the vowel sounds? **e, a, and u**
- How many vowel sounds? **2** How many syllables? **2**

Step 3: Draw a line between the syllables.

- How many consonants between the vowel sounds? **2**
- Where do I draw a line? **between the x and h**





exhaust

exhaust

exhaust

ex|haust

Step 4: Read and sort each syllable.

<p>READ and SORT the first syllable. I cover the second syllable and look at the first one.</p>   <ul style="list-style-type: none"> Syllable type and gesture? closed Vowel sound? /ě/ Syllable? ex Where do I write the syllable <i>ex</i>? closed syllable column 	<p>READ and SORT the second syllable. I cover the first syllable and look at the second one.</p>   <ul style="list-style-type: none"> Syllable type and gesture? vowel team Vowel sound? /aw/ Syllable? haust Where do I write the syllable <i>haust</i>? vowel team syllable column
--	--

Step 5: Read the word.

- Word? **exhaust**

Word	Closed	Silent-e	Vowel Team
ex haust	ex		haust



Now it's your turn. Turn to page 133 in your Student Workbook. Here are the steps:

- Find the vowels and underline them.
- Draw a V connecting the vowels if the syllable follows the silent-e pattern.
- Count the consonants between the vowels and determine where to draw a line to divide the syllables.
- For each syllable, say the syllable type while showing the gesture, say the vowel sound, and read the syllable.
- Write the syllable under the correct column.
- Read the word.

I'll check back with you in a few minutes and then you can check your answers.

Answer Key

Word	Closed	Silent-e	Vowel Team
ex haust	ex		haust
1. up tight	up		tight
2. keep sake		sake	keep
3. con voy	con		voy
4. rem nant	rem nant		
5. un paid	un		paid

Passage Reading**3 min****PASSAGE 1 – READ PASSAGE**

Now it's time to read a passage. In this passage, we will read about Elroy's unexpected voyage.

First, we'll read some of the underlined words together. When you see a 2-syllable word with the vowel team pattern, show me the appropriate gestures with both hands and read the word. What is the underlined word in the title? **Elroy's** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 130 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

Comprehension**5 min****WRITTEN RESPONSE**

In your Student Workbook, look at page 134. Write your answer to the question about the passage. I'll give you a few minutes to do this and then I'll ask for a couple of students to share what they wrote.

- **Why did the crew hold a small, discreet meeting? (RL.3.1)** (to vote on what to do about Elroy, who was acting like a banshee)

DAY 3**Phonological Awareness Warm-Up****2 min**

Today we are going to practice substituting a sound in an initial blend of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, in the initial blend of the word.
- Then, I'll ask you to tell me the new word. Ready?


Say sweet: (sweet) Change /w/ to /l/. Word?	sleet	Say snail: (snail) Change /n/ to /t/. Word?	stale
Say spare: (spare) Change /p/ to /t/. Word?	stare	Say sped: (sped) Change /p/ to /l/. Word?	sled
Say fly: (fly) Change /l/ to /r/. Word?	fry	Say fries: (fries) Change /r/ to /l/. Word?	flies
Say cram: (cram) Change /r/ to /l/. Word?	clam	Say brink: (brink) Change /r/ to /l/. Word?	blink
Say school: (school) Change /k/ to /t/. Word?	stool	Say sty: (sty) Change /t/ to /l/. Word?	sly
Say small: (small) Change /m/ to /t/. Word?	stall	Say slept: (slept) Change /l/ to /w/. Word?	swept
Say glaze: (glaze) Change /l/ to /r/. Word?	graze	Say glade: (glade) Change /l/ to /r/. Word?	grade
Say clue: (clue) Change /l/ to /r/. Word?	crew	Say stop: (stop) Change /t/ to /l/. Word?	slop

Fluency  **3 min**

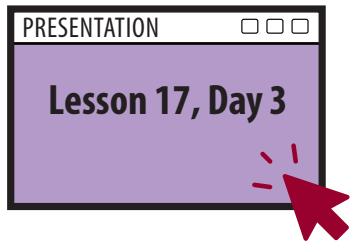
HIGH-FREQUENCY WORDS

Display the high-frequency word grid. Prompt students by saying "Word?" at each box.

draw	grow	own	clean
better	warm	myself	only
try	today	cut	kind
hold	full	people	bring

 Now it's your turn. Turn to page 134 in your Student Workbook. When I say "begin," tap under the first word and whisper it. Read across the rows until I say "stop." Circle the last word you read. If you finish before I say "stop," go up to the top and read the words again. (Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.)

better	grow	myself	clean
hold	today	people	kind
draw	warm	own	only
try	full	cut	bring



Morphology  **7 min**

WORD CONSTRUCTION WITH MORPHEME CARDS

Now it is time to construct words using the affixes and roots you have learned. To help you construct words using these affixes and roots, you will use colored morpheme cards. Before you can begin, you need to prepare your morpheme cards. Here's what you will need:

- 5 green prefix cards
- 1 yellow root card
- 5 red suffix cards
- Morphology Mat

Remember, the color of the cards reminds you of the placement of each morpheme in a word. Green represents the prefixes, which are found at the beginning of a word. Red represents the suffixes/ endings found at the end of a word. The yellow card is for the roots. The roots are the foundation of all the words you will build.

Lay your cards out on your desk as shown here. (Display colored morphology cards.) Using a whiteboard marker, write the following prefixes on the green cards: *de*, *dis*, *ex*, *pro*, and *re* (Display prefixes on green cards.) Now, write these suffixes/endings on the red cards: *ant*, *er*, *or*, *ed*, and *ing*. (Display suffixes on red cards.) Leave the yellow root card blank for now.

Let's construct the first word together. (Students should manipulate their cards with you during the modeling of the first word.)

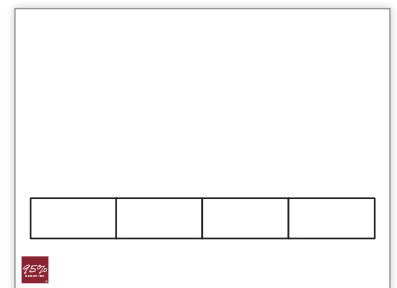
(Display table with roots.)

clam, claim	sist	spec, spect

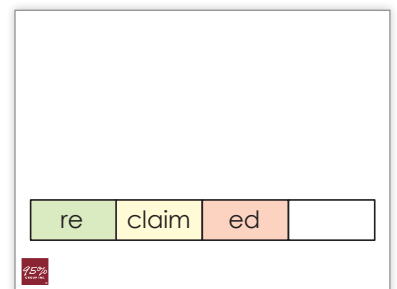
- Begin by writing the root *claim* on the yellow card.
- Next, place the yellow *claim* card on the mat in one of the center rectangles.
- Now, let's choose a green prefix card and a red suffix card to add to the root *claim*.
 - Choose the green prefix card *re* and place it on the mat before the root *claim*.
 - Choose the red inflected ending card *ed* and place it on the mat after the root *claim*.
 - The word is reclaimed. Say it with me. **reclaimed**
- I write the word *reclaimed* on the first line in the column labeled with the root *clam, claim*.

clam, claim	sist	spec, spect
reclaimed		

de		ant
dis		er
ex		or
pro		ed
re		ing



claim





Now it is your turn to construct more words. Turn to page 134 in your Student Workbook. You will see the word we just built using the root *claim*. You will construct 1 more word using the root *clam/claim*. After you have constructed 1 more word in the first column, build 2 words using each of the remaining roots. To construct your words for the final 2 columns, follow these steps:

1. Using a whiteboard marker, write the next root on the yellow card. Since the roots have multiple spellings, you may need to adjust the spelling as you build words.
2. Place the root card in 1 of the center rectangles on the mat.
3. Next, try adding green prefix and/or red suffix/ending cards to the mat along with the root until you have built a word you know.
4. Record your words in the correct column in your workbook.
5. Repeat these steps until you have constructed 2 words for each root.

Morphology Key	
Morpheme	Meaning
de-	away from, down
dis-	not, apart
ex-	out
pro-	forward, earlier, or prior to
re-	again, back
claim/clam	to declare, call, or cry out
sist/stat/ stant/stand	to stand
spec/spect	to look, see, or watch
-ant/-ent	action, state, or quality
-er/-or	one who does, is from, or has a special characteristic
-ed	in the past
-ing	now

Answer Key

clam, claim	sist	spec, spect
reclaimed		
<p>Possible words: reclaim, reclaiming, claimant, clamant, clamor, declaim, disclaimer, disclaiming, disclaimed, disclaim, disclaimed, disclaiming, disclaimer, exclaim, exclaiming, exclaimed, exclaiming, proclaim, proclaimer, proclaimed, proclaiming, desist, desisting, desisted, resist, resisted, resisting, resister, resistant, exist, existed, existing, respect, respecting, respected, respecter, prospect, prospector, prospected, prospecting</p>		

When you're done constructing 2 words for each root, choose 1 of your words and then use your Morphology Key to write a definition and sentence in the table on the bottom of page 134 in your workbook. (answers vary)

Word:	Definition:
Sentence:	



5 min

Phonics Pattern

READING PATTERN WORDS

Review the Pattern

Today we will practice reading multisyllable words with the vowel team syllable pattern. Let's begin by reviewing the rule for the syllable pattern.

Words with the vowel team pattern have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together.

Practice the gesture with me.  **vowel team**

Read Pattern Words

Now, we're going to read 2-syllable words. For each word, read the first syllable, read the second syllable, and then blend both syllables to read the word.

Words on Presentation		
First Syllable	Second Syllable	Word
1. aw	ful	awful
2. suc	ceed	succeed
3. ob	tain	obtain
4. en	joy	enjoy
5. ex	plot	exploit
6. law	ful	lawful
7. voy	age	voyage
8. oint	ment	ointment
9. week	ly	weekly
10. be	tween	between

1. awful
2. succeed
3. obtain
4. enjoy
5. exploit
6. lawful
7. voyage
8. ointment
9. weekly
10. between

3-Syllable Challenge

Now we will read longer words by using our knowledge of decoding affixes, roots, and the previously learned syllable types.

Words on Presentation			
First Syllable	Second Syllable	Third Syllable	Word
1. dis	claim	er	disclaimer
2. in	sis	tent	insistent
3. oc	cu	pant	occupant

1. disclaimer
2. insistent
3. occupant

Passage Reading

3 min

PASSAGE 2 – UNDERLINE PATTERN WORDS

Now we'll practice finding multisyllable words with the vowel team syllable pattern. Today's passage is about transporting goods by flatboats and keelboats in the 1800s.

We are going to look for 2-syllable words where 1 or both syllables follow the vowel team pattern and underline them.

Let's look at the title of the passage. (Do not read the title.) The word *Flatboats* has 2 syllables. The first syllable is a closed syllable. The second syllable has 2 vowels side by side and follows the vowel team pattern. I make the closed and vowel team gestures with both hands and underline the word. Help me find more words to underline. Show me the syllable gestures with both hands when you see a word with the vowel team pattern, and I'll underline it. (Continue underlining 2-syllable words with the vowel team pattern above the black line.)



Now it's your turn. Turn to page 131 in your Student Workbook.

Here are the steps:

1. Begin at the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a 2-syllable word with the vowel team pattern, underline it.

I'll give you a few minutes and we'll check them together.

DAY 4**Phonological Awareness Warm-Up**

2 min

Today we are going to practice substituting a sound in an initial blend of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, in the initial blend of the word.
- Then, I'll ask you to tell me the new word. Ready?

Say script: (script) Change /k/ to /t/. Word?	stripped	Say grass: (grass) Change /r/ to /l/. Word?	glass
Say slay: (slay) Change /l/ to /w/. Word?	sway	Say spied: (spied) Change /p/ to /l/. Word?	slide
Say flute: (flute) Change /l/ to /r/. Word?	fruit	Say sting: (sting) Change /t/ to /l/. Word?	sling
Say crime: (crime) Change /r/ to /l/. Word?	climb	Say bled: (bled) Change /l/ to /r/. Word?	bred
Say sneak: (sneak) Change /n/ to /p/. Word?	speak	Say stash: (stash) Change /t/ to /l/. Word?	slash
Say bland: (bland) Change /l/ to /r/. Word?	brand	Say stake: (stake) Change /t/ to /n/. Word?	snake
Say smack: (smack) Change /m/ to /l/. Word?	slack	Say sleigh: (sleigh) Change /l/ to /t/. Word?	stay
Say sphinx: (sphinx) Change /f/ to /t/. Word?	stinks	Say swung: (swung) Change /w/ to /t/. Word?	stung

Morphology  **3 min**

DECODE AND DEFINE UNKNOWN WORDS

Today we will continue to work with affixes and roots. Our goal is to decode and define unknown multisyllable words that include the morphemes we have learned. Watch the steps I use with the first unknown word.

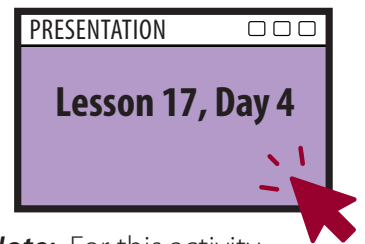
(Display morphology table.)

I will begin by decoding the word.

- I divide the affix or root from the rest of the word and write it in the correct box.
 - This word has the prefix *dis-*, so I write *dis* in the first box.
- I write the remaining part of the word in the second box under the word and next to *dis-*.
 - This word part has 2 vowels side by side.
 - It is a vowel team syllable. (Gesture and say “vowel team.”)
 - The vowel sound is /ā/.
 - The word part is the root *claim*.
- The word is *disclaim*. Say it with me. **disclaim**

Now, I will write the meanings of the word parts to help me define this unknown word.

- The prefix *dis-* means “not or apart.” I write it in the box under *dis-*.
- The root *claim* means “to declare, call, or cry out.” I write it in the box under *claim*.
- Based on the meanings of these word parts, I think the definition for the unknown word *disclaim* is “not to declare (or support something).”



Note: For this activity, the words are divided by morphemes, not syllables.

disclaim	
dis	claim

The final step is to confirm, or correct, my definition by using the context clues from the sentence, *I disclaim any mistakes in this document.*

- The words *mistakes* and *document* are context clues. I will circle them.
- I know that a document can have important information and that someone might not want to declare or call out any mistakes.
- I have confirmed that my definition for the word *disclaim* is correct, so I check the box.



Now it's your turn. Turn to page 135 in your Student Workbook. You will see the table I just completed with the word *disclaim*. You can use this as a guide as you decode and define the next unknown word.

Answer Key

clamor	
clam	or
Meaning: to declare, call, or cry out	Meaning: one who does, is from, or has a special characteristic
My definition: characteristic of crying out	
The mascot would clamor with a loud cheer after each touchdown.	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

disclaim	
dis	claim
Meaning: not or apart	Meaning: to declare, call, or cry out
My definition: not to declare or support something	
I disclaim any mistakes in this document	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

Writing



3 min

MULTISYLLABLE WORD BUILDING

Today we will use syllables that follow the closed and vowel team syllable patterns, and the morphemes we have learned, to build multisyllable words. Remember, syllables are word parts that have 1 vowel sound. Let's review the syllable patterns we will use today.

Syllable Type	Pattern	Type of Vowel Sound	Gesture
Closed	1 vowel letter followed by 1 or more consonants	Short	
Vowel Team	2 or more letters side by side that are pronounced as 1 vowel sound	Various	

There are 2 lists—First Syllables and Second Syllables—to use when building multisyllable words. Watch me build a multisyllable word.

- I begin at the top of the First Syllables list with the syllable *ex*. I write the syllable *ex* in the Multisyllable Words table.
- Next, I try combining my first syllable with syllables from the Second Syllables list, starting at the top, until I build a word I know.
 - *exful* – That isn’t a word.
 - *extween* – That is not a word I know.
 - *exclaim* – That makes a word I know.
- I write the syllable *claim* next to the syllable *ex*.
- Finally, I slide my finger under the multisyllable word and whisper “exclaim.”



Now it’s your turn. Turn to page 135 in your Student Workbook. Let’s review the steps.

1. Read all the syllables in each list.
2. Choose a syllable from the First Syllables list, and write it in the box.
3. Then, try different syllables from the Second Syllables list until you build a word you know. Write the second syllable next to the first syllable to make a multisyllable word.
4. Whisper read the multisyllable word you built.
5. Repeat these steps until you have built 9 multisyllable words you know. You will only use each syllable once.

Answer Key

Multisyllable Words	
exclaim	5. sailboat
1. caution	6. between
2. joyful	7. toilet
3. subway	8. delay
4. fifteen	9. freedom

First Syllables	
ex	sail
cau	be
joy	toi
sub	de
fif	free

Second Syllables	
ful	dom
tween	lay
claim	tion
boat	way
teen	let

Writing



4 min

WORD CHAINS

It’s word chain time! We’ve done word chains before. Today we’ll change a syllable in a multisyllable word. We’ll change 1 syllable at a time to spell a new word.

Let's do this first one together.

The first word is enjoy.

Let's change enjoy to joyful.

- Which syllable changes? **delete en and add ful to the end**
- How do we spell the new word? **j-o-y-f-u-l**

I write the word joyful under enjoy.

Next, I change joyful to lawful.

- Which syllable changes? **joy changes to law**
- How do we spell the new word? **l-a-w-f-u-l**

I write the word lawful under joyful.

Finally, I change lawful to unlawful.

- Which syllable changes? **add un to the beginning**
- How do we spell the new word? **u-n-l-a-w-f-u-l**

I write the word unlawful under lawful.

Now it's your turn. I'll tell you 1 word at a time and you'll write each new word below the old one. (Have students write the word chains on notebook paper or individual whiteboards.)

Answer Key

conjoin	subway	pigtail
content	midway	taillight
extent	midpoint	sunlight
exhaust	pointer	Sunday

enjoy
joyful
lawful
unlawful

Note: If you are writing the words on the board, make sure you build the words going down, not across.

Routine for Word Chains:

- Change word x to word y.
 - Which syllable changes?
 - How do we spell the new word?
- Write word y under word x.

Passage Reading

PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. In this passage, we will read about flatboats and keelboats. In modern times, what are some ways goods are transported from place to place?

First, we'll read some of the underlined words together. When you see a 2-syllable word with the vowel team pattern, show me the appropriate gestures with both hands and read the word. What are the underlined words in the title? **flatboats, keelboats** Read with me just the underlined words above the black line.



3 min



Now it's your turn. Turn to page 131 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

Comprehension



5 min

WRITTEN RESPONSE



In your Student Workbook, look at page 135. Write your answer to the question about the passage. I'll give you a few minutes to do this and then I'll ask for a couple of students to share what they wrote.

- What is one detail from the passage that supports the idea that a "voyage on a flatboat could frighten even the bravest of men"? (RI.3.2) (answers vary: fallen trees obstructed the river; men drowned; men fell victim to thieves.)

DAY 5

Phonological Awareness Warm-Up



2 min

Today we are going to practice substituting a sound in an initial blend of a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to substitute, or change, in the initial blend of the word.
- Then, I'll ask you to tell me the new word. Ready?

Say scam: (scam) Change /k/ to /l/. Word?	slam	Say stray: (stray) Change /t/ to /p/. Word?	spray
Say spore: (spore) Change /p/ to /n/. Word?	snore	Say snitch: (snitch) Change /n/ to /t/. Word?	stitch
Say breach: (breach) Change /r/ to /l/. Word?	bleach	Say frame: (frame) Change /r/ to /l/. Word?	flame
Say flank: (flank) Change /l/ to /r/. Word?	Frank	Say cruise: (cruise) Change /r/ to /l/. Word?	clues
Say scoop: (scoop) Change /k/ to /t/. Word?	stoop	Say smug: (smug) Change /m/ to /l/. Word?	slug
Say spat: (spat) Change /p/ to /l/. Word?	slat	Say stuff: (stuff) Change /t/ to /k/. Word?	scuff
Say groom: (groom) Change /r/ to /l/. Word?	gloom	Say broom: (broom) Change /r/ to /l/. Word?	bloom
Say cloud: (cloud) Change /l/ to /r/. Word?	crowd	Say stag: (stag) Change /t/ to /n/. Word?	snag

Morphology

5 min

REVIEW AND APPLY

Today you will do several activities that ask you to think about the morphemes we have worked with this week.

Let's review.

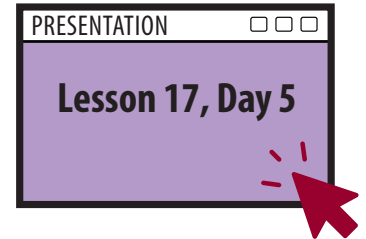
(Display Morphology Key.)

Morphology Key	
Morpheme	Meaning
de-	away from, down
dis-	not, apart
ex-	out
pro-	forward, earlier, or prior to
re-	again, back
claim/clam	to declare, call, or cry out
-ant/-ent	action, state, or quality
-er/-or	one who does, is from, or has a special characteristic

(Define each morpheme as it is displayed.)

While the Morphology Key is displayed, use these questions to encourage engagement with these previously learned morphemes.

1. If reside is "to live in a permanent place" and -ent is "action, state, or quality," what is a resident? **someone in the state of living in a permanent place**
2. If proclaim is "declare something by putting it forward," which word would be the opposite—reclaim or disclaim? **disclaim**
3. If claim is "to declare, call, or cry out," what is a claimant? **someone taking the action of declaring something**
4. If there is a clamor, is it noisy or quiet? **noisy**
5. If expect means "to look forward to something," what does it mean to be expectant? **to be in the state of looking forward to something, taking the action of looking forward to something**

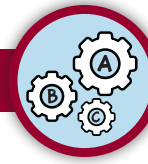




Turn to page 136 in your Student Workbook. Using the Morphology Key to help you, complete the word in each sentence with the missing morpheme: *claim*, *clam*, or *-ant*.

1. The class **exclaimed** with joy when they learned they would get a free pizza.
2. The **defendant** told the judge he did not do it.
3. Yan **claimed** the soccer ball was his.
4. The **clamor** was so loud that I could not think.
5. The **contestant** was able to answer all questions correctly.

Fluency



3 min

WORDS

We've been learning to read multisyllable words with the vowel team syllable pattern.

Look at this word grid. Please read it aloud chorally as a class. Ready?

exclaim	haunted	succeed	midnight
essay	appoint	annoy	busload



Now it's your turn. Turn to page 136 in your Student Workbook. When I say "begin," point to the first word. Begin whisper reading across the page. If you finish before I say "stop," start at the top and read the words again. (Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.)

tugboat	haunted	indeed	midnight
exclaim	annoy	succeed	exhaust
essay	appoint	yawning	busload
occupant	disclaimer	insistent	exclamatory

Note: The final row of the fluency table includes longer multisyllable words with the morphology focus.

PHRASES

Next we're going to read phrases. Let's practice 4 phrases together.

unseen by humans	to gain insight	draw for enjoyment	the flowers grow
------------------	-----------------	--------------------	------------------



Now it's your turn. Turn to page 136 in your Student Workbook.

When I say "begin," point to the first phrase and whisper it.

Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again. (Time students for 1 minute. Say "stop" and ask students to circle the last phrase that was read.)

sixteen years old	needless to say	walk the runway	the flower grows
a tray of objects	cannot contain himself	explain the law	the right lawyer
draw for enjoyment	to gain insight	avoid the vault	the seedling grows
unseen by humans	he sat upright	has alloy wheels	hold in high esteem

Writing



5 min

SENTENCE DICTATION



On page 137 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. Repeat it with me, and then write it. We'll check it together.

First sentence: They did not disclaim their goal to succeed. Repeat it with me. Now write it.

Now let's check it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it if needed.

Second sentence: The occupant has an unpaid invoice. Repeat it with me. Now write it. (Repeat the correction procedure above.)

Passage Reading



2 min

Today you are going to practice reading 1 of the passages from this lesson. One was about Elroy's daydream. The second was about transporting goods in the 1800s by flatboats and keelboats.

Comprehension**3 min****WRITTEN RESPONSE**

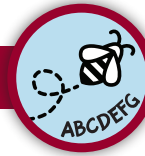
Turn to page 137 in your Student Workbook. Choose 1 of the passages to read, then write the answer to the question for that passage in your workbook.

Passage 1: *Elroy's Draft Book* on page 130

- **At the end of the passage, how does Elroy reclaim himself? (RL.3.3)** (answers vary: Elroy said he would write about the details of his voyage in his draft book and share it with the class.)

Passage 2: *Flatboats and Keelboats* on page 131

- **Why do you think they constructed cabins on the top of the flatboats? (RI.2.1)** (answers vary: to give the men a place to sleep on the long voyage)

Spelling Test**5 min**

This week, we practiced reading, spelling, and writing multisyllable words with the vowel team syllable pattern. Now it's time for a spelling test.

1. annoy
2. haunted
3. succeed
4. frighten
5. essay
6. pointer
7. occupant
8. exclaim
9. draw
10. grow

Student workbook sample

LESSON 17

Passage 1 – LiteraryElroy's Draft Book

1 It was Friday night and the boatload of fishers only had lamplight to brighten
2 their pathway. The uptight lad, Elroy, was acting like a banshee. He had been told
3 by the skipper that he would have to maintain himself or leave the trawler. The
4 trawler was a large boat the fishers called home for many nights as they hoped to
5 haul boatloads of crabs back to shore. Midnight had passed and Elroy became
6 more resistant.

7 There was a small, discreet meeting to vote on what to do. Elroy proclaimed
8 he would contain himself. He would not complain or act out.

9 As the sunlight brightened the day, the waves clamored loud as a drum on
10 the sides of the boat as it raced between whitecaps of the sea. Indeed, it had been
11 a painful trip, but the crew did succeed in their goal to prevail at the high seas and
12 bring in a boatload of crabs. The faithful fishers could not contain their
13 joy as a convoy of trucks sat on the roadside waiting for them to dock.

14 All at once, Elroy awoke from his daydream in a tailspin. He forgot he was
15 in class. Odd antics, sailboats, and a boatload of crabs had taken his mind away
16 from the lesson. It seemed like the spotlight was on him. Elroy did not know what to
17 say. Ms. Tramway assumed he was being rude. Needless to say, he wished he could
18 become invisible. "I didn't mean to be rude," he told Ms. Tramway. Elroy explained
19 that he had drifted away and had been playing the role of a boastful tyrant in a
20 story about a boatload of fishers on a trawler at sea.

21 Being a respectful student, Elroy exclaimed that he would write all the details
22 of his voyage in his draft book to read to the class. Ms. Tramway was thrilled, and
23 Elroy was discreet about his delight over his plan to reclaim himself. When Elroy
24 shared his written story with his classmates, each student was impressed—and so
25 was Ms. Tramway.

Passage 2 – Informational

Flatboats and Keelboats

1 Before there were other modes for shipping goods, vessels made of wood
2 known as flatboats and keelboats were used. A flatboat was a large craft that was
3 10 feet wide and 30 to 40 feet long and could haul up to 100 tons. Flatboats often
4 had a cabin constructed on top and flaps on the sides and back of the boat to keep
5 it floating to the endpoint. Flatboats could only travel one way down the river, so they
6 were most often pulled apart for scraps at the end of the voyage.

7 Flatboats shared their loads with other crafts called keelboats. The keelboat
8 was constructed around a tall, firm wood plank like a mast and had a sail that could
9 be hoisted. Floating up the river in a keelboat depended on a crew of fifteen to
10 twenty to propel the boat with poles. Between the boatload of goods and the flow
11 of the river, the trips on a keelboat extended over many weeks.

12 A voyage on a flatboat could frighten even the bravest of men. Fallen trees
13 obstructed the river so the flatboats competed for space. It was indeed rare to finish
14 a voyage with no awful mishaps. Many men drowned or fell victim to thieves, but the
15 men did not disclaim their goal to succeed.

16 Between 1815 and 1840, as many as 2,500 flatboats would travel south on the
17 mighty Mississippi River each year. The flatboats had loads of grain, pork, lard, and
18 other items to sell or trade. A farmer's payday depended on the sale of the goods
19 contained on the flatboat, so attaining the trip's endpoint was vital!

20 Once the men would unload the goods, they could enjoy the nightlife. This
21 could be the highlight of the trip as long as the clamor of the more boastful boatmen
22 was avoided.

23 The trip home was just as daunting. The men had to be content to walk home
24 or work the poles on a keelboat. Both means of getting home were long and painful.
25 Today, goods are sent by railroads, planes, and ships, making passage safer and
26 faster than on the flatboats and keelboats of the 1800s.

DAY 1

Sort Words

Word List	
1. krigh	6. moph
2. voe	7. vait
3. gup	8. ild
4. ree	9. zy
5. jave	10. noy

Vowel Team 	Other Syllables
goan	thege

Morphology

Sentences	My Definitions
Emma visited the <u>lost and found</u> to <u>reclaim</u> her <u>jacket</u> .	to call back
1. I <u>proclaim</u> Hugo to be the winner!	
2. Shandy tried to <u>disclaim</u> her part in eating the last cookie.	

Syllable Mapping

	First Syllable	Second Syllable	Word
	pain	ful	painful
1.			
2.			
3.			
4.			
5.			

DAY 2

Morphology

clamant	
clam	ant
Meaning: to declare, call, or cry out	Meaning: action, state, or quality
My definition: having the action of calling out	
The <u>clamant</u> (<u>crowd</u>) was (<u>shouting so</u>) (<u>loudly</u>) we couldn't hear the speech.	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

exclaim	
Meaning:	Meaning:
My definition:	
We heard David <u>exclaim</u> , "I've found it!"	
<input type="checkbox"/> Confirm or correct your definition.	

Reading Multisyllable Words with Syllable Bars

con tain	2. assembly	4. boatload
1. midnight	3. exclaim	5. discreetly

Sort Syllables

	Word	Closed	Silent-e	Vowel Team
	ex haust	ex		haust
1.	uptight			
2.	keepsake			
3.	convoy			
4.	remnant			
5.	unpaid			

**Read Passage – Passage 1**Go to page 130 and read *Elroy's Draft Book*.**Written Response**

Why did the crew hold a small, discreet meeting?

DAY 3**Fluency: High-Frequency Words**

better	grow	myself	clean
hold	today	people	kind
draw	warm	own	only
try	full	cut	bring

Morphology

clam, claim	sist	spec, spect
reclaimed		

Word:	Definition:
Sentence:	

DAY 4

Morphology

disclaim	
dis	claim
Meaning: not, apart	Meaning: to declare, call, or cry out
My definition: not to declare or support something	
I <u>disclaim</u> any <u>(mistakes)</u> in this <u>(document)</u> .	
<input checked="" type="checkbox"/> Confirm or correct your definition.	

clamor	
Meaning:	Meaning:
My definition:	
The mascot would <u>clamor</u> with a loud cheer after each touchdown.	
<input type="checkbox"/> Confirm or correct your definition.	

Multisyllable Word Building

First Syllables	
ex	sail
cau	be
joy	toi
sub	de
fif	free

Second Syllables	
ful	dom
tween	lay
claim	tion
boat	way
teen	let

Multisyllable Words	
exclaim	5.
1.	6.
2.	7.
3.	8.
4.	9.



Read Passage – Passage 2

Go to page 131 and read *Flatboats and Keelboats*.

Written Response

What is one detail from the passage that supports the idea that a "voyage on a flatboat could frighten even the bravest of men"?

DAY 5**Morphology**

claim	1. The class <u>ex</u> _____ <u>ed</u> with joy when they learned they would get a free pizza.
clam	2. The <u>defend</u> _____ told the judge he did not do it.
ant	3. Yan _____ <u>ed</u> the soccer ball was his.
	4. The _____ <u>or</u> was so loud that I could not think.
	5. The <u>contest</u> _____ was able to answer all questions correctly.

Fluency: Words

tugboat	haunted	indeed	midnight
exclaim	annoy	succeed	exhaust
essay	appoint	yawning	busload
occupant	disclaimer	insistent	exclamatory

Fluency: Phrases

sixteen years old	needless to say	walk the runway	the flowers grow
a tray of objects	cannot contain himself	explain the law	the right lawyer
draw for enjoyment	to gain insight	avoid the vault	the seedling grows
unseen by humans	he sat upright	has alloy wheels	hold in high esteem

Sentence Dictation

1. _____

2. _____



Read Passage – Passage 1

Go to page 130 and read *Elroy's Draft Book*.

Written Response

At the end of the passage, how does Elroy reclaim himself?



Read Passage – Passage 2

Go to page 131 and read *Flatboats and Keelboats*.

Written Response

Why do you think they constructed cabins on the top of the flatboats?

Assessment sample

UNIT 5

95 Phonics Core Program™

Grade 3 – Assessment Overview

There are seven assessments for Grade 3. Each is administered at the end of a unit to the whole class. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in any section of the assessment, the teacher may want to check the student’s understanding of the skill by administering additional items similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching, or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-5	Lesson 5	1	<ul style="list-style-type: none"> • Review of Grade 2 skills • Syllable types – closed, open, long vowel silent-e, vowel teams, vowel r. • Prefixes and base words
6-8	Lesson 8	2	<ul style="list-style-type: none"> • Multisyllable, Closed – simple, complex & schwa • Latin roots, prefixes and suffixes
9-12	Lesson 12	3	<ul style="list-style-type: none"> • Multisyllable, Long vowel silent-e – simple and complex • Latin roots, prefixes and suffixes
13-15	Lesson 15	4	<ul style="list-style-type: none"> • Multisyllable, Open – simple and complex • Latin roots, prefixes and suffixes
16-20	Lesson 20	5	<ul style="list-style-type: none"> • Multisyllable, Predictable vowel teams & Unpredictable vowel teams – simple and complex • Latin roots, prefixes and suffixes
21-25	Lesson 25	6	<ul style="list-style-type: none"> • Multisyllable, Consonant-le and vowel-r – simple and complex • Latin roots, prefixes and suffixes
26-30	Lesson 30	7	<ul style="list-style-type: none"> • Multisyllable – all syllable types • Morphology review

A. SYLLABLE MAPPING *RF.3, L.2.f*

You are going to spell multisyllable words with closed and predictable vowel team syllable patterns. When you hear a long vowel sound, it will be spelled with one of the predictable vowel team patterns you have learned.

We will begin by doing the first one together. The word is highlight. Tap the boxes on your paper for each syllable you hear. (high/light) How many syllables? (2) Now write the letters that spell the sounds in each syllable in the table next to the word *Example*. (Give the students time to write each syllable in the syllable boxes on their paper.) Watch me and correct your work if it does not match mine. (Model how to write each syllable in the syllable boxes.) The first syllable is high spelled h-i-g-h. I write high in the first syllable box. The second syllable is light spelled l-i-g-h-t. I write light in the second syllable box. Finally, I write the 2-syllable word highlight in the last column.

Now, it's your turn. I'll say some more words and you'll write each syllable in the syllable boxes on your paper.

Words to Dictate

Example: *highlight*

1. canteen
2. explain
3. upload
4. freeway

First Syllable	Second Syllable	Word
high	light	highlight
can (1)	teen (1)	canteen (1)
ex (1)	plain (1)	explain (1)
up (1)	load (1)	upload (1)
free (1)	way (1)	freeway (1)

Scoring: Award 1 point for each correctly spelled syllable (2 total) and 1 point for correctly spelling the word.

Example: Student is not awarded a point for the syllable if it is not divided accurately. Student receives 1 out of 3 points if they map the word canteen as cant-eeen (0 points) but they spell the whole word correctly (1 point).

Total points: 12

B. SENTENCE DICTATION *L.2.e-f*

You are going to write 1 sentence on your paper using correct spelling and punctuation. I'll say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Listen as I say the sentence.

I enjoy watching sailboats launch in the sunlight. (10)

Say it with me. I enjoy watching sailboats launch in the sunlight. Repeat the sentence 1 more time. I enjoy watching sailboats launch in the sunlight. Now write it. If you forget a word, raise your hand and I will tell you. (Allow a few minutes for students to write the sentence.)

Scoring: Award 1 point for each correctly spelled word in the sentence, 1 point for a capital letter at the beginning of the sentence, and 1 point for the correct punctuation.

Total points: 10

C. PATTERN WORDS IN CONTEXT *RF.3*

Now you will identify the correct pronunciation for the unpredictable vowel team word in each sentence.

Do the first one with me. Look at the first sentence in the gray box. Watch me use my fingers to find the word with vowel team pattern. (Do not read the word.) The fourth word in the sentence, spelled y-o-u-n-g-e-r has the vowel team o-u. Find the word and underline it. (Model how to underline the word younger.) What are the 2 pronunciations for the o-u vowel team? (/ou/ as in house or /ü/ as in touch)

Let's try the most common pronunciation first, /ou/ as in house, for the word in the sentence. The word is /younger/ when pronounced with the /ou/-house sound. I read the sentence: "My sister is /younger / than me." Does this sentence make sense when I use the /ou/-house pronunciation? (no)

I swap the sound for the /ü/-touch sound. The word is /yünger/ when pronounced with the /ü/-touch sound. I read the sentence: "My sister is /yünger/ than me." Does the sentence make sense when I use the less common, /ü/-touch, pronunciation? (yes) I circle the keyword touch since it matches the correct vowel team pronunciation.

Now, it's your turn. 1.) Find the word in the sentence with a vowel team pattern and underline it. 2.) Whisper the 2 vowel sound pronunciations. 3.) Read the sentence using the most common vowel team pronunciation for the underlined word. 4.) If the most common pronunciation does not make sense, swap the sound. 5.) Finally, circle the keyword that matches the correct vowel team pronunciation.

<i>Sentences</i>	<i>Key Words</i>	
My sister is <u>younger</u> than me.	house <u>touch</u>	
1. Drivers must <u>yield</u> to oncoming cars.	<u>chief</u> tie	(2)
2. The pet sitter gave the dog a <u>shampoo</u> .	<u>moon</u> book	(2)
3. The <u>rowdy</u> spectators yelled and clapped.	snow <u>owl</u>	(2)
4. Who will <u>reveal</u> the name of the winner?	<u>eagle</u> bread	(2)

Scoring: Award 1 point for underlining the correct pattern word in the sentence. Award 1 point for circling the correct keyword.

Total points: 8

D. MORPHOLOGY *RF.3, L.4*

Look at the table. There are two Latin roots. 1) Begin by reading each root and its meaning. 2) Next, read the sentence with the underlined word that contains the root. 3) For the final step, reread the sentence and write the meaning of the underlined word in the space provided. *Students may use their *Morphology Key* to assist them in writing the meanings for the underlined words.

Root	Meaning	Word with Root	Sentence	
flect	to bend or curve	reflectors	The <u>reflectors</u> on my bike keep me safe at night.	
Meaning			1. bend or curve the light so it can be seen	2
claim	to declare, call, or cry out	unclaimed	The box is filled with <u>unclaimed</u> items.	
Meaning			2. things that are not called back or declared	2

Scoring: For each response, award 2 points if the meaning is clear and demonstrates understanding of the root; 1 point if the meaning is clear but shows a limited understanding of the root; 0 points if the meaning is unclear and demonstrates no understanding of the root.

Total points: 4

E. PASSAGE READING AND COMPREHENSION *RI.1, RI.7, RI.10, RF.3, RF.4*

1) Read the passage to yourself. 2) After reading the passage, read the questions carefully and write your response to question in a complete sentence using details from the passage.

The Job of a Lighthouse Keeper

Have you ever daydreamed about what it might be like to care for the beacon that keeps ships safe? There was a time when lighthouse keepers protected ships, making sure their voyages were safe and helping to avoid shipwrecks.

Each lighthouse had its own blinking pattern to help seamen clearly know where they were at nighttime. In daylight, it was even easier to tell since each lighthouse was built to appear like no other nearby lighthouse. The ship captains and lighthouse keepers used flags to send messages. The lighthouse used their flags to relay news about wind and weather.

- Why was it important for each lighthouse to have its own blinking pattern? **The blinking patterns helped seamen know where they were at nighttime. (2)**

Scoring: Award 1 point for an accurate written response and 1 additional point if the response is written in a complete sentence.

Example: *helped seaman at night*

Student receives 1 out of 2 points. Although the response is correct (1 point), no additional points are awarded for a complete sentence (0 points).

Total points: 2



95 Phonics Core Program®
Grade 3—Unit 5 Assessment
Student Answer Sheet

A. SYLLABLE MAPPING

	First Syllable	Second Syllable	Word
Example:			
1.			
2.			
3.			
4.			

B. SENTENCE DICTATION

1. _____

C. PATTERN WORDS IN CONTEXT

For each sentence: 1) Underline the word with the vowel team pattern. 2) Read the sentence using both pronunciations for the vowel team. 3) Circle the keyword that matches the correct vowel team pronunciation.

<i>Sentences</i>	<i>Key Words</i>	
My sister is younger than me.	house	touch
1. Drivers must yield to oncoming cars.	chief	tie
2. The pet sitter gave the dog a shampoo.	moon	book
3. The rowdy spectators yelled and clapped.	snow	owl
4. Who will reveal the name of the winner?	eagle	bread

D. MORPHOLOGY

1) Read each root and the meaning for each root. 2) Read the sentence. 3) Reread the sentence and in the empty box under the sentence, write the meaning for the underlined word.

<i>Root</i>	<i>Meaning</i>	<i>Word with Root</i>	<i>Sentence</i>
flect	to bend or curve	reflectors	The <u>reflectors</u> on my bike keep me safe at night.
Meaning			1.
claim	to declare, call, or cry out	unclaimed	The box is filled with <u>unclaimed</u> items.
Meaning			2.



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Student Answer Sheet

E. PASSAGE READING AND COMPREHENSION

The Job of a Lighthouse Keeper

Have you ever daydreamed about what it might be like to care for the beacon that keeps ships safe? There was a time when lighthouse keepers protected ships, making sure their voyages were safe and helping to avoid shipwrecks.

Each lighthouse had its own blinking pattern to help seamen clearly know where they were at nighttime. In daylight, it was even easier to tell since each lighthouse was built to appear like no other nearby lighthouse. The ship captains and lighthouse keepers used flags to send messages. The lighthouse used their flags to relay news about wind and weather.

1. Why was it important for each lighthouse to have its own blinking pattern?

Classroom poster set (16" x 24")

6 Syllable Types

Closed

CvC
sjm

- 1 vowel letter followed by 1 or more consonants.
- Vowel sound is short.

Silent-e

_vCe
nabe

- 1 vowel letter, 1 consonant, and a final silent-e.
- Vowel sound is long.

Open

Cv
fi

- 1 vowel letter followed by no consonants.
- Vowel sound is long.

Vowel Team

Cvvc
glaiip

- 2 or more letters side by side that are pronounced as 1 vowel sound.
- Vowel sound is long, short, or other.

Consonant-le

_Cle
ble

- 1 consonant plus the letter l and the vowel letter e.
- Vowel sound is / əl/.

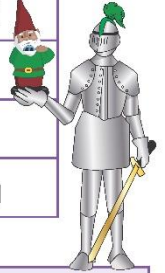
Vowel-r

vr
zergr

- 1 vowel letter followed by the consonant r.
- Vowel sound is affected by the r.

Digraphs & Unusual Consonants

Consonant Digraphs	
ch	ph
ck	sh
gh	th
ng	wh



Complex Consonants
dge
tch

Silent Letters	
gn	mb
kn	wr

Consonant Blends

Beginning Blends								
bl-	cl-	dr-	fl-	gl-	pl-	sc-	sp-	tr-
br-	cr-		fr-	gr-	pr-	scr-	spl-	tw-
						sk-	spr-	
						sl-	st-	
						sm-	str-	
						sn-	sw-	

Ending Blends							
-ct	-ft	-ld	-lp	-mp	-nd	-pt	-sk
		-lf	-lt		-nk		-sp
		-lk			-nt		-st



Syllable Division Rules

Simple	Complex
When a word has 2 consonants between the vowel sounds, divide between the consonants.	When a word has more than 2 consonants between the vowel sounds, keep the blends and digraphs together when dividing.
pic nic	con struct
Other	
When a word has 1 consonant between the vowel sounds, first try to divide after the vowel.	If it is not a word you know, then divide after the consonant.
ra ven	rob in

When a word has the consonant-le pattern, the consonant and the l-e stick together as 1 syllable.

pic | kle



Alignment to CCSS foundational skills

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Grade 3 correlated to the
Common Core State Standards for English Language Arts (2010),
Reading: Foundational Skills Grade 3

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p><i>This standard is addressed in the Morphology sections throughout each lesson in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 101–102, 120–121, 123–124, 134–136, 186–188, 212–214, 264–266, 344–346, 373–374, 457–459, 486–488, 540–541, 592–593, 618–619, 696–698, 748–749</p> <p>SW: Vol a: 39, 47, 53, 55; Vol b: 62–63, 78–79, 93, 110; Vol c: 152, 159, 168–169, 175–176; Vol d: 192–193, 200–201, 223, 239</p>
RF.3.3b	Decode words with common Latin suffixes.	TE: 160, 186–187, 264–265, 372, 402, 457, 540, 568–569, 592–593
RF.3.3c	Decode multisyllable words.	<p>TE: 132–133, 140–141, 145–146, 158–159, 166–167, 172, 184–185, 192–193, 197–198, 234–235, 242, 248–249, 262–263, 270–272, 278, 290–291, 297–298, 304–305, 342–343, 350–352, 358, 370–371, 379–380, 387–388, 426–427, 433–434, 441, 484–485, 492–493, 499–500, 512–513, 519–520, 525–526, 538–539, 545–546, 552–553, 590–591, 597–598, 604–605, 616–617, 623–624, 630, 642–644, 649–650, 657–658, 668–669, 675–676, 681–682, 694–696, 702–703, 707–708, 720–721, 728–729, 733–734, 746–747, 753–754, 758–759, 772–774, 779–780, 787</p> <p>SW: Vol a: 44–48, 52–56; Vol b: 60–64, 76–80, 84–88, 92–96, 108–112, 116–120; Vol c: 132–136, 150–154, 158–162, 166–170, 182–186; Vol d: 190–194, 198–202, 206–210, 214–218, 222–226, 230–234, 238–242</p>

Standard	Descriptor	Citations
RF.3.3d	Read grade-appropriate irregularly spelled words.	<p><i>Students read irregularly spelled words in High-Frequency Words activities throughout all lessons of the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 34–35, 82–83, 104–105, 170, 196, 276, 327, 411, 496, 523, 602, 654, 680, 757, 784</p> <p>SW: Vol a: 15, 31, 39, 46; Vol b: 70, 78, 94, 110; Vol c: 126, 143, 160, 176; Vol d: 192, 200, 224, 240</p>
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read on-level text with purpose and understanding.	<p><i>Students read on-level texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 14–15, 60–61, 156–157, 208–209, 288–289, 314–315, 368–369, 424–425, 482–483, 564–565, 614–615, 666–667, 718–719, 770–771</p> <p>SW: Vol a: 2–3, 26–27, 42–43; Vol b: 66–67, 82–83, 106–107; Vol c: 122–123, 138–139, 172–173; Vol d: 188–189, 220–221, 236–237</p>
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	<p><i>Students read on-level prose in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p>TE: 14–15, 60–61, 156–157, 208–209, 288–289, 314–315, 368–369, 424–425, 482–483, 564–565, 614–615, 666–667, 718–719, 770–771</p> <p>SW: Vol a: 2–3, 26–27, 42–43; Vol b: 66–67, 82–83, 106–107; Vol c: 122–123, 138–139, 172–173; Vol d: 188–189, 220–221, 236–237</p>
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	TE: 403–404, 407–408, 475–477, 486–488, 490–491

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