

IMPLEMENTATION, SECTIONS 1-9

# Grade 3 Implementation Guide

*The complete Implementation scope and sequence, day by day, fitted to the 36-module year*

165, 180, and 210-Day Calendars

36 Modules in Every Calendar

15 + 20 Minutes

All 32 3.11D Breakouts

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## WHAT IS INSIDE

Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities, Grade 3 adaptations, practice seeds, original practice texts and poems, three complete day-by-day calendars, and where each skill lives in our lesson plans, workbooks, decks, and songs.

*Relieving stress. Raising scores.*

## ABOUT THIS GUIDE

# How to Use the Grade 3 Implementation Guide

This guide is the complete Implementation scope and sequence for Grade 3: all nine sections, the full TEKS register, the Grade 3 source adaptations, the practice seeds, the literary practice text and poems, and the day-by-day charts for the 165, 180, and 210-day calendars. It has been checked against our real Grade 3 materials: the Teacher Lesson Plan guides, the Student Interactive Workbooks, the Daily Decks, and the Standards Slide Decks.

| Key fact             | What it means                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing year</b>  | PREPARE plus Clusters 1 to 8, four modules each: 36 modules, one module per week in the 180-day calendar. All 36 modules stay in every calendar.           |
| <b>Daily time</b>    | 15 minutes: the cluster and module lesson (Section 50). 20 minutes: the separate Standards block, where Implementation and the Standards Slide Decks live. |
| <b>All year</b>      | Spelling, Editing, and Revising Slide Decks teach their skills every week, before, during, and after each section's focus window.                          |
| <b>3.11D numbers</b> | Our materials use 32 breakouts, (i) to (xxxii). Every 3.11D reference in this guide is written with those numbers; the crosswalk is in the 3.11D section.  |

## A SUPPLEMENTAL SUPPORT SYSTEM

The Writing Academy®, LLC provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource. It is not a STAAR/SST blueprint and does not replace core instruction.

## SING IT

Wherever a song's lyrics support a section's skill, a Sing It callout names the song and album (the Writing Process album or Big Word Detective: Morphology Songs) and links to its lyric page.

## DAILY TIME

# 15 + 20: Where the Implementation Guide Fits Each Day

## 15 MINUTES

### Section 50 Lesson

The cluster and module lesson from Section 50 of the Teacher Lesson Plan, taught with the Student Interactive Workbook and the Daily Deck. This is the writing year: 36 modules, one per week.

Nothing from this guide is taught inside these 15 minutes.

## 20 MINUTES

### Standards Block

A separate 20-minute block for standards practice. The Implementation Guide's daily practice lives here, next to the Standards Slide Decks (Spelling, Editing, Editing Part Two, Revising, Writing, Evidence, Explanation).

## How a day in the Standards block works

Each numbered day in the calendars that follow is one Standards block day. The day-in-cycle plan below fills the 20 minutes: retrieval, the concept or game, and a short check. A formal section assessment also fits inside the block.

| Day in cycle | 20-minute plan                                                                                                                 |
|--------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b> | 3 min retrieval; 5 min whole-group opener; 9 min modeling and guided practice; 3 min exit                                      |
| <b>Day 2</b> | 3 min retrieval; 6 min extension; 8 min compare correct and incorrect choices; 3 min fresh item                                |
| <b>Day 3</b> | 2 min retrieval; 1 min setup; 15 min partner or small-group game; 2 min individual exit                                        |
| <b>Day 4</b> | 3 min reminder; 14 min independent items; 3 min self-check or conference                                                       |
| <b>Day 5</b> | Ordinary: 3 min retrieval, 10 min fresh check, 7 min feedback. Formal: 2 min directions, 16 min independent work, 2 min review |

### WHEN STUDENTS ALSO NEED A STANDARDS SLIDE DECK

The Spelling, Editing, and Revising Slide Decks practice the same skills every week. On a day the class needs deck practice, teach one or two decks (about five minutes each) and shorten that day's Implementation step to fit the rest of the 20 minutes. Keep retrieval and the exit check; trim the opener or extension first. The 15-minute Section 50 lesson never gives up time to either.

## OUR GRADE 3 YEAR

# The 36 Modules the Implementation Scope Runs Beside

Each week's Implementation day runs in the 20-minute Standards block; the module below is the 15-minute lesson that same week (180-day calendar).

| Cluster        | Major focus                          | Teacher lens                                                                                                                 |
|----------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>PREPARE</b> | <b>Preparing to Write</b>            | Choose the writing job, genre, and plan before drafting.                                                                     |
| <b>1</b>       | <b>Short Constructed Response</b>    | Shape the prompt, write a thesis (central idea), select evidence, and explain it.                                            |
| <b>2</b>       | <b>Extended Constructed Response</b> | Build the TREE/TREES structure: prompt, thesis (central idea), reasons or ways, and evidence.                                |
| <b>3</b>       | <b>Advanced ECR Thinking</b>         | Analyze WHY and HOW prompts; strengthen reasons, evidence, and explanations.                                                 |
| <b>4</b>       | <b>The Craft of the ECR</b>          | Build significance with MICE, strengthen introductions with SET, and use evidentiary transitions.                            |
| <b>5</b>       | <b>Paired-Passage ECR</b>            | Use two texts in one response, compare and contrast, conclude with R1, R2, R3, and assemble the full paper.                  |
| <b>6</b>       | <b>Argumentative Writing</b>         | Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.                                        |
| <b>7</b>       | <b>Poetry and Narrative</b>          | Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.         |
| <b>8</b>       | <b>Research Capstone</b>             | Build research across PLACE, PROBLEM, PEOPLE, and TRANSFER using sources, evidence, explanation, citation, and presentation. |

| Wk | Module     | Focus (Teacher Lesson Plan)                                                | Stamina   | Framework     | Deck                    |
|----|------------|----------------------------------------------------------------------------|-----------|---------------|-------------------------|
| 1  | PREPARE M1 | One Topic, Different Writing Jobs: Recognizing When Narrative Fits         | Low       | TRAILS, HABIT | <a href="#">Deck 1</a>  |
| 2  | PREPARE M2 | Match the Writing Job to the Genre: Purpose, Audience, and Narrative Craft | Medium    | TRAILS, HABIT | <a href="#">Deck 2</a>  |
| 3  | PREPARE M3 | Plan the Path Before the Draft: Brainstorm, Freewrite, Map, and Choose     | High      | TRAILS, HABIT | <a href="#">Deck 3</a>  |
| 4  | PREPARE M4 | Choose, Justify, Draft, Revise, and Teach: The Complete Response Ecosystem | Very High | TRAILS, HABIT | <a href="#">Deck 4</a>  |
| 5  | C1 M1      | Shaping the Prompt / Cracking the SCR Question Code                        | Low       | CSI           | <a href="#">Deck 5</a>  |
| 6  | C1 M2      | Writing a Thesis (Central Idea) / Central Idea                             | Medium    | HABIT         | <a href="#">Deck 6</a>  |
| 7  | C1 M3      | Understanding and Selecting Strong Evidence                                | High      | CSI, HABIT    | <a href="#">Deck 7</a>  |
| 8  | C1 M4      | Explaining Evidence / Build the Full SCR Ladder                            | Very High | CSI           | <a href="#">Deck 8</a>  |
| 9  | C2 M1      | TREES and Shaping the Prompt                                               | Low       | TREES         | <a href="#">Deck 9</a>  |
| 10 | C2 M2      | Writing the Thesis (central idea) (The Trunk of the Tree)                  | Medium    | CSI           | <a href="#">Deck 10</a> |
| 11 | C2 M3      | Reason/Way: The First Branch of the Tree                                   | High      | CSI           | <a href="#">Deck 11</a> |
| 12 | C2 M4      | Evidence: The Second Branch of the Tree                                    | Very High | CSI           | <a href="#">Deck 12</a> |
| 13 | C3 M1      | Prompt Analysis & Thesis (Central Idea) Writing                            | Low       | TREES         | <a href="#">Deck 13</a> |
| 14 | C3 M2      | Advance Prompt Analysis                                                    | Medium    | TREES         | <a href="#">Deck 14</a> |
| 15 | C3 M3      | Magnifying Reasons for WHY Prompts                                         | High      | HABIT, TREES  | <a href="#">Deck 15</a> |
| 16 | C3 M4      | Matching Reasons, Evidence, and Explanations                               | Very High | CSI, HABIT    | <a href="#">Deck 16</a> |
| 17 | C4 M1      | Significant Inferencing Sentences Using MICE                               | Low       | MICE          | <a href="#">Deck 17</a> |
| 18 | C4 M2      | Significant Inferencing Sentences for HOW Prompts Using MICE               | Medium    | MICE          | <a href="#">Deck 18</a> |

| Wk | Module | Focus (Teacher Lesson Plan)                                    | Stamina   | Framework        | Deck                    |
|----|--------|----------------------------------------------------------------|-----------|------------------|-------------------------|
| 19 | C4 M3  | Getting SET with the Statement of Purpose                      | High      | GET SET          | <a href="#">Deck 19</a> |
| 20 | C4 M4  | The Yellow Sentence , Evidentiary Transition                   | Very High | GET SET          | <a href="#">Deck 20</a> |
| 21 | C5 M1  | Paired Passage Responses Connecting Two Texts                  | Low       | HABIT            | <a href="#">Deck 21</a> |
| 22 | C5 M2  | Paired Passage HOW Prompts Similarities and Differences        | Medium    | HABIT            | <a href="#">Deck 22</a> |
| 23 | C5 M3  | Conclusion Paragraph with R1, R2, and R3 , The Bluebird Moment | High      | R1, RRR          | <a href="#">Deck 23</a> |
| 24 | C5 M4  | Color-Coding the Full ECR Paper                                | Very High | R1, HABIT        | <a href="#">Deck 24</a> |
| 25 | C6 M1  | Writing Claims for Argumentative Prompts                       | Low       | HABIT            | <a href="#">Deck 25</a> |
| 26 | C6 M2  | Supporting Claims with Reasons Through the Magnifying Process  | Medium    | HABIT            | <a href="#">Deck 26</a> |
| 27 | C6 M3  | Completing the Argumentative Paper with CREATURES              | High      | CREATURES, HABIT | <a href="#">Deck 27</a> |
| 28 | C6 M4  | Argumentative Correspondence Writing a Persuasive Letter       | Very High | TREES, RRR       | <a href="#">Deck 28</a> |
| 29 | C7 M1  | Entering the Experience , Reading Poems That Inspire           | Low       | LEAVES           | <a href="#">Deck 29</a> |
| 30 | C7 M2  | Whose Voice? , Emotion, Experience, and the Speaker            | Medium    | LEAVES           | <a href="#">Deck 30</a> |
| 31 | C7 M3  | The Moment That Stays , Artistic Language and Sound            | High      | LEAVES           | <a href="#">Deck 31</a> |
| 32 | C7 M4  | Meaning and Significance , Bringing All of LEAVES Together     | Very High | LEAVES           | <a href="#">Deck 32</a> |
| 33 | C8 M1  | PLACE , From Resource to Evidence                              | Low       | PLACE            | <a href="#">Deck 33</a> |
| 34 | C8 M2  | PROBLEM , From Question to Solution                            | Medium    | PROBLEM          | <a href="#">Deck 34</a> |
| 35 | C8 M3  | PEOPLE , Choices, Service, and Memory                          | High      | PLACE            | <a href="#">Deck 35</a> |
| 36 | C8 M4  | TRANSFER , One Paper, One Proof, One Community                 | Very High | R1, PLACE        | <a href="#">Deck 36</a> |

## THE 20-MINUTE BLOCK

## Standards Slide Decks

Every sheet is ten slides with a matching teacher script and student tracking sheet. Choose four decks for the block based on need, about five minutes each, or pair one or two decks with a shorter Implementation step.

| Set                              | TEKS        | Sheets | Also                                               |
|----------------------------------|-------------|--------|----------------------------------------------------|
| <a href="#">Spelling</a>         | 3.2(B)      | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Editing</a>          | 3.11D       | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Editing Part Two</a> | 3.11D       | 28     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Revising</a>         | 3.11C       | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Writing</a>          | 3.11A, 3.12 | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Evidence</a>         | 3.7(C)      | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |
| <a href="#">Explanation</a>      | 3.12(B)     | 36     | <a href="#">scripts</a> , <a href="#">tracking</a> |

### The spelling rule for every week

| Wk | Module     | Rule                                     |
|----|------------|------------------------------------------|
| 1  | PREPARE M1 | Consonant Digraphs sh, ch, th, wh        |
| 2  | PREPARE M2 | Beginning and Ending Blends              |
| 3  | PREPARE M3 | Long Vowels with Silent e                |
| 4  | PREPARE M4 | Short Vowels and CVC Patterns            |
| 5  | C1 M1      | Adding -ed to a Base Word                |
| 6  | C1 M2      | Plurals with -s and -es                  |
| 7  | C1 M3      | Long e Spelled ee and ea                 |
| 8  | C1 M4      | Long Vowels with Silent e                |
| 9  | C2 M1      | R-Controlled Vowels (ar, er, ir, or, ur) |
| 10 | C2 M2      | Adding -ing to a Base Word               |
| 11 | C2 M3      | Plurals: Change y to ies                 |
| 12 | C2 M4      | The Letter y Spelling Long e             |
| 13 | C3 M1      | Diphthongs ou and ow                     |
| 14 | C3 M2      | Long a Spelled ai and ay                 |
| 15 | C3 M3      | Words Ending in Consonant plus le        |
| 16 | C3 M4      | The oo Sound Spelled oo, ew, and ue      |
| 17 | C4 M1      | The Suffix -tion (the shun sound)        |
| 18 | C4 M2      | R-Controlled Vowels (ar, er, ir, or, ur) |

| Wk | Module | Rule                                            |
|----|--------|-------------------------------------------------|
| 19 | C4 M3  | Long Vowels with Silent e                       |
| 20 | C4 M4  | Adding -ed to a Base Word                       |
| 21 | C5 M1  | Homophones (words that sound alike)             |
| 22 | C5 M2  | Comparative Endings -er and -est                |
| 23 | C5 M3  | Compound Words                                  |
| 24 | C5 M4  | The Suffix -ly                                  |
| 25 | C6 M1  | Contractions                                    |
| 26 | C6 M2  | Soft c and Soft g                               |
| 27 | C6 M3  | Silent Letters kn, wr, and mb                   |
| 28 | C6 M4  | Abbreviations                                   |
| 29 | C7 M1  | Long i Spelled igh and y                        |
| 30 | C7 M2  | Prefixes un, re, and dis                        |
| 31 | C7 M3  | Prefixes pre and mis                            |
| 32 | C7 M4  | Suffixes ful, less, and ness                    |
| 33 | C8 M1  | Plurals Review (s, es, y to ies)                |
| 34 | C8 M2  | R-Controlled Vowels Review (ar, er, ir, or, ur) |
| 35 | C8 M3  | Long Vowels with Silent e Review                |
| 36 | C8 M4  | Compound Words Review                           |

## IMPLEMENTATION GUIDE

## How the three calendars work

The nine sections are the Implementation focus units. They run in the 20-minute Standards block beside the writing year, which keeps all 36 modules (PREPARE plus Clusters 1 to 8, four modules each) in every calendar. Chapters 10-14 are not added as separate units. Grade 3 editing and sentence-level revision expectations remain present because they belong within spelling, grammar, punctuation, syntax, and word choice, and because the Spelling, Editing, and Revising Slide Decks teach them every week of the year. [H1; T1]

| Plan     | Entry  | Nine sections | Closing transfer | Total |
|----------|--------|---------------|------------------|-------|
| 165 days | 5 days | 155 days      | 5 days           | 165   |
| 180 days | 5 days | 170 days      | 5 days           | 180   |
| 210 days | 5 days | 200 days      | 5 days           | 210   |

### A longer year adds practice, not another grade

The 180-day version adds one five-day laboratory in spelling, grammar, and word choice. The 210-day version adds one laboratory in every section. Each laboratory occurs before that section's final assessment cycle. No primary standard is removed from the 165-day version. Cycle IDs ending in X mark flexible laboratory windows; record the two subskills selected for those days. The writing year does not change length the same way: in a 165-day year all 36 modules stay and Award + Target (Day 4) and Educate + Explain (Day 5) combine into one session in 15 modules; in a 210-day year all 36 modules stay and an optional sixth Apply and Extend day is added to 30 modules, plus periodic review and assessment days (Grade 3 Pacing Calendars).

### Read the day numbers as instructional days

Day 1 is the first day this sequence is taught, not a fixed date. Count only instructional days; place local holidays, testing interruptions, and closures outside the numbered sequence. A five-day Implementation cycle is a Standards block cycle, not a module week, so it can cross a calendar week. In the 180-day calendar, cycle n runs alongside module week n; the 180-day charts name that module. Each chart accounts for every numbered day exactly once.

### Use the core reading language arts resource alongside this support

These are primary-focus cycles, not permission to postpone all vocabulary, craft, or reading until a later section. Continue Grade 3 core reading, read-alouds, discussion, and writing throughout the year. The retrieval plan keeps previously taught companion skills active.

Planning labels such as primary, related support, laboratory, and fresh check describe this resource. They are not TEA readiness/supporting classifications, state performance levels, or promises about an assessment blueprint.

## IMPLEMENTATION GUIDE

## Daily teaching, practice, and feedback

**Time:** each Implementation day runs in the separate 20-minute Standards block, never inside the 15-minute cluster and module lesson (Section 50 of the Teacher Lesson Plan). A formal section assessment also fits the 20-minute block. On days a class also needs Standards Slide Deck practice, shorten the Implementation step and pair it with one or two decks; the Spelling, Editing, and Revising decks practice the same skills every week. Longer student responses may need a locally scheduled continuation without deleting later instruction.

| Day in cycle | Lesson structure and suggested time                                                                                                                             | Evidence to keep                                         |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 1            | 3 min retrieval; 5 min whole-group opener; 9 min concept modeling/guided practice; 3 min exit.                                                                  | One explained response.                                  |
| 2            | 3 min retrieval; 6 min concept extension; 8 min compare correct/incorrect choices; 3 min fresh item.                                                            | Rule or text evidence for each choice.                   |
| 3            | 2 min retrieval; 1 min setup; 15 min partner/small-group game; 2 min individual exit.                                                                           | Individual reason, not only team points.                 |
| 4            | 3 min reminder/retrieval; 14 min independent assigned items; 3 min self-check or conference.                                                                    | An unassisted application.                               |
| 5            | <b>Ordinary:</b> 3 min retrieval, 10 min fresh check, 7 min feedback/transfer.<br><b>Formal:</b> about 2 min directions, 16 min independent work, 2 min review. | Fresh check or four MC answers plus written application. |

### Make every distractor discussion useful

Name the question's job before comparing choices. Explain why the correct answer fits and why each alternative fails. Include no-change decisions for conventions and true-but-irrelevant choices for interpretation. A chosen letter suggests a possible misconception; an explanation and a fresh example are needed to check it. [H1]

### Teach in response to the evidence

At the next cycle's day 1, use the first five minutes for feedback on the previous day 5 check; shorten the opener rather than add an uncounted day. Students correct one item and apply the same idea to a new example. Review a previously taught section again during retrieval one and two cycles later.

## IMPLEMENTATION GUIDE

## Sentence Weather: the Grade 3 route

Keep the source's ordered architecture. Students learn the grammatical idea before its extra visual marking. The symbols support explanations; successful coloring alone is not grammar understanding. [SW]

| Cycle     | Layer         | Grade 3 teaching work                                                                                                              |
|-----------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| G1        | Identify      | Neutral shapes and word-job names. Do not require arrows, color codes, or subtype marks yet.                                       |
| G2        | Differentiate | Past/present/future and subjective/objective case. Pair color with PAST/PRESENT/FUTURE and S/O labels.                             |
| G3        | Classify      | Noun number, possessive pronouns, adjective comparison, and only the subtype marks already taught.                                 |
| G4        | Connect       | Word relationships, whole phrases, and the vertical Horizon between complete subject and predicate.                                |
| G5-<br>G6 | Test          | Use Examine, Decide, Inspect, Test to diagnose, explain, and check a complete correction. Fade supplied marks as evidence permits. |

| Word job    | Permanent symbol                                | Word job     | Permanent symbol                                    |
|-------------|-------------------------------------------------|--------------|-----------------------------------------------------|
| Common noun | Plain sun                                       | Proper noun  | Sun with a smile                                    |
| Pronoun     | Crescent moon (yellow = subject, blue = object) | Verb         | One raindrop (red past, blue present, green future) |
| Adjective   | Star                                            | Adverb       | Two raindrops                                       |
| Article     | Small dot                                       | Preposition  | Cloud                                               |
| Conjunction | Rainbow                                         | Interjection | Lightning bolt                                      |

Articles and interjections can support sentence analysis; do not turn every subtype shown in the all-grades source into a new Grade 3 mastery target. This plan does not require correlative/subordinating-conjunction coding, formal complex-sentence production, or every advanced marking.

**Printed black-and-white copies remain usable:** retain shapes, labels, and relationships. Color alone must not carry the distinction. [SW]

## IMPLEMENTATION GUIDE

## Assessments and the evidence behind them

Use each original five-question section assessment only after its final teaching cycle. Apply the Grade 3 substitutions later in this guide before copying the affected assessments. Keep the original teacher keys for unchanged items; the substitutions include their own rationales.

| Section               | 165-day plan | 180-day plan | 210-day plan |
|-----------------------|--------------|--------------|--------------|
| 1 Spelling            | 30           | 35           | 35           |
| 2 Grammar             | 60           | 70           | 70           |
| 3 Morphemes           | 75           | 85           | 90           |
| 4 Capitalization      | 85           | 95           | 105          |
| 5 Punctuation         | 100          | 110          | 125          |
| 6 Syntax              | 115          | 125          | 145          |
| 7 Word Choice         | 130          | 145          | 165          |
| 8 Literary Devices    | 145          | 160          | 185          |
| 9 Figurative Language | 160          | 175          | 205          |

### Score the two kinds of evidence separately

Record multiple choice as 0-4 points and the written application as 0-2 points using its task-specific key (6 total). A five-item assessment samples a section; it cannot independently demonstrate every breakout. Keep the fresh production checks listed in the scope profiles and TEKS register. No official mastery percentage is claimed.

### Keep decisions local and specific

When a student can give two new correct applications and explain the rule or evidence, reduce one support and check again. When an error persists, model a short contrasting pair, rehearse the explanation, and check a fresh response. This is a suggested classroom decision routine, not a state scoring rule.

A formal score should describe the work completed with its recorded supports. Do not combine game points, supported rehearsal, and an unassisted assessment into one undifferentiated mastery claim.

## IMPLEMENTATION GUIDE

## Spiral review and classroom preparation

| When                 | Retrieve or prepare                                                                                                | How to keep it manageable                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Every day            | Two brief previous-learning prompts. After Section 1 begins, include a familiar research-list word regularly.      | Use a short oral or written response; rotate older skills rather than repeat the same worksheet.         |
| Each new section     | Return to one earlier convention and one earlier meaning decision when available.                                  | Use words and sentences from the current core reading, without changing the companion's skill focus.     |
| After assessment     | Feedback at the next cycle's day 1; a delayed example one and two cycles later.                                    | Replace a retrieval prompt; do not invent additional numbered days.                                      |
| Before a game        | Single-sided board, selected original pieces, scissors, and teacher-prepared new examples from the practice seeds. | Pre-cut as needed. Keep boards whole. Dashed outlines on original pieces indicate cutting.               |
| Before word study    | The school's research-based high-frequency list and a print/digital dictionary.                                    | Record the chosen list/resource. The provided sources do not identify one mandatory high-frequency list. |
| Before formal checks | Student pages only; appropriate Grade 3 replacements; scoring key kept separately.                                 | Do not display proof cards or answer-revealing word banks during an unassisted check.                    |

### Access without doing the thinking for the student

Allow oral rehearsal, a neutral symbol legend, enlarged print, or pre-cut pieces during instruction. Use sentence frames such as "The clue \_\_\_\_ shows \_\_\_\_" without supplying the answer. Read directions or context when that does not remove the skill being checked. Record which supports were used; this guide does not establish test-day accommodations.

Differentiate by support and number of practice examples, not by assigning Grade 4+ expectations. The added laboratory cycles revisit the same Grade 3 content with new contexts, fewer cues, and more independent explanation.

## LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 1: Spelling

**Student goal:** You can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning.

**Before this focus:** Hear syllables; connect common sounds and letters; read familiar base words.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 6-30               | 30                   |
| 180 days | 6-35               | 35                   |
| 210 days | 6-35               | 35                   |

### Teaching progression

1. Closed, open, and VCe syllables. Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel.
2. Vowel teams, r-controlled, and final stable syllables. Teach vowel-team digraphs and diphthongs in longer words: raincoat and cowboy. Hear the sound, mark the team, and spell.
3. Multiple patterns and syllable division. Read and spell VCCV, VCV, and VCCCV examples: rab/bit, ro/bot, lem/on, mon/ster. Compare division options rather than one fixed rule.
4. Homophones, compounds, contractions, abbreviations. Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr.
5. Prefixes, suffix changes, and spelling transfer. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary.

**Laboratory cycle:** Spelling laboratory: fresh patterns and dictation. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

### Activities

**Whole group:** Keep It or Repair It? Partner/small group: Spelling Proof Match. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

## Evidence and Grade 3 adjustments

Retain production checks for every syllable type, all three division examples, varied sound-spelling patterns, homophones, compounds/contractions/abbreviations, prefixes, three suffix-boundary changes, and high-frequency words.

The eight original pairs emphasize endings and homophones. Add the syllable-type, division, compound, abbreviation, prefix, and high-frequency work in S1-S5; do not treat those eight pairs as the complete spelling scope.

### WHERE IMPLEMENTATION SECTION 1 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 2 to 7: PREPARE M2, PREPARE M3, PREPARE M4, C1 M1, C1 M2, C1 M3                                                                                                                                                                                                                                                                         |
| Teacher Lesson Plans (same weeks)       | <a href="#">PREPARE</a> , <a href="#">Cluster 1</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                                                                                                                                                                           |
| Student Interactive Workbooks           | <a href="#">PREPARE</a> , <a href="#">Cluster 1</a> ( <a href="#">workbooks page</a> )                                                                                                                                                                                                                                                        |
| Daily lesson decks                      | Deck 2, Deck 3, Deck 4, Deck 5, Deck 6, Deck 7 ( <a href="#">lesson decks page</a> )                                                                                                                                                                                                                                                          |
| Standards Slide Decks (20-minute block) | <a href="#">Spelling Slide Decks</a> every week, 36 sheets. Rules in these weeks: Wk 2 Beginning and Ending Blends; Wk 3 Long Vowels with Silent e; Wk 4 Short Vowels and CVC Patterns; Wk 5 Adding -ed to a Base Word; Wk 6 Plurals with -s and -es; Wk 7 Long e Spelled ee and ea. Also <a href="#">Editing</a> breakouts (xxx) to (xxxii). |

🎵 **Sing It: [Sweep It Clean](#)** Writing Process album

*"Spell those words the way they go. High-frequency friends I already know."*

Supports: Spelling words correctly, including high-frequency words, as part of editing.

## LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 2: Grammar: Sentence Weather

**Student goal:** You can name each word's job, show its relationships, and use the correct form in a sentence.

**Before this focus:** Recognize a noun and an action; locate the subject and what is said about it.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 31-60              | 60                   |
| 180 days | 36-70              | 70                   |
| 210 days | 36-70              | 70                   |

### Teaching progression

1. Identify: word jobs before colors. Use the original opener for word jobs only. Begin with neutral shapes; name nouns, pronouns, verbs, adjectives, and adverbs. Save the opener's relationship pointing for G4.
2. Differentiate: tense and pronoun case. Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.
3. Classify: number, possession, and comparison. Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles.
4. Connect: phrases and word relationships. Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates.
5. Test: complete sentences and agreement. Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates.
6. Grammar integration and independent transfer. Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.

**Laboratory cycle:** Sentence Weather laboratory: independent relationships. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

### Activities

**Whole group:** What Is the Word Doing? Partner/small group: Build the Sentence Forecast. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

## Evidence and Grade 3 adjustments

**Retain the GR6 eight-convention record:** sentence/agreement, three tenses, four noun forms, comparison degrees, time/manner adverbs, prepositional phrases, three pronoun cases, and three coordinating-conjunction constructions.

The original symbol game is an entry point. Add tense, case, comparison, prepositional phrases, all three coordinating-conjunction constructions, and subject-verb agreement. Articles and interjections remain supporting language, not new Grade 3 mastery categories.

### WHERE IMPLEMENTATION SECTION 2 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 8 to 14: C1 M4, C2 M1, C2 M2, C2 M3, C2 M4, C3 M1, C3 M2                                                                                                                                                                                                                                                                                                                                                           |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 1</a> , <a href="#">Cluster 2</a> , <a href="#">Cluster 3</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                                                                                                                                                                                                                        |
| Student Interactive Workbooks           | <a href="#">Cluster 1</a> , <a href="#">Cluster 2</a> , <a href="#">Cluster 3</a> ( <a href="#">workbooks page</a> )                                                                                                                                                                                                                                                                                                     |
| Daily lesson decks                      | Deck 8, Deck 9, Deck 10, Deck 11, Deck 12, Deck 13, Deck 14 ( <a href="#">lesson decks page</a> )                                                                                                                                                                                                                                                                                                                        |
| Standards Slide Decks (20-minute block) | <a href="#">Editing Slide Decks</a> (breakouts (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), (x), (xi), (xii), (xiii), (xiv), (xv), (xvi), (xvii), (xviii), (xix), (xx), (xxi)) in weeks 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 33, 34, 35; <a href="#">Editing Part Two</a> in every cluster. Every Editing slide has a Sentence Weather panel. |

🎵 **Sing It: [Sweep It Clean](#)** Writing Process album

*"Subject and verb, do they agree? Sun and rain drop, sentence weather."*

Supports: Subject-verb agreement and the Sentence Weather symbols (sun for a noun, raindrop for a verb).

LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 3: Morphemes

**Student goal:** You can use affixes, a base, and context to explain and use a whole word.

**Before this focus:** Recognize a base word and notice an added beginning or ending.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 61-75              | 75                   |
| 180 days | 71-85              | 85                   |
| 210 days | 71-90              | 90                   |

### Teaching progression

1. Prefix meaning in a whole word. teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base.
2. Suffix meaning and spelling changes. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function.
3. Affixes plus context: transfer and assessment. Blend affix meaning, base, and context. Replace the port root task with MM3 non-/im- tasks; no Greek/Latin-root unit.

**Laboratory cycle:** Word-part laboratory: unfamiliar but teachable words. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** Change a Part, Change a Meaning. Partner/small group: The Word-Part Workshop. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Record affix meaning and whole-word use, not a prefix recital. This plan includes every illustrative affix named in 3.3(C). Preserve context and spelling-boundary evidence as well.

Add im- (into), non-, dis-, in- (not/non), -ness, and -y to the existing pre- and -ful work. Replace the transport/port root task; formal Greek/Latin-root study is not a Grade 3 requirement here.

## WHERE IMPLEMENTATION SECTION 3 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 15 to 17: C3 M3, C3 M4, C4 M1                                                                                                                                                                                                                                                                                             |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 3</a> , <a href="#">Cluster 4</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                                                                                                                                                           |
| Student Interactive Workbooks           | <a href="#">Cluster 3</a> , <a href="#">Cluster 4</a> ( <a href="#">workbooks page</a> )                                                                                                                                                                                                                                        |
| Daily lesson decks                      | Deck 15, Deck 16, Deck 17 ( <a href="#">lesson decks page</a> )                                                                                                                                                                                                                                                                 |
| Standards Slide Decks (20-minute block) | <a href="#">Spelling Slide Decks</a> prefix and suffix weeks: Wk 5 Adding -ed to a Base Word; Wk 10 Adding -ing to a Base Word; Wk 17 The Suffix -tion (the shun sound); Wk 20 Adding -ed to a Base Word; Wk 24 The Suffix -ly; Wk 30 Prefixes un, re, and dis; Wk 31 Prefixes pre and mis; Wk 32 Suffixes ful, less, and ness. |

🎵 **Sing It: No and Not** Big Word Detective: Morphology Songs

*"NON means NOT"*

Supports: The Grade 3 affixes non-, dis-, and in- meaning not or opposite.

🎵 **Sing It: Describers** Big Word Detective: Morphology Songs

*"-FUL means FULL of joy"*

Supports: The suffixes -ful and -y (and a contrast with -less, as in helpful and helpless).

🎵 **Sing It: States and Qualities** Big Word Detective: Morphology Songs

*"N-E-S-S says NESS! The kindness that you share!"*

Supports: The suffix -ness naming a state or quality.

🎵 **Sing It: Where and Which Way** Big Word Detective: Morphology Songs

*"PRE means BEFORE"*

Supports: The prefix pre- meaning before.

LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 4: Capitalization

**Student goal:** You can capitalize official titles, holidays, and geographical names and places while protecting ordinary nouns.

**Before this focus:** Capitalize sentence beginnings, I, familiar names, days, and months.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 76-85              | 85                   |
| 180 days | 86-95              | 95                   |
| 210 days | 91-105             | 105                  |

### Teaching progression

1. Official titles, holidays, and geographical names. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.
2. Capitalization in context, not by importance. Contrast a title with a name and a general role; compare a named street with an ordinary season word.

**Laboratory cycle:** Capitalization laboratory: names in authentic notices. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** Same Word, Different Job. Partner/small group: Capital Switch. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Check official titles, holidays, and geographical names/places separately. Day/month or sentence-initial capitals alone do not show the Grade 3 expectation.

Replace the book-title lesson, worksheet item, and assessment item with holiday capitalization. Book-title capitalization is not the Grade 3 focus. Keep earlier-grade day/month skills as review.

## WHERE IMPLEMENTATION SECTION 4 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 18 to 19: C4 M2, C4 M3                                                                                                                              |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 4</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                 |
| Student Interactive Workbooks           | <a href="#">Cluster 4</a> ( <a href="#">workbooks page</a> )                                                                                              |
| Daily lesson decks                      | Deck 18, Deck 19 ( <a href="#">lesson decks page</a> )                                                                                                    |
| Standards Slide Decks (20-minute block) | <a href="#">Editing Slide Decks</a> (breakouts (xxii), (xxiii), (xxiv), (xxv)) in weeks 8, 20, 29, 30; <a href="#">Editing Part Two</a> in every cluster. |

🎵 **Sing It: [Sweep It Clean](#)** Writing Process album

*"Capital letters standing tall."*

Supports: Checking capital letters while editing.

## LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 5: Punctuation

**Student goal:** You can explain apostrophes and commas and use them correctly in your drafts.

**Before this focus:** Use end marks; hear complete ideas; recognize a simple plural.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 86-100             | 100                  |
| 180 days | 96-110             | 110                  |
| 210 days | 106-125            | 125                  |

### Teaching progression

1. Contractions, possession, and counting. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural.
2. Commas in series and compound sentences. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate.
3. Every mark must earn its place. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.

**Laboratory cycle:** Punctuation laboratory: mixed marks and proof. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** Give the Mark a Job. Partner/small group: Punctuation Repair Lab. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Collect independent examples of contractions, possessives, series commas, and compound-sentence commas. The formal check does not independently sample all four.

Replace dialogue-quotation tasks with compound-sentence commas. Ensure both contractions and possessives, and both required comma uses, receive instruction and independent checks.

## WHERE IMPLEMENTATION SECTION 5 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                                                             |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 20 to 22: C4 M4, C5 M1, C5 M2                                                                                                                               |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 4</a> , <a href="#">Cluster 5</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                             |
| Student Interactive Workbooks           | <a href="#">Cluster 4</a> , <a href="#">Cluster 5</a> ( <a href="#">workbooks page</a> )                                                                          |
| Daily lesson decks                      | Deck 20, Deck 21, Deck 22 ( <a href="#">lesson decks page</a> )                                                                                                   |
| Standards Slide Decks (20-minute block) | <a href="#">Editing Slide Decks</a> (breakouts (xxvi), (xxvii), (xxviii), (xxix)) in weeks 25, 26, 27, 28, 36; <a href="#">Editing Part Two</a> in every cluster. |

🎵 **Sing It: [Sweep It Clean](#)** Writing Process album

*"End marks catching the end of it all."*

Supports: Checking punctuation while editing (a warm-up before apostrophes and commas).

LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 6: Syntax

**Student goal:** You can build complete simple and compound sentences that keep the intended meaning.

**Before this focus:** Locate the complete subject and predicate; know coordinating conjunctions.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 101-115            | 115                  |
| 180 days | 111-125            | 125                  |
| 210 days | 126-145            | 145                  |

### Teaching progression

1. Complete simple sentences and boundaries. Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates.
2. Compound subjects, predicates, and sentences. Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations.
3. Sentence structure for coherence and clarity. Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase.

**Laboratory cycle:** Syntax laboratory: preserve meaning in new sentences. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** Ready or Not Yet? Partner/small group: Sentence Builders. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Collect simple and compound sentences with agreement; three conjunction constructions; and adding, deleting, combining, rearranging across short drafts for coherence/clarity.

Replace positive because-clause construction tasks with simple or compound sentences. An incomplete because clause may remain a distractor for completeness; do not require complex-sentence production.

## WHERE IMPLEMENTATION SECTION 6 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                 |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 23 to 25: C5 M3, C5 M4, C6 M1                                                                                   |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 5</a> , <a href="#">Cluster 6</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> ) |
| Student Interactive Workbooks           | <a href="#">Cluster 5</a> , <a href="#">Cluster 6</a> ( <a href="#">workbooks page</a> )                              |
| Daily lesson decks                      | Deck 23, Deck 24, Deck 25 ( <a href="#">lesson decks page</a> )                                                       |
| Standards Slide Decks (20-minute block) | <a href="#">Revising Slide Decks</a> (3.11C) every week, 36 sheets. Editing breakouts (i), (ii), (xix), (xx), (xxi).  |

🎵 **Sing It: [Make It Stronger](#)** Writing Process album

*"Rearrange it, move it around."*

Supports: Revising sentence structure by adding, deleting, and rearranging (3.11C).

## LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 7: Word Choice

**Student goal:** You can use references and context to choose, explain, and apply precise words.

**Before this focus:** Read surrounding sentences; explain a familiar word in ordinary language.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 116-130            | 130                  |
| 180 days | 126-145            | 145                  |
| 210 days | 146-165            | 165                  |

### Teaching progression

1. References, context, and word study tools. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter.
2. Word relationships in connected text. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.
3. Precise choices, clear references, and voice. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.

**Laboratory cycle:** Vocabulary laboratory: references and word relationships. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

### Activities

**Whole group:** Audition Two Words. Partner/small group: Word Auditions. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Retain resource use for meaning, syllabication, pronunciation; within/beyond-sentence context; the five word relationships (idioms completed in F2); precise revision and voice explanations.

Add actual print and digital reference use, third-letter alphabetizing, homographs, antonyms, and voice. Selecting a supplied definition alone does not complete 3.3(A).

## WHERE IMPLEMENTATION SECTION 7 LIVES IN OUR MATERIALS

| Resource                                | Where                                                                                                                 |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus weeks (180-day)                   | Weeks 26 to 29: C6 M2, C6 M3, C6 M4, C7 M1                                                                            |
| Teacher Lesson Plans (same weeks)       | <a href="#">Cluster 6</a> , <a href="#">Cluster 7</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> ) |
| Student Interactive Workbooks           | <a href="#">Cluster 6</a> , <a href="#">Cluster 7</a> ( <a href="#">workbooks page</a> )                              |
| Daily lesson decks                      | Deck 26, Deck 27, Deck 28, Deck 29 ( <a href="#">lesson decks page</a> )                                              |
| Standards Slide Decks (20-minute block) | <a href="#">Revising Slide Decks</a> (3.11C) every week, 36 sheets.                                                   |

🎵 **Sing It: [Make It Stronger](#)** Writing Process album

*"A boring word, I'll trade it for a bright one."*

Supports: Exchanging a weak word for a precise one.

LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 8: Literary Devices

**Student goal:** You can identify an author's choice, show the words, and explain its specific purpose and effect.

**Before this focus:** Distinguish narrator from character; use text evidence for an explanation.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 131-145            | 145                  |
| 180 days | 146-160            | 160                  |
| 210 days | 166-185            | 185                  |

### Teaching progression

1. Imagery, repetition, contrast, and purpose. Use What Changed for the Reader? Model DEVICE-DETAIL-JOB for imagery, repetition, and contrast; read the LD1 story for context.
2. Sound choices in a variety of poems. Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems.
3. First/third person and language that creates voice. Contrast first- and third-person narration with LD3. Separate a character's quoted I from the narrator's point of view.

**Laboratory cycle:** Craft laboratory: compare authors' choices. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** What Changed for the Reader? Partner/small group: The Craft Lab. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Retain third-person as well as first-person evidence, voice discussion, and varied-poem work for rhyme, sound, and stanzas. The original formal assessment does not independently sample all of these.

Add third-person point of view, explicit voice discussion, and varied poems for rhyme scheme/sound/stanzas. Hyperbole is introduced in Section 9 and linked back to this section.

## WHERE IMPLEMENTATION SECTION 8 LIVES IN OUR MATERIALS

| Resource                                       | Where                                                                                                                                                                                                                                                 |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus weeks (180-day)</b>                   | Weeks 30 to 32: C7 M2, C7 M3, C7 M4                                                                                                                                                                                                                   |
| <b>Teacher Lesson Plans (same weeks)</b>       | <a href="#">Cluster 7</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                                                                                                             |
| <b>Student Interactive Workbooks</b>           | <a href="#">Cluster 7</a> ( <a href="#">workbooks page</a> )                                                                                                                                                                                          |
| <b>Daily lesson decks</b>                      | Deck 30, Deck 31, Deck 32 ( <a href="#">lesson decks page</a> )                                                                                                                                                                                       |
| <b>Standards Slide Decks (20-minute block)</b> | Cluster 7 Poetry and Narrative (weeks 29 to 32, <a href="#">Teacher Lesson Plan</a> , <a href="#">workbook</a> ) teaches poems through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance (TEKS 10(D) in the guide). |

## LISTED SCOPE: SAME GRADE 3 CONTENT IN ALL THREE CALENDARS

## Implementation Section 9: Figurative Language

**Student goal:** You can explain literal and nonliteral language, use context, and tell why the author chose it.

**Before this focus:** Find a context clue; distinguish a stated fact from an inference.

| Calendar | Primary-focus days | Final assessment day |
|----------|--------------------|----------------------|
| 165 days | 146-160            | 160                  |
| 180 days | 161-175            | 175                  |
| 210 days | 186-205            | 205                  |

### Teaching progression

1. Literal language and meaningful comparisons. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.
2. Idioms and hyperbole in context. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.
3. Purpose, evidence, and figurative-language transfer. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.

**Laboratory cycle:** Figurative-language laboratory: new contexts. Added in the 210-day plan only. It occurs immediately before the final cycle.

### Activities

**Whole group:** Borrow One Quality. Partner/small group: Meaning Match-Up. Independent: Show what you understand. Reference: Keep this thinking handy.

**Assessment:** the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

### Evidence and Grade 3 adjustments

Collect literal/figurative distinction, simile meaning/purpose and production, idiom identification/use/explanation, hyperbole identification/explanation, and textual support.

Retain simple metaphor/personification examples as nonliteral-language examples, not separately required advanced labels. Replace the personification-label assessment stem with a meaning-based stem and request a simile in the application.

## WHERE IMPLEMENTATION SECTION 9 LIVES IN OUR MATERIALS

| Resource                                       | Where                                                                                                                                                                                                                                                 |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus weeks (180-day)</b>                   | Weeks 33 to 35: C8 M1, C8 M2, C8 M3                                                                                                                                                                                                                   |
| <b>Teacher Lesson Plans (same weeks)</b>       | <a href="#">Cluster 8</a> (the 15-minute lesson those weeks; <a href="#">all guides</a> )                                                                                                                                                             |
| <b>Student Interactive Workbooks</b>           | <a href="#">Cluster 8</a> ( <a href="#">workbooks page</a> )                                                                                                                                                                                          |
| <b>Daily lesson decks</b>                      | Deck 33, Deck 34, Deck 35 ( <a href="#">lesson decks page</a> )                                                                                                                                                                                       |
| <b>Standards Slide Decks (20-minute block)</b> | Cluster 7 Poetry and Narrative (weeks 29 to 32, <a href="#">Teacher Lesson Plan</a> , <a href="#">workbook</a> ) teaches poems through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance (TEKS 10(D) in the guide). |

## IMPLEMENTATION GUIDE

## Primary Grade 3 TEKS register

The 27 primary student expectations below are the complete Grade 3 expectations selected for the nine sections. Parent stems are included in the wording. Day ranges show planned instruction/practice, not a claim that every day measures every subskill. X-cycle placements are eligible revisits, not guaranteed reteaching of every listed standard; the base cycles provide the planned coverage in all three calendars.

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.2(B)(i)

The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**Coverage check:** Closed; open; vowel-consonant-e; vowel-team digraphs; vowel-team diphthongs; r-controlled; final stable.

**Cycle IDs:** S1; S2; S3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 6-20              | 6-20, 26-30       | 6-20, 26-30       |

### 3.2(B)(ii)

The student is expected to demonstrate and apply spelling knowledge by spelling homophones.

**Coverage check:** Meaning-based spelling, not sound alone.

**Cycle IDs:** S4; W2; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 21-25, 121-125    | 21-30, 131-135    | 21-30, 151-155    |

**3.2(B)(iii)**

The student is expected to demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

**Coverage check:** Compound words; contractions; abbreviations.

**Cycle IDs:** S4; P1; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 21-25, 86-90      | 21-30, 96-100     | 21-30, 106-110    |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.2(B)(iv)**

The student is expected to demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**Coverage check:** More than one sound-spelling pattern within longer words.

**Cycle IDs:** S3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 16-20             | 16-20, 26-30      | 16-20, 26-30      |

**3.2(B)(v)**

The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

**Coverage check:** Practice all three illustrative patterns: VCCV; VCV; VCCCV.

**Cycle IDs:** S3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 16-20             | 16-20, 26-30      | 16-20, 26-30      |

**3.2(B)(vi)**

The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

**Coverage check:** Preserve and check prefix/base boundaries.

**Cycle IDs:** S5; M1; M3; MX

| 165-day placement   | 180-day placement   | 210-day placement   |
|---------------------|---------------------|---------------------|
| 26-30, 61-65, 71-75 | 31-35, 71-75, 81-85 | 31-35, 71-75, 81-90 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.2(B)(vii)**

The student is expected to demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

**Coverage check:** Suffix spelling; drop e; change y to i; double a final consonant when required.

**Cycle IDs:** S5; M2; M3; MX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 26-30, 66-75      | 31-35, 76-85      | 31-35, 76-90      |

**3.3(A)**

The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.

**Coverage check:** Meaning; syllabication; pronunciation. Use both print and digital during the year.

**Cycle IDs:** W1; S3; WX

| 165-day placement | 180-day placement       | 210-day placement       |
|-------------------|-------------------------|-------------------------|
| 16-20, 116-120    | 16-20, 126-130, 136-140 | 16-20, 146-150, 156-160 |

### 3.3(B)

The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

**Coverage check:** Within a sentence; beyond a sentence; unfamiliar words; multiple-meaning words.

**Cycle IDs:** M3; W1; W2; F1; F2; F3; WX; FX

| 165-day placement       | 180-day placement       | 210-day placement       |
|-------------------------|-------------------------|-------------------------|
| 71-75, 116-125, 146-160 | 81-85, 126-140, 161-175 | 86-90, 146-160, 186-205 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.3(C)

The student is expected to identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

**Coverage check:** Identify meaning AND use. Include im- (into), non-, dis-, in- (not/non), pre-, -ness, -y, -ful.

**Cycle IDs:** M1; M2; M3; MX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 61-75             | 71-85             | 71-90             |

### 3.3(D)

The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

**Coverage check:** Identify, use, explain: antonyms; synonyms; idioms; homophones; homographs.

**Cycle IDs:** S4; W2; F2; F3; WX; FX

| 165-day placement       | 180-day placement       | 210-day placement       |
|-------------------------|-------------------------|-------------------------|
| 21-25, 121-125, 151-160 | 21-25, 131-140, 166-175 | 21-25, 151-160, 191-205 |

**3.10(D)**

The student is expected to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

**Coverage check:** Imagery; literal language; figurative language/simile; sound devices/onomatopoeia; specific purpose.

**Cycle IDs:** L1; L2; F1; F3; LX; FX

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 131-140, 146-150, 156-160 | 146-155, 161-165, 171-175 | 166-180, 186-190, 196-205 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.10(E)**

The student is expected to identify the use of literary devices, including first- or third-person point of view.

**Coverage check:** Literary choices; first-person; third-person narration.

**Cycle IDs:** L1; L3; LX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135, 141-145  | 146-150, 156-160  | 166-170, 176-185  |

**3.10(F)**

The student is expected to discuss how the author's use of language contributes to voice.

**Coverage check:** Explain how language makes the author or narrator sound, with evidence.

**Cycle IDs:** W3; L3; WX; LX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 126-130, 141-145  | 136-145, 156-160  | 156-165, 176-185  |

**3.10(G)**

The student is expected to identify and explain the use of hyperbole.

**Coverage check:** Identify deliberate exaggeration; explain emphasis, not exact measurement.

**Cycle IDs:** F2; F3; FX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 151-160           | 166-175           | 191-205           |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.11(C)**

The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

**Coverage check:** Sentence structure AND word choice; adding; deleting; combining; rearranging; coherence; clarity.

**Cycle IDs:** Y3; W3; YX; WX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 111-115, 126-130  | 121-125, 136-145  | 136-145, 156-165  |

**3.11D clause (i): our breakouts (i), (ii)**

The student is expected to edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

**Coverage check:** Simple; compound; subject-verb agreement in each.

**Cycle IDs:** G5; G6; Y1; Y2; Y3; GX; YX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 51-60, 101-115    | 56-70, 111-125    | 56-70, 126-145    |

### 3.11D clause (ii): our breakouts (iii) to (v)

The student is expected to edit drafts using standard English conventions, including past, present, and future verb tense.

**Coverage check:** Past; present; future; meaningful time consistency.

**Cycle IDs:** G2; G5; G6; GX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 36-40, 51-60      | 41-45, 56-70      | 41-45, 56-70      |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.11D clause (iii): our breakouts (vi) to (ix)

The student is expected to edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

**Coverage check:** Singular; plural; common; proper.

**Cycle IDs:** G1; G3; G6; C1; GX

| 165-day placement          | 180-day placement          | 210-day placement          |
|----------------------------|----------------------------|----------------------------|
| 31-35, 41-45, 56-60, 76-80 | 36-40, 46-50, 61-70, 86-90 | 36-40, 46-50, 61-70, 91-95 |

### 3.11D clause (iv): our breakouts (x), (xi)

The student is expected to edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

**Coverage check:** Adjectives; comparative; superlative.

**Cycle IDs:** G1; G3; G6; GX

| 165-day placement   | 180-day placement   | 210-day placement   |
|---------------------|---------------------|---------------------|
| 31-35, 41-45, 56-60 | 36-40, 46-50, 61-70 | 36-40, 46-50, 61-70 |

### 3.11D clause (v): our breakouts (xii), (xiii)

The student is expected to edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

**Coverage check:** Time; manner. Do not equate all adverbs with -ly.

**Cycle IDs:** G1; G4; G6; GX

| 165-day placement   | 180-day placement   | 210-day placement   |
|---------------------|---------------------|---------------------|
| 31-35, 46-50, 56-60 | 36-40, 51-55, 61-70 | 36-40, 51-55, 61-70 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.11D clause (vi): our breakouts (xiv), (xv)

The student is expected to edit drafts using standard English conventions, including prepositions and prepositional phrases.

**Coverage check:** Preposition; whole prepositional phrase; relationship/object.

**Cycle IDs:** G4; G6; Y3; GX; YX

| 165-day placement     | 180-day placement     | 210-day placement     |
|-----------------------|-----------------------|-----------------------|
| 46-50, 56-60, 111-115 | 51-55, 61-70, 121-125 | 51-55, 61-70, 136-145 |

### 3.11D clause (vii): our breakouts (xvi) to (xviii)

The student is expected to edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

**Coverage check:** Subjective; objective; possessive.

**Cycle IDs:** G2; G3; G6; GX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 36-45, 56-60      | 41-50, 61-70      | 41-50, 61-70      |

### 3.11D clause (viii): our breakouts (xix) to (xxi)

The student is expected to edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

**Coverage check:** Compound subjects; compound predicates; compound sentences.

**Cycle IDs:** G4; G5; G6; Y2; GX; YX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 46-60, 106-110    | 51-70, 116-120    | 51-70, 131-140    |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.11D clause (ix): our breakouts (xxii) to (xxv)

The student is expected to edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places.

**Coverage check:** Official titles; holidays; geographical names; places.

**Cycle IDs:** C1; C2; CX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 76-85             | 86-95             | 91-105            |

### 3.11D clause (x): our breakouts (xxvi) to (xxix)

The student is expected to edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

**Coverage check:** Contraction apostrophes; possessive apostrophes; compound-sentence commas; series commas.

**Cycle IDs:** P1; P2; P3; Y2; PX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 86-100, 106-110   | 96-110, 116-120   | 106-125, 131-135  |

### 3.11D clause (xi): our breakouts (xxx) to (xxxii)

The student is expected to edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

**Coverage check:** Grade-appropriate patterns/rules; high-frequency words from the core resource's research-based list.

**Cycle IDs:** S1; S2; S3; S4; S5; M3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 6-30, 71-75       | 6-35, 81-85       | 6-35, 86-90       |

## 3.11D

## TEKS 3.11D: Our 32 Breakouts and the Crosswalk

The TEKS text lists 3.11D as eleven clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets number it as 32 breakouts. Randi's draft used clause numbers; every 3.11D reference in this guide now uses breakout numbers. Every breakout is taught on class slides, scripted, and tracked.

| Clause | Clause wording (including ...)                                                                                                  | Our breakout numbers  |
|--------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| (i)    | complete simple and compound sentences with subject-verb agreement                                                              | 3.11D(i), (ii)        |
| (ii)   | past, present, and future verb tense                                                                                            | 3.11D(iii) to (v)     |
| (iii)  | singular, plural, common, and proper nouns                                                                                      | 3.11D(vi) to (ix)     |
| (iv)   | adjectives, including their comparative and superlative forms                                                                   | 3.11D(x), (xi)        |
| (v)    | adverbs that convey time and adverbs that convey manner                                                                         | 3.11D(xii), (xiii)    |
| (vi)   | prepositions and prepositional phrases                                                                                          | 3.11D(xiv), (xv)      |
| (vii)  | pronouns, including subjective, objective, and possessive cases                                                                 | 3.11D(xvi) to (xviii) |
| (viii) | coordinating conjunctions to form compound subjects, predicates, and sentences                                                  | 3.11D(xix) to (xxi)   |
| (ix)   | capitalization of official titles of people, holidays, and geographical names and places                                        | 3.11D(xxii) to (xxv)  |
| (x)    | punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series | 3.11D(xxvi) to (xxix) |
| (xi)   | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                       | 3.11D(xxx) to (xxxii) |

### Clause (i): complete simple and compound sentences with subject-verb agreement

| Breakout | Skill                  | Editing slides (weeks)          | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|------------------------|---------------------------------|-------------------------|----------------------------|----------------|
| (i)      | Subject-Verb Agreement | 1, 5, 9, 13, 17, 21, 25, 29, 33 | 1, 21, 33               | none                       | 6              |
| (ii)     | Compound Sentences     | none                            | 21                      | C6                         | 3              |

**Clause (ii): past, present, and future verb tense**

| Breakout | Skill              | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|--------------------|------------------------|-------------------------|----------------------------|----------------|
| (iii)    | Past Verb Tense    | 9                      | 9, 34                   | C3                         | 5              |
| (iv)     | Present Verb Tense | none                   | 5                       | C2                         | 3              |
| (v)      | Future Verb Tense  | none                   | 10                      | C3                         | 3              |

**Clause (iii): singular, plural, common, and proper nouns**

| Breakout | Skill          | Editing slides (weeks)           | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|----------------|----------------------------------|-------------------------|----------------------------|----------------|
| (vi)     | Singular Nouns | 2, 6, 10, 14, 18, 22, 26, 30, 34 | 2                       | none                       | 3              |
| (vii)    | Plural Nouns   | 6                                | 6                       | C2                         | 3              |
| (viii)   | Common Nouns   | 3, 7, 11, 15, 19, 23, 27, 31, 35 | 3, 7, 11, 15, 23        | none                       | 3              |
| (ix)     | Proper Nouns   | none                             | 7                       | C2                         | 3              |

**Clause (iv): adjectives, including their comparative and superlative forms**

| Breakout | Skill                  | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|------------------------|------------------------|-------------------------|----------------------------|----------------|
| (x)      | Comparative Adjectives | none                   | 11                      | C3                         | 3              |
| (xi)     | Superlative Adjectives | none                   | 12                      | C3                         | 3              |

**Clause (v): adverbs that convey time and adverbs that convey manner**

| Breakout | Skill             | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|-------------------|------------------------|-------------------------|----------------------------|----------------|
| (xii)    | Adverbs of Time   | none                   | 13                      | C4                         | 3              |
| (xiii)   | Adverbs of Manner | none                   | 14                      | C4                         | 3              |

**Clause (vi): prepositions and prepositional phrases**

| Breakout | Skill                 | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|-----------------------|------------------------|-------------------------|----------------------------|----------------|
| (xiv)    | Prepositions          | none                   | 15                      | C4                         | 3              |
| (xv)     | Prepositional Phrases | none                   | 16                      | C4                         | 3              |

**Clause (vii): pronouns, including subjective, objective, and possessive cases**

| Breakout | Skill               | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|---------------------|------------------------|-------------------------|----------------------------|----------------|
| (xvi)    | Subjective Pronouns | none                   | 17, 35                  | C5                         | 5              |
| (xvii)   | Objective Pronouns  | none                   | 18                      | C5                         | 3              |
| (xviii)  | Possessive Pronouns | none                   | 19                      | C5                         | 3              |

**Clause (viii): coordinating conjunctions to form compound subjects, predicates, and sentences**

| Breakout | Skill                               | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|-------------------------------------|------------------------|-------------------------|----------------------------|----------------|
| (xix)    | Conjunctions in Compound Subjects   | none                   | 22                      | C6                         | 3              |
| (xx)     | Conjunctions in Compound Predicates | none                   | 23                      | C6                         | 3              |
| (xxi)    | Conjunctions in Compound Sentences  | none                   | 24                      | C6                         | 3              |

**Clause (ix): capitalization of official titles of people, holidays, and geographical names and places**

| Breakout | Skill                            | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|----------------------------------|------------------------|-------------------------|----------------------------|----------------|
| (xxii)   | Capitalizing Official Titles     | none                   | 20                      | C5                         | 3              |
| (xxiii)  | Capitalizing Holidays            | none                   | 29                      | C5                         | 3              |
| (xxiv)   | Capitalizing Geographical Names  | none                   | 8                       | C2                         | 3              |
| (xxv)    | Capitalizing Geographical Places | none                   | 30                      | C2                         | 3              |

**Clause (x): punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series**

| Breakout | Skill                        | Editing slides (weeks) | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|------------------------------|------------------------|-------------------------|----------------------------|----------------|
| (xxvi)   | Apostrophes in Contractions  | none                   | 27, 36                  | C7                         | 5              |
| (xxvii)  | Apostrophes in Possessives   | none                   | 28                      | C7                         | 3              |
| (xxviii) | Commas in Compound Sentences | 25                     | 25                      | C6                         | 3              |
| (xxix)   | Commas in a Series           | 26                     | 26                      | C6                         | 3              |

**Clause (xi): correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words**

| Breakout | Skill                          | Editing slides (weeks)           | Editing scripts (weeks) | Part Two (slides + script) | Tracking pages |
|----------|--------------------------------|----------------------------------|-------------------------|----------------------------|----------------|
| (xxx)    | Spelling Patterns              | none                             | 31                      | C2                         | 3              |
| (xxxi)   | Orthographic Spelling Patterns | 32                               | 32                      | C4                         | 3              |
| (xxxii)  | Spelling High-Frequency Words  | 4, 8, 12, 16, 20, 24, 28, 32, 36 | 4                       | none                       | 3              |

## IMPLEMENTATION GUIDE

## Related and routine TEKS

These related/context and routine standards connect the nine sections to reading, response, and discussion. Their full wording is preserved, but placement here does not claim this supplemental sequence replaces all core instruction for them.

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.2(A)(i)

The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

**Cycle IDs:** S3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 16-20             | 16-20, 26-30      | 16-20, 26-30      |

### 3.2(A)(ii)

The student is expected to demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**Cycle IDs:** S1; S2; S3; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 6-20              | 6-20, 26-30       | 6-20, 26-30       |

### 3.2(A)(iii)

The student is expected to demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.

**Cycle IDs:** S4; P1; SX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 21-25, 86-90      | 21-30, 96-100     | 21-30, 106-110    |

**3.2(A)(iv)**

The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

**Cycle IDs:** S3; W1; SX

| 165-day placement | 180-day placement     | 210-day placement     |
|-------------------|-----------------------|-----------------------|
| 16-20, 116-120    | 16-20, 26-30, 126-130 | 16-20, 26-30, 146-150 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.2(A)(v)**

The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

**Cycle IDs:** S5; M1; M3

| 165-day placement   | 180-day placement   | 210-day placement   |
|---------------------|---------------------|---------------------|
| 26-30, 61-65, 71-75 | 31-35, 71-75, 81-85 | 31-35, 71-75, 86-90 |

**3.2(A)(vi)**

The student is expected to demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

**Cycle IDs:** S5; M2; M3

| 165-day placement | 180-day placement | 210-day placement   |
|-------------------|-------------------|---------------------|
| 26-30, 66-75      | 31-35, 76-85      | 31-35, 76-80, 86-90 |

**3.2(A)(vii)**

The student is expected to demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

**Cycle IDs:** S1; S2; S3; S4; S5

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 6-30              | 6-25, 31-35       | 6-25, 31-35       |

**3.2(C)**

The student is expected to alphabetize a series of words to the third letter.

**Cycle IDs:** W1; WX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 116-120           | 126-130, 136-140  | 146-150, 156-160  |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.9(B)**

The student is expected to explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

**Coverage check:** Poem features are used for sound/craft analysis, not a separate Section 10 unit.

**Cycle IDs:** L2; LX

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 136-140           | 151-155           | 171-180           |

**3.10(A)**

The student is expected to explain the author's purpose and message within a text.

**Cycle IDs:** L1; L3; F3

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 131-135, 141-145, 156-160 | 146-150, 156-160, 171-175 | 166-170, 181-185, 201-205 |

**3.8(A)**

The student is expected to infer the theme of a work, distinguishing theme from topic.

**Coverage check:** Embedded context for literary-device analysis; not a separate literary-structure sequence.

**Cycle IDs:** L1

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135           | 146-150           | 166-170           |

**3.8(B)**

The student is expected to explain the relationships among the major and minor characters.

**Coverage check:** Embedded context for literary-device analysis; not a separate literary-structure sequence.

**Cycle IDs:** L1

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135           | 146-150           | 166-170           |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.8(C)**

The student is expected to analyze plot elements, including the sequence of events, the conflict, and the resolution.

**Coverage check:** Embedded context for literary-device analysis; not a separate literary-structure sequence.

**Cycle IDs:** L1

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135           | 146-150           | 166-170           |

**3.8(D)**

The student is expected to explain the influence of the setting on the plot.

**Coverage check:** Embedded context for literary-device analysis; not a separate literary-structure sequence.

**Cycle IDs:** L1

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135           | 146-150           | 166-170           |

**3.1(A)**

The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments.

**Cycle IDs:** Ro

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 1-5               | 1-5               | 1-5               |

### 3.1(B)

The student is expected to follow, restate, and give oral instructions that involve a series of related sequences of action.

**Cycle IDs:** Ro

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 1-5               | 1-5               | 1-5               |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

### 3.1(C)

The student is expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

**Cycle IDs:** Ro

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 1-5               | 1-5               | 1-5               |

### 3.1(D)

The student is expected to work collaboratively with others by following agreed-upon rules, norms, and protocols.

**Cycle IDs:** Ro

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 1-5               | 1-5               | 1-5               |

### 3.1(E)

The student is expected to develop social communication such as conversing politely in all situations.

**Cycle IDs:** Ro

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 1-5               | 1-5               | 1-5               |

**3.6(D)**

The student is expected to create mental images to deepen understanding.

**Cycle IDs:** L1; F1

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 131-135, 146-150  | 146-150, 161-165  | 166-170, 186-190  |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.6(F)**

The student is expected to make inferences and use evidence to support understanding.

**Cycle IDs:** W2; L1; F3

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 121-125, 131-135, 156-160 | 131-135, 146-150, 171-175 | 151-155, 166-170, 201-205 |

**3.6(I)**

The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Cycle IDs:** W1; F3

| 165-day placement | 180-day placement | 210-day placement |
|-------------------|-------------------|-------------------|
| 116-120, 156-160  | 126-130, 171-175  | 146-150, 201-205  |

**3.7(B)**

The student is expected to write a response to a literary or informational text that demonstrates an understanding of a text.

**Cycle IDs:** L1; L2; L3; F3

| 165-day placement | 180-day placement | 210-day placement         |
|-------------------|-------------------|---------------------------|
| 131-145, 156-160  | 146-160, 171-175  | 166-175, 181-185, 201-205 |

**3.7(C)**

The student is expected to use text evidence to support an appropriate response.

**Cycle IDs:** W1; L1; F3

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 116-120, 131-135, 156-160 | 126-130, 146-150, 171-175 | 146-150, 166-170, 201-205 |

**Official wording:** T1, §110.5(b). "Including" specifies required content; "such as" gives illustrative examples. This plan deliberately includes all listed examples without claiming each example is separately mandated. [T1, §110.5(a)(7)]

**3.7(E)**

The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

**Cycle IDs:** W1; L1; F3

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 116-120, 131-135, 156-160 | 126-130, 146-150, 171-175 | 146-150, 166-170, 201-205 |

**3.7(F)**

The student is expected to respond using newly acquired vocabulary as appropriate.

**Cycle IDs:** M3; W3; F3

| 165-day placement       | 180-day placement       | 210-day placement       |
|-------------------------|-------------------------|-------------------------|
| 71-75, 126-130, 156-160 | 81-85, 141-145, 171-175 | 86-90, 161-165, 201-205 |

**3.7(G)**

The student is expected to discuss specific ideas in the text that are important to the meaning.

**Cycle IDs:** L1; L3; F3

| 165-day placement         | 180-day placement         | 210-day placement         |
|---------------------------|---------------------------|---------------------------|
| 131-135, 141-145, 156-160 | 146-150, 156-160, 171-175 | 166-170, 181-185, 201-205 |

## IMPLEMENTATION GUIDE

## Grade 3 source adaptations

Apply these replacements before using the named source pages. The original Activity Companion is unchanged; the instructions below identify exactly what to substitute in this Grade 3 sequence. Unchanged questions keep their original keys.

### Grammar: stage the original pages

**Cycles:** G1-G6

At G1, use word-job labels and neutral shapes only. Do not require the opener's pointing/arrows or relationship portions of the game and worksheet. Use G2 for taught color/case/tense, G3 for subtype marks, G4 for links/Horizon, and G5-G6 for complete testing.

**Key and rationale:** The content remains available; its timing changes. Identification can be correct without requiring a yet-untaught visual relationship. This preserves the Sentence Weather source sequence.

### Morphemes: affixes and context

**Cycles:** MM3

Replace the reference line "A root can help with" with: Affixes and context work together. Non- means not; nonfiction is writing that is not fiction. For the independent practice reminder, use: Check the affix, base, and sentence clues together.

**Worksheet:** This nonfiction page tells real facts, not an invented story. What does non- help nonfiction mean? Use nonfiction in a sentence.

**Assessment Q4:** The nonfiction page explains real facts. The prefix non- helps nonfiction mean: A. a story told again; B. a story told before; C. writing that is not fiction; D. a person who writes.

**Key and rationale:** Correct C: non- combines with fiction to mean not fiction. A substitutes re-; B substitutes pre-; D describes a person rather than the meaning of non-. The worksheet must also show a meaningful new use. Keep the other four assessment items and their original rationales.

### Capitalization: holidays instead of book titles

**Cycles:** CA2

**Reference replacement:** Capitalize each word in a holiday name: Labor Day. Worksheet: Our class celebrates labor day. Rewrite and explain.

**Assessment Q3:** Which correctly names the holiday? A. labor day; B. Labor Day; C. Labor day; D. labor Day.

**Key and rationale:** Correct B: both words belong to the holiday name. A leaves both lowercase; C leaves Day lowercase; D leaves Labor lowercase. Worksheet: Our class celebrates Labor Day. Earlier-grade days/months remain review, not a substitute for holidays.

## Punctuation: two game-pair replacements

**Cycles:** PU2

**New P5:** The rain stopped so we played outside. New R7: Insert a comma before so; each side expresses a complete idea.

**New P8:** Ella packed her bag and Merrick carried the box. New R3: Insert a comma before and to join the two complete ideas.

**Key and rationale:** Correct sentences: The rain stopped, so we played outside. Ella packed her bag, and Merrick carried the box. Retire the two original dialogue-quotation pairs for this Grade 3 plan. All other original pair IDs and matches remain unchanged.

## Punctuation: independent and formal replacements

**Cycles:** PU2-PU3

**Reference:** A comma plus a coordinating conjunction can join two complete ideas. Worksheet: Add needed punctuation to: The bell rang so we lined up. Then explain the comma's job.

**Assessment Q4:** Which correctly joins both ideas? A. The bell rang so, we lined up. B. The bell rang, so we lined up. C. The bell rang, we lined up. D. The bell, rang so we lined up.

**Key and rationale:** Correct B: the comma precedes so between complete ideas. A places it after the connector; C joins complete ideas with only a comma; D splits subject bell from verb rang. Worksheet uses the same valid structure with an explanation. This replaces quotation-mark production, not ordinary reading of supplied dialogue.

## Syntax: a Grade 3 construction route

**Cycles:** SY1-SY2

On the reference page, replace the Because example with: The students in the hall. Add waited to complete the predicate.

**New A5:** The rain began (no final punctuation). New B4 NOT YET: The students in the hall. New B8 mission: Join A5 and A4 using B1 (, so) to show a result.

**Worksheet item 2:** The path was muddy. We wore boots. Write one compound sentence that shows the result.

**Key and rationale:** Mission: The rain began, so we went inside. Worksheet: The path was muddy, so we wore boots. B4 needs a complete predicate, such as waited. Retain because-fragments only as completeness distractors; do not make complex-sentence production a new required Grade 3 outcome.

## Figurative language: meaning before extra labels

**Cycles:** FL1-FL3

Treat simple metaphor/personification examples as nonliteral language to interpret, without separately scoring those advanced labels. Q3 replacement stem: Which sentence uses nonliteral language to describe the wind? Keep the original four choices. Q5: Write one complete sentence with a simile about something that feels very cold. Explain the shared quality and what the comparison does not literally mean.

**Key and rationale:** Q3 remains B: The wind whispered a greeting through the leaves gives wind a human-like action. A describes an actual sunrise; C describes students literally whispering; D literally describes leaves. Q5: accept a clear coldness comparison and a correct explanation, including a literal meaning to reject. Keep the original 0-2 scale, but assess simile production rather than a required choice between two labels.

## IMPLEMENTATION GUIDE

## Practice seeds and expected thinking

These are new examples for the added scope lessons and laboratory rounds, not pre-existing Activity Companion cards. Prepare short slips and proof statements from the examples below when the calendar calls for a new round; reuse the named original board.

### SP1 | Read, spell, and prove the syllable

Use rabbit/napkin for closed syllables, robot/music for open first syllables, and cupcake/sunshine for VCe syllables. Present a correct form beside rabbit, robote, or cupcak. Students decide KEEP/REPAIR, then write the whole word from dictation.

**Look for:** Accept rab/bit and nap/kin; ro/bot and mu/sic have an open first syllable. Cup/cake and sun/shine include a VCe final syllable. A whole multisyllabic word can contain more than one type.

### SP2 | Account for every sound and syllable

Use raincoat/daydream (vowel-team digraphs), cowboy/noisy (diphthongs), garden/turtle (r-controlled), and candle/little (final stable syllables). Have students spell, mark, and explain the particular syllable being examined.

**Look for:** Rain/coat and day/dream preserve their teams; cow/boy and noi/sy contain diphthongs. Gar/den and tur/tle have r-controlled first syllables. Can/dle, lit/tle, and tur/tle include a consonant-le final syllable; overlapping categories are acceptable when explained.

### SP3 | Division and pronunciation check

Compare rab/bit (VCCV), ro/bot and lem/on (VCV), and mon/ster (VCCCV). Add neighbor (eigh), although (ough), and wooden (en). Read: Keep a record of the score. Please record the score. Verify breaks and pronunciation with a classroom resource.

**Look for:** VCV does not always divide the same way. REcord is the noun in the first sentence; reCORD is the verb in the second. The written word stays the same while stress shifts. Spell words after the displayed examples are covered.

### SP4 | Four written-form jobs

**Complete:** Take a rest \_\_\_\_\_. Press the bicycle \_\_\_\_\_. Combine rain + coat. Shorten do not. Write the usual abbreviation for Doctor. Add a sentence that makes each written form meaningful.

**Look for:** break; brake; raincoat; don't; Dr. The first two require meaning, the compound preserves two bases, the apostrophe marks omitted letters, and the abbreviation stands for a complete word.

## SP5 | Base-and-ending proof

Build replay, making, families, hopping, and stopped. Compare hoping with hopping in context. Add two high-frequency words selected from the core resource's research-based list; record the list source, not an invented research claim.

**Look for:** Keep re- plus play; drop e in making; change consonant-y to i before -es in families; double p in hopping and stopped. Hoping means wishing, not a rabbit's movement. Use unfamiliar parallel words for the final check.

## GR1 | Shape first; name the job

**Read:** The small puppy runs slowly. She sees Ella. Wow! The puppy rests under the bench, and Ella waits. Assign only neutral symbols for the word jobs already taught.

**Look for:** puppy/bench: common nouns, plain suns; Ella: proper noun, smiling sun; She: pronoun, crescent; runs: verb, one drop; slowly: adverb, two drops; small: adjective, star; The: article, dot; under: preposition, cloud; and: conjunction, rainbow; Wow: interjection, bolt.

## GR2 | Time and case are different jobs

**Read:** Yesterday she walked. Today she walks. Tomorrow she will walk. Ella waved to me. I waved to her. Students choose the form, then add its taught color and a printed backup cue.

**Look for:** walked: past/red/PAST; walks: present/blue/PRESENT; will walk: future/green/FUTURE, the whole verb phrase. I/she: subjective case, yellow moon + S; me/her after to: objective case, blue moon + O. Color meanings belong to symbol families, not one universal color key.

## GR3 | Number, possession, and degree

Compare mouse/mice and Ella/girls. Complete: This notebook is \_\_\_\_ (mine/my). Compare two lamps with brighter; compare three with brightest. Let students create a common/proper noun pair and a singular/plural pair.

**Look for:** mice and girls are plural common nouns; Ella is a singular proper noun. Mine stands alone; my introduces a noun. Use brighter, not more brighter; brightest selects the highest degree among the three. Add +, keyhole, or sparkles only after the subtype is taught.

## GR4 | Connect words that actually work together

**Analyze:** Ella and Merrick walked slowly under the trees yesterday. Then build: Ella waved and smiled. Add: The red kite flew over the field. Place the Horizon only after identifying the complete subject/predicate.

**Look for:** Yesterday tells when; slowly tells how; both modify walked. Under the trees is a whole prepositional phrase. Ella and Merrick is a compound subject; waved and smiled is a compound predicate. Red modifies kite; over the field is the full phrase.

## GR5 | Test the whole sentence

**Compare:** The box of crayons is heavy. The box of crayons are heavy. The puppy sleeping. The rain stopped, so we played outside. The rain stopped, we played outside. Explain before correcting.

**Look for:** Box controls is; crayons does not. Supply is in The puppy is sleeping. A comma plus so joins the complete ideas with the stated result. A comma alone leaves a splice. Keep a correct sentence when no repair is needed.

## GR6 | Eight-convention independent check

**Give eight short tasks:** (1) repair The birds sings; (2) write walk in three time frames; (3) supply singular/plural and common/proper nouns; (4) compare two and three heights; (5) use a time and a manner adverb; (6) bracket a whole prepositional phrase; (7) use I/me/mine by job; (8) write compound subject, predicate, and sentence examples.

**Look for:** Look separately for agreement; walked/walks/will walk; four noun categories; taller/tallest; yesterday/slowly; a complete phrase such as under the table; subjective/objective/possessive cases; and three distinct conjunction constructions. Distribute tasks across G6 days 1-4; collect the final two on day 4.

## MM1 | Every Grade 3 example prefix

**Use:** The stamp imprinted a star into the clay. This nonfiction book teaches real facts. We disagree about the game. The puzzle is incomplete because a piece is missing. Preview the page before reading. Explain imprint as printing/pressing a mark into a surface; provide any unfamiliar base meaning.

**Look for:** im- here means into; non- means not; dis- in disagree means not/opposite; in- in incomplete means not; pre- means before. Students identify the affix and use the whole word.

## MM2 | Meaning plus spelling at the suffix

Build kindness, rainy, playful, happiness, sunny, and hopeful. Complete a sentence with each word. Explain the changed letters in happy + -ness, sun + -y, and hope + -ful.

**Look for:** -ness names a state/quality; -y can mean having or characterized by; -ful means full of. Happiness changes y to i; sunny doubles n; hopeful keeps hope's e before consonant f. Contrast hopeful with hoping, which drops e before -ing. Do not make drop-e an exceptionless suffix rule.

## MM3 | Whole-word meaning, not a memorized part

**Read:** This nonfiction page explains how rain forms. It does not tell an invented story. Explain nonfiction; then use it in a new sentence. For transfer, give the base meaning before asking about a new affixed word such as prewash.

**Look for:** Nonfiction means writing that is not fiction; the second sentence confirms the meaning. Prewash means wash before another washing stage. A definition such as before is only the prefix meaning, not the whole word.

## CA1 | Names and roles in notices

Contrast Principal Reed/the principal, Labor Day/a holiday, Cedar River/the river, and Oak Street/a street. Students write a two-sentence notice using an official title, a holiday, and a geographical name/place.

**Look for:** Capitalize the title used directly with the name and the full proper names. Keep principal, holiday, river, and street lowercase in the general uses shown. Names in these teaching examples are illustrative, not claims about a particular school.

## CA2 | Correct every required capital; avoid extras

**Repair:** on labor day, principal Reed will visit cedar river in the fall. Explain each change and one word that stays lowercase. Replace the companion's book-title tasks with the holiday tasks in the adaptation bank.

**Look for:** On Labor Day, Principal Reed will visit Cedar River in the fall. On begins the sentence; Labor Day is a holiday; Principal Reed uses an official title with a name; Cedar River is a geographical name; fall is an ordinary season word.

## Use the seed without revealing the answer

Model one example, then compare a believable incorrect choice with the correct form. During the partner round, require a reason before uncovering the proof. On the independent check, use a new example of the same Grade 3 decision. Select only the items that fit the day's taught focus.

## PU1 | Missing letters, ownership, or number?

Compare do not/don't; the one dog's bowl; the two dogs' bowls; two dogs. Explain each apostrophe or its absence. Add the mouse's tail and the mice's tails after number is clear.

**Look for:** Don't marks omitted o. Dog's has one owner; dogs' has plural owners already ending in s. Dogs alone is a count, with no apostrophe. Mice's adds apostrophe-s to an irregular plural not ending in s.

## PU2 | Two comma jobs

**Punctuate:** We packed pencils paper and glue. The rain stopped so we played outside. Ella waved and smiled. Contrast the two complete ideas with the single subject doing two actions.

**Look for:** We packed pencils, paper, and glue. The rain stopped, so we played outside. Ella waved and smiled. No comma is needed just because and appears. Require the compound-sentence comma at the clause boundary, not after so.

## PU3 | Mixed marks and no-change decisions

**Read:** Our class packed pencils, paper, and glue. Ella's bag was full. She didn't drop it. The bell rang, so we went inside. Propose one false correction and ask students to defend the original.

**Look for:** All four sentences already work: series, singular possession, contraction, compound-sentence comma. A changed word or mark needs a real reason. Collect a fresh written example of each of the four jobs, not only selected answers.

## SY1 | Build complete Grade 3 structures

**Repair:** The puppy sleeping. Carry the box. Ella opened the box Merrick lifted the lid. Use the adapted Sentence Builders pieces to construct simple and compound sentences, not required complex sentences.

**Look for:** The puppy is sleeping. Carry the box is already a complete command with understood you. Split the run-on into two complete sentences or join with a comma and an appropriate coordinating conjunction. A period cannot supply a missing verb.

## SY2 | Three jobs for a coordinating conjunction

**Build:** Ella and Merrick laughed. Ella waved and smiled. Ella waved, and Merrick smiled. Then combine The gate was locked. We waited outside. to show the stated result.

**Look for:** The first has a compound subject; the second a compound predicate; the third two complete ideas forming a compound sentence. The gate was locked, so we waited outside preserves cause and result. Do not teach a comma before every and.

## SY3 | Four revision moves; one clear meaning

**Draft:** The dog ran. The dog ran. The dog went. It went to the gate. Under the table sat the bowl. Give the intended facts: the dog raced to the gate; the bowl was under the table. Add a needed detail, delete a repeat, combine related ideas, and rearrange for clarity.

**Look for:** One result: The dog raced to the gate. Its bowl sat under the table. Students may use a longer valid revision. Require each move across several examples, not four unnecessary changes to every draft. Preserve the dog's action and bowl's location.

## WC1 | Find meaning, syllabication, pronunciation

Using an actual classroom print dictionary or approved digital dictionary, find rabbit, record, and signal. Record the relevant meaning, shown syllable division, and pronunciation information. Alphabetize cat, can, cap by the third letter. Repeat with the other resource format later.

**Look for:** can, cap, cat. Verify meanings and divisions in the chosen resource; acknowledge that dictionaries can show pronunciation differently. Read record in noun and verb contexts. The teacher checks accurate use of all three entry features, not copied text alone.

## WC2 | Five word relationships in real sentences

**Text:** The tiny kitten sat beside the enormous dog. We took a break after fixing a bicycle brake. A bat flew over the field while Ella held a baseball bat. Compare tiny/small (synonyms), tiny/enormous (antonyms), break/brake (homophones), bat/bat (homographs). Add an idiom context in F2.

**Look for:** A relationship label is only the beginning: explain meaning in this text and write a new fitting use. A homograph has the same spelling but a different meaning; pronunciation may be the same or different. For a further example, contrast the blowing wind with wind the toy.

### WC3 | Precision and voice in a revised draft

Compare I strolled toward the picnic with I raced for the departing bus. Revise Ella gave Merrick her notebook so the owner is unmistakable. Try a cheerful and a grumbling narrator using different words about the same rainstorm.

**Look for:** Strolled fits a leisurely movement; raced fits hurry. Ella gave her own notebook to Merrick keeps Ella as owner. Voice should be justified by actual wording, not a label alone. Use added detail, deleted repetition, combined ideas, and rearrangement across Y3/W3.

### LD1 | Device, detail, job in a short story

Use The Windy Display on the following literary practice page. Ask how sensory detail and repetition help explain the problem and the students' response. Briefly discuss topic/theme, major/minor characters, event sequence/conflict/resolution, and the setting's effect.

**Look for:** The purpose is to understand the language in context. A story-element discussion is related support for Section 8, not a new Structures of Literary Writing unit. Require text evidence and the device's specific effect.

### LD2 | A variety of poems, not one label

Use the three original poems on the following literary practice page. Compare rhyme patterns, sound words, and the shift between stanzas. Make movable line slips from the displayed lines for The Craft Lab.

**Look for:** Poem A: AABB, one stanza; tap/clang make sounds vivid. Poem B: ABAB CDCD, two stanzas; the break shifts from rain/waiting to clearing/action. Poem C: ABAB, one stanza; buzz recreates a bee sound. Explain features and their work, not just count lines.

### LD3 | Narrator and voice are not the same question

**First person:** I gripped my note. What if I forgot my words? Third person: Ella gripped her note. "I might forget," she whispered. Compare cheerful: Hooray, a fresh puddle to splash in! with grumbling: Another soggy shoe. Just my luck.

**Look for:** The first narrator is a participant using I. The second narration is third person even though Ella says I in dialogue. Voice differs through Hooray/fresh/splash versus Another/soggy/Just my luck. Do not require quotation-mark editing to read the supplied dialogue.

### FL1 | Only the supported quality crosses

**Read:** Ella barely lifted her backpack. It felt as heavy as a boulder. Then read: The red backpack rested on the bench. Ask which is a simile, which is literal, and what quality is shared.

**Look for:** The simile transfers heaviness, supported by barely lifted. It does not transfer a stone's color or material. The red-backpack sentence is vivid but literal. In I like backpacks, like does not create a simile.

## FL2 | Idioms and hyperbole need context

Before her speech, Ella had butterflies in her stomach. Her hands shook. After carrying books upstairs, Merrick said, "This bag weighs a ton!" Explain, then write a different fitting context for each expression.

**Look for:** Butterflies means nervous feelings, not insects. A ton deliberately exaggerates weight to emphasize effort; it is not a measured weight here. Students identify and explain both, then use them intentionally. Do not award full evidence credit for simply copying the expression.

## FL3 | Purposeful figurative writing

Write a simile that helps a reader understand speed, quiet, brightness, or weight. Explain the shared quality and one feature that should not be transferred. Compare with a literal version of the same sentence.

**Look for:** Example: The room was as quiet as a sleeping kitten. The quality is quietness, not fur or paws. Accept other accurate, context-supported similes. A phrase alone may show recognition; ask for a complete meaningful sentence and explanation.

## EN1 | Entry samples without teaching the answers

Ask for a sentence about yesterday; dictate rabbit, raincoat, candle, making, and a context-bound break/brake; choose two familiar words from the research-based core list. Present: The birds sings. We packed paper pencils and glue. Ask what helps. Read: Buzz! The bee sounded like a tiny motor. Ask what the comparison communicates.

**Look for:** Keep an unassisted sample, then note any help. Expected repairs include sing and series commas; the comparison transfers a humming/buzzing sound. Use the observations for a starting point, not a grade or a complete TEKS mastery claim.

## EN2 | Fresh cumulative check and transfer

Prepare nine new tasks using the checklist on the assessment page: spelling; grammar; affix meaning/use; capitalization; punctuation; sentence repair; word choice/reference; literary device/purpose; figurative meaning/use. Choose one unpracticed example per section from a familiar context.

**Look for:** Record each section separately. Include at least one produced spelling, one written convention repair, and one evidence-based explanation. For the paragraph, check a useful affixed word, complete agreeing sentences, accurate capitals/marks, precise wording, and a purposeful comparison or sound choice. This sample does not replace the subskill evidence register.

## IMPLEMENTATION GUIDE

## Literary practice text: context for craft

### The Windy Display

Ella and Merrick carried their paper display into the school courtyard. Cold wind tugged at the corners. Flip, flap! A sheet tore loose. Ella reached for it again and again, but the wind swept it under a bench. Mr. Reed, the custodian, handed Merrick a broom. Together the students slid the sheet out. They moved the display into the quiet hall and taped the loose corner. "We can change our plan," Ella said. Soon both students were explaining their display to visitors.

### LD1 | Questions to discuss

Which details let you feel or hear the outdoor problem? What does again and again emphasize?

How do the major characters help one another? What useful action does the minor character take?

What happens first, next, and last? Identify the conflict and resolution. How does the setting affect the events?

What is the topic? What larger lesson is supported by the events? Explain why a topic word alone is not the theme.

### Expected thinking

**Topic:** solving a display problem. A supported theme: changing a plan and working together can help solve a problem. Major characters: Ella and Merrick cooperate; minor character Mr. Reed supplies a useful tool.

Sequence: wind loosens sheet; they retrieve it; they move inside and repair the display. Conflict: the outdoor wind damages/disrupts the display. Resolution: retrieve, move, tape, and present. Setting matters because courtyard wind creates the problem and the quiet hall supports the solution. Cold/tugged is sensory detail; flip, flap suggests movement/sound; again and again emphasizes repeated effort.

Original teaching text added for this scope. Related literary-element discussion supports craft analysis in Section 8; it does not add a separate genre-structure unit.

## IMPLEMENTATION GUIDE

## Literary practice: three poems

**LD2:** read A and B during instruction and compare their sound, rhyme, and stanza choices. Keep C for a fresh individual check. Explain a feature's job, not only its name.

### A. Kitchen Music

*Tap, tap, spoons keep time today.  
Clang! The pans have much to say.  
We stir the soup and sing along.  
Our kitchen hums a cooking song.*

### B. After the Rain

*Rain taps softly on the pane.  
We wait beside the door.  
Dark clouds carry more gray rain.  
Our boots rest on the floor.*

*Sunlight makes the puddles glow.  
We race outside to play.  
A gentle breeze begins to blow.  
The clouds have moved away.*

### C. A Garden Sound

*Buzz! A bee flies near my nose.  
Its sound is soft and small.  
It circles once around a rose,  
Then sails above the wall.*

### Expected patterns

A: today/say and along/song form AABB; one stanza; tap/clang recreate utensil sounds. B: pane/rain, door/floor, glow/blow, play/away form ABAB CDCD; two stanzas shift from waiting in rain to playing after clearing. C: nose/rose and small/wall form ABAB; one stanza; Buzz names the bee sound. Focus on the main sound/rhyme task without requiring students to classify every figurative phrase.

## CALENDARS

## How the Three Charts Fit the 36 Modules

The writing year never loses or gains a module. The Implementation charts that follow count Standards block days, so the number of Implementation cycles matches the number of instructional days. In the 180-day chart each cycle names its module week exactly; in the 165 and 210-day charts the module shown is the approximate week, because module weeks there are shortened or lengthened by the pacing rule.

| Calendar        | Writing year (Grade 3 Pacing Calendars)                                                                    | Implementation cycles                      |
|-----------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>165 days</b> | All 36 modules. Award + Target (Day 4) and Educate + Explain (Day 5) combine in 15 modules.                | 33 cycles (165 Standards block days)       |
| <b>180 days</b> | All 36 modules, one per week, all five GRADUATE days.                                                      | 36 cycles; cycle n runs with module week n |
| <b>210 days</b> | All 36 modules plus an optional sixth Apply and Extend day in 30 modules, plus review and assessment days. | 42 cycles (210 Standards block days)       |

## 165-DAY YEAR | ALL 36 MODULES | 33 IMPLEMENTATION CYCLES

## 165-day scope and sequence

The listed section profiles explain the shared progression. The tables that follow show the actual instructional day, concepts, activity title, distractor work, independent task, and check for this calendar. A cycle ID connects each row to the TEKS register and practice seed bank.

| Focus                  | Days    | Cycles                 | Section assessment          |
|------------------------|---------|------------------------|-----------------------------|
| Entry evidence         | 1-5     | R0                     | Baseline only               |
| 1. Spelling            | 6-30    | S1, S2, S3, S4, S5     | Day 30                      |
| 2. Grammar             | 31-60   | G1, G2, G3, G4, G5, G6 | Day 60                      |
| 3. Morphemes           | 61-75   | M1, M2, M3             | Day 75                      |
| 4. Capitalization      | 76-85   | C1, C2                 | Day 85                      |
| 5. Punctuation         | 86-100  | P1, P2, P3             | Day 100                     |
| 6. Syntax              | 101-115 | Y1, Y2, Y3             | Day 115                     |
| 7. Word Choice         | 116-130 | W1, W2, W3             | Day 130                     |
| 8. Literary Devices    | 131-145 | L1, L2, L3             | Day 145                     |
| 9. Figurative Language | 146-160 | F1, F2, F3             | Day 160                     |
| Closing transfer       | 161-165 | RZ                     | <b>Fresh check:</b> day 164 |

### Opening and closing in listed form

**Entry:** establish routines, collect unassisted word/sentence/meaning samples, and practice partner roles.

**Closing:** retrieve all nine sections, use saved boards, write a transfer paragraph, complete a fresh nine-section sample, and reflect on growth.

Every day uses the 20-minute Standards block, including formal section checks and the closing fresh check. The 15-minute cluster and module lesson runs separately. Feedback is built into the next cycle's opening; retrieval is part of each daily lesson, not added days.

## DAYS 1-10

## Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

Entry routines: 3.1(A)-(E) | Seed: EN1

| Day / format                    | Concept, activity, and evidence                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Whole group + entry | Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.                               |
| <b>2</b><br>Entry: words        | Read and spell a small set across syllable types, endings, and familiar high-frequency words; record uncertainty without teaching all answers. Evidence: Baseline spelling/reading evidence; note support. |
| <b>3</b><br>Entry: sentences    | Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.                                                    |
| <b>4</b><br>Entry: meaning      | Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.                                                                       |
| <b>5</b><br>Partners + goals    | Practice reading/moving/explaining/checking roles with familiar words; set one personal practice goal. Evidence: Restated directions and cooperative routine.                                              |

**Retrieve / spiral:** Observe without turning an entry sample into a high-stakes score.

## Cycle 2 | S1 | Closed, open, and VCe syllables

about Week 2: PREPARE M2

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP1

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6</b><br>Concept + whole group   | <b>Whole group:</b> Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. |
| <b>7</b><br>Concept + distractors   | Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.                                         |
| <b>8</b><br>Partners / small group  | Spelling Proof Match. New round: sort rabbit, napkin, robot, music, cupcake, and sunshine on the KEEP/REPAIR board; explain one syllable per word.                  |
| <b>9</b><br>Independent worksheet   | <b>New independent practice:</b> New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.         |
| <b>10</b><br>Fresh check + transfer | <b>Fresh read-and-spell check:</b> one word for each taught type plus two core-list high-frequency words.                                                           |

**Retrieve / spiral:** Sentence beginnings and familiar nouns. Read/spell two core-list high-frequency words daily.

## DAYS 11-20

## Cycle 3 | S2 | Vowel teams, r-controlled, and final stable syllables

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP2

about Week 3: PREPARE M3

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Teach vowel-team digraphs and diphthongs in longer words: raincoat and cowboy. Hear the sound, mark the team, and spell. |
| <b>12</b><br>Concept + distractors  | <b>Teach r-controlled and final stable syllables:</b> garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.                         |
| <b>13</b><br>Partners / small group | Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.                     |
| <b>14</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.           |
| <b>15</b><br>Fresh check + transfer | Dictate a varied four-word set; independently name and spell the relevant syllable in each.                                                                        |

**Retrieve / spiral:** Closed, open, and VCe words from S1; two high-frequency words daily.

## Cycle 4 | S3 | Multiple patterns and syllable division

TEKS: 3.2(B)(iv); 3.2(B)(v); 3.3(A) | Seed: SP3

about Week 4: PREPARE M4

| Day / format                        | Concept, activity, and evidence                                                                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>16</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Read and spell VCCV, VCV, and VCCCV examples: rab/bit, ro/bot, lem/on, mon/ster. Compare division options rather than one fixed rule. |
| <b>17</b><br>Concept + distractors  | Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.                                                     |
| <b>18</b><br>Partners / small group | Spelling Proof Match. New round: build and explain rabbit, robot, lemon, monster, neighbor, wooden, and although; verify pronunciation before testing a syllable division.      |
| <b>19</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.                       |
| <b>20</b><br>Fresh check + transfer | Fresh divisions and spellings across all three patterns; read noun REcord and verb reCORD in different sentences.                                                               |

**Retrieve / spiral:** All seven syllable-type targets and high-frequency words; keep the whole-word meaning.

## DAYS 21-30

**Cycle 5 | S4 | Homophones, compounds, contractions, abbreviations**

TEKS: 3.2(B)(ii); 3.2(B)(iii); 3.3(D) | Seed: SP4

about Week 5: C1 M1

| Day / format                        | Concept, activity, and evidence                                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr. |
| <b>22</b><br>Concept + distractors  | Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.                                               |
| <b>23</b><br>Partners / small group | Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.                                    |
| <b>24</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.        |
| <b>25</b><br>Fresh check + transfer | Dictate a context-bound homophone and one item from each of the three written-form categories; expand the abbreviation aloud.                                        |

**Retrieve / spiral:** Longer-word spelling and daily high-frequency words. Anticipate apostrophe study without a dialogue lesson.

**Cycle 6 | S5 | Prefixes, suffix changes, and spelling transfer**

about Week 6: C1 M2

**TEKS:** 3.2(B)(vi); 3.2(B)(vii); 3.11D(xxx) to (xxxii) | Seed: SP5

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>26</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary. |
| <b>27</b><br>Concept + distractors  | Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.                                                        |
| <b>28</b><br>Partners / small group | Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.                                        |
| <b>29</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.                               |
| <b>30</b><br>Formal assessment      | Formal Section 1 assessment; keep recognition and written application scores separate.                                                                                   |

**Retrieve / spiral:** Cumulative S1-S4. A five-question check samples the section; retain earlier subskill dictation evidence.

## DAYS 31-40

## Cycle 7 | G1 | Identify: word jobs before colors

about Week 7: C1 M3

TEKS: 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii) | Seed: GR1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>31</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Use the original opener for word jobs only. Begin with neutral shapes; name nouns, pronouns, verbs, adjectives, and adverbs. Save the opener's relationship pointing for G4. |
| <b>32</b><br>Concept + distractors  | Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.                                                                                                |
| <b>33</b><br>Partners / small group | Build the Sentence Forecast. Play Build the Sentence Forecast, as an Identify-only round: match taught shapes and name jobs. Save arrows, phrase brackets, and relationship explanations for G4.                         |
| <b>34</b><br>Independent worksheet  | <b>Show what you understand:</b> Use the independent practice page for word-job identification only. Save relationship arrows in later items for G4 and G6; do not require untaught color/type markings.                 |
| <b>35</b><br>Fresh check + transfer | Identify six new word jobs orally and in writing; correct one mislabel and explain its actual job.                                                                                                                       |

**Retrieve / spiral:** Keep spelling patterns active. Grammar feedback never depends only on choosing a weather icon.

**Cycle 8 | G2 | Differentiate: tense and pronoun case**

about Week 8: C1 M4

**TEKS:** 3.11D(iii) to (v); 3.11D(xvi) to (xviii) | Seed: GR2

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>36</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.               |
| <b>37</b><br>Concept + distractors  | <b>Teach subject and object pronouns:</b> she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.                                                        |
| <b>38</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: She waved to me. Yesterday she walked; today she walks; tomorrow she will walk. Name roles and time.                          |
| <b>39</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job. |
| <b>40</b><br>Fresh check + transfer | Three-tense check plus one subjective and one objective case task; record each separately.                                                                                     |

**Retrieve / spiral:** Neutral shapes remain available; noun/verb/adjective/adverb recognition from G1.

## DAYS 41-50

**Cycle 9 | G3 | Classify: number, possession, and comparison**

about Week 9: C2 M1

**TEKS:** 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xvi) to (xviii) | Seed: GR3

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>41</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles. |
| <b>42</b><br>Concept + distractors  | Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.                                                               |
| <b>43</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.                    |
| <b>44</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.                  |
| <b>45</b><br>Fresh check + transfer | Independent form check covering all four noun categories, possessive case, and both comparison degrees.                                                                  |

**Retrieve / spiral:** Past/present/future and subjective/objective pronouns. Keep spelling endings connected to meaning.

**Cycle 10 | G4 | Connect: phrases and word relationships**

about Week 10: C2 M2

**TEKS:** 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xix) to (xxi) | Seed: GR4

| Day / format                        | Concept, activity, and evidence                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>46</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates. |
| <b>47</b><br>Concept + distractors  | Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.                                                       |
| <b>48</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: Ella and Merrick walked slowly under the trees yesterday. Then build a sentence with a compound predicate.                            |
| <b>49</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.       |
| <b>50</b><br>Fresh check + transfer | Explain preposition versus whole phrase; produce both conjunction constructions and connect each describing word correctly.                                                            |

**Retrieve / spiral:** Use S/O case labels and correct noun/verb forms. Star S/P location is not pronoun case.

DAYS 51-60

**Cycle 11 | G5 | Test: complete sentences and agreement**

about Week 11: C2 M3

**TEKS:** 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(iii) to (v) | Seed: GR5

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>51</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates. |
| <b>52</b><br>Concept + distractors  | Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.                                           |
| <b>53</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: build two complete ideas and bridge them with a coordinating conjunction; contrast a compound predicate.                      |
| <b>54</b><br>Independent worksheet  | <b>Show what you understand:</b> New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.                       |
| <b>55</b><br>Fresh check + transfer | Write a simple and a compound sentence with agreement; independently justify the needed connection.                                                                            |

**Retrieve / spiral:** All earlier layers, but only taught markings. Full diagrams are a support, not the scored goal.

**Cycle 12 | G6 | Grammar integration and independent transfer**

about Week 13: C3 M1

**TEKS:** 3.11D(i), (ii); 3.11D(iii) to (v); 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xvi) to (xviii); 3.11D(xix) to (xxi) | Seed: GR6

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>56</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.                                                             |
| <b>57</b><br>Concept + distractors  | <b>Inspect mixed choices:</b> wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.                                                                                       |
| <b>58</b><br>Partners / small group | Build the Sentence Forecast. Replay the original Forecast with one new sentence per symbol family; add a compound sentence and fade supplied labels.                                                                                |
| <b>59</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the remaining items on the independent practice page. Complete the final two GR6 tasks after distributing its eight-convention check across days 1-4; save separate evidence for each form. |
| <b>60</b><br>Formal assessment      | Formal Section 2 assessment; use a follow-up item to separate adjective/adverb identification from relationship explanation.                                                                                                        |

**Retrieve / spiral:** S1-S5 spelling in every written product; brief no-change checks.

DAYS 61-70

**Cycle 13 | M1 | Prefix meaning in a whole word**

about Week 14: C3 M2

**TEKS:** 3.3(C); 3.2(B)(vi); 3.3(B) | Seed: MM1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>61</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Use the opener, then teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base. |
| <b>62</b><br>Concept + distractors  | Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.                                                              |
| <b>63</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original re-/un-/pre-/mis- tiles plus new prefix/base slips; use the board, not invented source card IDs.                         |
| <b>64</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add one sentence each with two of the new example prefixes.                                              |
| <b>65</b><br>Fresh check + transfer | Identify and use all five Grade 3 example prefixes in brief oral/written responses across the week.                                                                               |

**Retrieve / spiral:** Spell prefixes without losing letters; retrieve pronoun case and tense in responses.

## Cycle 14 | M2 | Suffix meaning and spelling changes

about Week 15: C3 M3

TEKS: 3.3(C); 3.2(B)(vii); 3.3(B) | Seed: MM2

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>66</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function. |
| <b>67</b><br>Concept + distractors  | Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.                                                                    |
| <b>68</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original suffix missions and MM2 new -ness/-y missions. Say, spell, and use every built word.                       |
| <b>69</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.                               |
| <b>70</b><br>Fresh check + transfer | Use all three Grade 3 example suffixes; explain one e/y/doubling boundary and one suffix that changes word function.                                                |

**Retrieve / spiral:** All prefix meanings; words from earlier syllable-type sets.

DAYS 71-80

## Cycle 15 | M3 | Affixes plus context: transfer and assessment

about Week 16: C3 M4

TEKS: 3.3(C); 3.3(B); 3.2(B)(vi); 3.2(B)(vii) | Seed: MM3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>71</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Blend affix meaning, base, and context. Replace the port root task with MM3 non-/im- tasks; no Greek/Latin-root unit.       |
| <b>72</b><br>Concept + distractors  | Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.                                                           |
| <b>73</b><br>Partners / small group | The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.                                              |
| <b>74</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning. |
| <b>75</b><br>Formal assessment      | Formal Section 3 assessment, with replacement Q4 from the Grade 3 adaptation bank.                                                                                               |

**Retrieve / spiral:** All eight example affixes; retain checks showing meaning AND use, not definitions alone.

**Cycle 16 | C1 | Official titles, holidays, and geographical names**

about Week 17: C4 M1

**TEKS:** 3.11D(xxii) to (xxv); 3.11D(vi) to (ix) | Seed: CA1

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>76</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.  |
| <b>77</b><br>Concept + distractors  | Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.                                           |
| <b>78</b><br>Partners / small group | Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.                                     |
| <b>79</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital. |
| <b>80</b><br>Fresh check + transfer | <b>Independent sentence corrections:</b> one official title, one holiday, one geographical name, and one named place.                                              |

**Retrieve / spiral:** Past/present/future; proper versus common nouns; sentence beginnings and I remain review.

**DAYS 81-90****Cycle 17 | C2 | Capitalization in context, not by importance**

about Week 18: C4 M2

**TEKS:** 3.11D(xxii) to (xxv) | Seed: CA2

| Day / format                        | Concept, activity, and evidence                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>81</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.                     |
| <b>82</b><br>Concept + distractors  | Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.                                      |
| <b>83</b><br>Partners / small group | Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.                                                            |
| <b>84</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place. |
| <b>85</b><br>Formal assessment      | Formal Section 4 assessment, with replacement Q3 on holiday capitalization.                                                                                             |

**Retrieve / spiral:** Spelling and grammar remain in written notices; review the most recent affix meaning.

**Cycle 18 | P1 | Contractions, possession, and counting**

about Week 19: C4 M3

TEKS: 3.11D(xxvi) to (xxix); 3.2(B)(iii) | Seed: PU1

| Day / format                        | Concept, activity, and evidence                                                                                                                                   |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>86</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural. |
| <b>87</b><br>Concept + distractors  | Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.                                                 |
| <b>88</b><br>Partners / small group | Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.                          |
| <b>89</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.                |
| <b>90</b><br>Fresh check + transfer | Independent contraction and possessive check; include a correct plural that needs no apostrophe.                                                                  |

**Retrieve / spiral:** Capitalized names and correct noun number; end marks are prerequisite review.**DAYS 91-100****Cycle 19 | P2 | Commas in series and compound sentences**

about Week 20: C4 M4

TEKS: 3.11D(xxvi) to (xxix); 3.11D(xix) to (xxi); 3.11D(i), (ii) | Seed: PU2

| Day / format                        | Concept, activity, and evidence                                                                                                                                |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>91</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate. |
| <b>92</b><br>Concept + distractors  | Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.                                                         |
| <b>93</b><br>Partners / small group | Punctuation Repair Lab. Repair Lab with new replacement pairs P5/R7 and P8/R3 from PU2; keep cards P2/R5 for series and P6/R1 for removal.                     |
| <b>94</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Replace the matching item with the compound-sentence task.                            |
| <b>95</b><br>Fresh check + transfer | One series, one compound sentence, one compound predicate, and one correct sentence: place/explain or preserve the marks.                                      |

**Retrieve / spiral:** Contractions and possessives; retain earlier coordinating-conjunction constructions.

## Cycle 20 | P3 | Every mark must earn its place

about Week 21: C5 M1

TEKS: 3.11D(xxvi) to (xxix) | Seed: PU3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>96</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.            |
| <b>97</b><br>Concept + distractors  | <b>Explain all distractors:</b> correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.                                      |
| <b>98</b><br>Partners / small group | Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.                                                     |
| <b>99</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive. |
| <b>100</b><br>Formal assessment     | Formal Section 5 assessment, with replacement Q4 on a compound-sentence comma.                                                                                                   |

**Retrieve / spiral:** Capitalization and tense; two fresh spelling words. No dialogue-quotation mastery task.

### DAYS 101-110

## Cycle 21 | Y1 | Complete simple sentences and boundaries

about Week 22: C5 M2

TEKS: 3.11D(i), (ii); 3.11(C) | Seed: SY1

| Day / format                         | Concept, activity, and evidence                                                                                                                        |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>101</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates. |
| <b>102</b><br>Concept + distractors  | Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.                                            |
| <b>103</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.        |
| <b>104</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.     |
| <b>105</b><br>Fresh check + transfer | Produce a complete simple sentence, a command, and a valid run-on repair; explain completeness.                                                        |

**Retrieve / spiral:** Noun/verb agreement and purposeful punctuation; part-of-speech names remain available.

**Cycle 22 | Y2 | Compound subjects, predicates, and sentences**

about Week 23: C5 M3

**TEKS:** 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(xxvi) to (xxix) | Seed: SY2

| Day / format                         | Concept, activity, and evidence                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>106</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations. |
| <b>107</b><br>Concept + distractors  | Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.                                       |
| <b>108</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.                               |
| <b>109</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the replacements; identify all complete ideas before punctuating.                          |
| <b>110</b><br>Fresh check + transfer | Write all three compound constructions and explain when a clause-joining comma is needed.                                                                               |

**Retrieve / spiral:** Pronoun reference, tense, and sentence meaning; retain every original intended event.

DAYS 111-120

**Cycle 23 | Y3 | Sentence structure for coherence and clarity**

about Week 25: C6 M1

**TEKS:** 3.11(C); 3.11D(i), (ii); 3.11D(xiv), (xv) | Seed: SY3

| Day / format                         | Concept, activity, and evidence                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>111</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase. |
| <b>112</b><br>Concept + distractors  | Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.                                |
| <b>113</b><br>Partners / small group | Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.                            |
| <b>114</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.        |
| <b>115</b><br>Formal assessment      | Formal Section 6 assessment; accept a correct coordinating-conjunction construction and explanation.                                                             |

**Retrieve / spiral:** All convention checks from Sections 1-5. This is sentence/word work, not a separate Chapter 14 unit.

**Cycle 24 | W1 | References, context, and word study tools**

about Week 26: C6 M2

TEKS: 3.3(A); 3.3(B) | Related: 3.2(C) | Seed: WC1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>116</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter. |
| <b>117</b><br>Concept + distractors  | Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.                                                                        |
| <b>118</b><br>Partners / small group | Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.                                                           |
| <b>119</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.          |
| <b>120</b><br>Fresh check + transfer | Independently locate an entry, interpret its three features, and order three words that require checking the third letter.                                                        |

**Retrieve / spiral:** Syllable divisions and affixes; listen for accent shifts in reference-supported word reading.

## DAYS 121-130

## Cycle 25 | W2 | Word relationships in connected text

about Week 27: C6 M3

TEKS: 3.3(D); 3.3(B); 3.11(C) | Seed: WC2

| Day / format                         | Concept, activity, and evidence                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>121</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.  |
| <b>122</b><br>Concept + distractors  | Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.                                                  |
| <b>123</b><br>Partners / small group | Word Auditions. Play original Word Auditions, then WC2 new homophone/homograph and synonym/antonym rounds; change context to change the best fit.                    |
| <b>124</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship. |
| <b>125</b><br>Fresh check + transfer | Explain four relationships in text, then write a context that makes a previously rejected word fit.                                                                  |

**Retrieve / spiral:** Context across sentences; prefixes/suffixes and spelling proofs; later F2 completes the idiom component.

## Cycle 26 | W3 | Precise choices, clear references, and voice

about Week 28: C6 M4

TEKS: 3.11(C); 3.10(F); 3.3(B) | Seed: WC3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>126</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.       |
| <b>127</b><br>Concept + distractors  | Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.                                                                             |
| <b>128</b><br>Partners / small group | Word Auditions. Replay Word Auditions; rewrite a scene so a rejected word becomes correct and explain how the new language changes voice.                                            |
| <b>129</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Revise a short draft with all four 3.11(C) moves across the week; explain the voice in one original sentence. |
| <b>130</b><br>Formal assessment      | Formal Section 7 assessment; follow with a separate brief voice explanation if it was not yet demonstrated.                                                                          |

**Retrieve / spiral:** All convention decisions and resource verification; keep relevant original meanings.

## DAYS 131-140

## Cycle 27 | L1 | Imagery, repetition, contrast, and purpose

about Week 29: C7 M1

TEKS: 3.10(D); 3.10(E) | Related: 3.10(A) | Seed: LD1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>131</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Use What Changed for the Reader? Model DEVICE-DETAIL-JOB for imagery, repetition, and contrast; read the LD1 story for context. |
| <b>132</b><br>Concept + distractors  | Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.                                                 |
| <b>133</b><br>Partners / small group | The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.                                                                      |
| <b>134</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.       |
| <b>135</b><br>Fresh check + transfer | <b>New sensory detail:</b> identify it, cite words, explain its specific job; check topic versus theme in the LD1 context.                                                       |

**Retrieve / spiral:** Precise words, context, and evidence; discuss related 3.8(A)-(D) within the supplied story.

## Cycle 28 | L2 | Sound choices in a variety of poems

about Week 30: C7 M2

TEKS: 3.10(D) | Related: 3.9(B) | Seed: LD2

| Day / format                         | Concept, activity, and evidence                                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>136</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems. |
| <b>137</b><br>Concept + distractors  | Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.                                      |
| <b>138</b><br>Partners / small group | The Craft Lab. Craft Lab cards L7/L8 plus LD2 poem-line strips; arrange lines, label end-rhyme patterns, and explain a sound choice.                               |
| <b>139</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.     |
| <b>140</b><br>Fresh check + transfer | Independently identify/explain a sound device and describe rhyme/stanza patterns in a fresh short poem.                                                            |

**Retrieve / spiral:** Imagery can be literal; spelling and pronunciation are related but not identical.

## DAYS 141-150

## Cycle 29 | L3 | First/third person and language that creates voice about Week 31: C7 M3

TEKS: 3.10(E); 3.10(F); 3.10(D) | Seed: LD3

| Day / format                         | Concept, activity, and evidence                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>141</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Contrast first- and third-person narration with LD3. Separate a character's quoted I from the narrator's point of view. |
| <b>142</b><br>Concept + distractors  | Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.                                  |
| <b>143</b><br>Partners / small group | The Craft Lab. Craft Lab card L6 plus new third-person/voice cards from LD3; identify narration, quote proof, and explain its effect.                                    |
| <b>144</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice pages; add independent third-person and voice responses from LD3.                                     |
| <b>145</b><br>Formal assessment      | Formal Section 8 assessment. Retain separate third-person, voice, and poetry-feature evidence from earlier checks.                                                       |

**Retrieve / spiral:** Sentence clarity, source evidence, and purposeful word choices; foreshadow F2 hyperbole without new advanced-device labels.

## Cycle 30 | F1 | Literal language and meaningful comparisons about Week 32: C7 M4

TEKS: 3.10(D); 3.3(B) | Seed: FL1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>146</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.       |
| <b>147</b><br>Concept + distractors  | Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.                                                  |
| <b>148</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.                                                         |
| <b>149</b><br>Independent worksheet  | <b>Show what you understand:</b> Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label. |
| <b>150</b><br>Fresh check + transfer | Explain one new simile, one vivid literal line, and the specific purpose of the comparison.                                                                                     |

**Retrieve / spiral:** Imagery, word choice, and DEVICE-DETAIL-JOB; reread beyond one sentence for context.

## DAYS 151-160

## Cycle 31 | F2 | Idioms and hyperbole in context

about Week 33: C8 M1

TEKS: 3.3(D); 3.10(G); 3.3(B) | Seed: FL2

| Day / format                         | Concept, activity, and evidence                                                                                                                                              |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>151</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.         |
| <b>152</b><br>Concept + distractors  | Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.                                                                      |
| <b>153</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.                                   |
| <b>154</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph. |
| <b>155</b><br>Fresh check + transfer | <b>Two independent text-based tasks:</b> identify/use/explain an idiom and identify/explain a hyperbole.                                                                     |

**Retrieve / spiral:** Synonyms, antonyms, homophones, homographs; all five 3.3(D) relationships are now in the cumulative checks.

## Cycle 32 | F3 | Purpose, evidence, and figurative-language transfer

about Week 34: C8 M2

TEKS: 3.10(D); 3.10(G); 3.3(D); 3.3(B) | Seed: FL3

| Day / format                         | Concept, activity, and evidence                                                                                                                                           |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>156</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.                 |
| <b>157</b><br>Concept + distractors  | <b>Analyze all choices:</b> true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.                         |
| <b>158</b><br>Partners / small group | Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.                                   |
| <b>159</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject. |
| <b>160</b><br>Formal assessment      | Formal Section 9 assessment, with the Grade 3 Q3 stem and simile-only Q5 direction.                                                                                       |

**Retrieve / spiral:** Cumulative vocabulary, devices, evidence, spelling, and sentence conventions.

DAYS 161-165

**Cycle 33 | RZ | Cumulative transfer, fresh checks, and reflection**

about Week 35: C8 M3

**All nine sections:** see the full primary TEKS register | Seed: EN2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>161</b><br>Whole group review     | Retrieve one representative decision from each section; students explain the rule or text evidence, not a preferred answer letter. Evidence: Nine-section oral review log.                   |
| <b>162</b><br>Partners + application | Rotate through a spelling/word station, a sentence-conventions station, and a language-effect station using saved boards. Evidence: Independent explanation noted within partner work.       |
| <b>163</b><br>Independent transfer   | Write and improve a short paragraph containing an affixed word, clear sentences, and one purposeful simile or sound choice. Evidence: Draft plus explanations; use EN2 criteria.             |
| <b>164</b><br>Cumulative assessment  | Use a fresh teacher-prepared check sampling all nine sections; include production and evidence, not only multiple choice. Evidence: Separate nine strand notes; not a state-test prediction. |
| <b>165</b><br>Feedback + next steps  | Compare entry and current evidence, correct one error with a fresh example, and write the next learning goal. Evidence: Growth reflection and transfer record.                               |

**Retrieve / spiral:** Check growth with new prompts; do not reuse nine familiar tests as a single end-of-year score.

**Finish with a usable learning record**

Keep the initial sample, one current unassisted sample, an explanation, and a next-step goal. Note supports separately. Use the blank evidence tracker at the end of this guide to connect the next lesson to the student's actual response.

## 180-DAY YEAR | ALL 36 MODULES | 36 IMPLEMENTATION CYCLES

## 180-day scope and sequence

The listed section profiles explain the shared progression. The tables that follow show the actual instructional day, concepts, activity title, distractor work, independent task, and check for this calendar. A cycle ID connects each row to the TEKS register and practice seed bank.

| Focus                  | Days    | Cycles                     | Section assessment          |
|------------------------|---------|----------------------------|-----------------------------|
| Entry evidence         | 1-5     | R0                         | Baseline only               |
| 1. Spelling            | 6-35    | S1, S2, S3, S4, SX, S5     | Day 35                      |
| 2. Grammar             | 36-70   | G1, G2, G3, G4, G5, GX, G6 | Day 70                      |
| 3. Morphemes           | 71-85   | M1, M2, M3                 | Day 85                      |
| 4. Capitalization      | 86-95   | C1, C2                     | Day 95                      |
| 5. Punctuation         | 96-110  | P1, P2, P3                 | Day 110                     |
| 6. Syntax              | 111-125 | Y1, Y2, Y3                 | Day 125                     |
| 7. Word Choice         | 126-145 | W1, W2, WX, W3             | Day 145                     |
| 8. Literary Devices    | 146-160 | L1, L2, L3                 | Day 160                     |
| 9. Figurative Language | 161-175 | F1, F2, F3                 | Day 175                     |
| Closing transfer       | 176-180 | RZ                         | <b>Fresh check:</b> day 179 |

### Opening and closing in listed form

**Entry:** establish routines, collect unassisted word/sentence/meaning samples, and practice partner roles.  
**Closing:** retrieve all nine sections, use saved boards, write a transfer paragraph, complete a fresh nine-section sample, and reflect on growth.

Every day uses the 20-minute Standards block, including formal section checks and the closing fresh check. The 15-minute cluster and module lesson runs separately. Feedback is built into the next cycle's opening; retrieval is part of each daily lesson, not added days.

## DAYS 1-10

## Cycle 1 | Ro | Entry evidence and workshop routines

Week 1: PREPARE M1

Entry routines: 3.1(A)-(E) | Seed: EN1

| Day / format                    | Concept, activity, and evidence                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Whole group + entry | Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.                               |
| <b>2</b><br>Entry: words        | Read and spell a small set across syllable types, endings, and familiar high-frequency words; record uncertainty without teaching all answers. Evidence: Baseline spelling/reading evidence; note support. |
| <b>3</b><br>Entry: sentences    | Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.                                                    |
| <b>4</b><br>Entry: meaning      | Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.                                                                       |
| <b>5</b><br>Partners + goals    | Practice reading/moving/explaining/checking roles with familiar words; set one personal practice goal. Evidence: Restated directions and cooperative routine.                                              |

**Retrieve / spiral:** Observe without turning an entry sample into a high-stakes score.

## Cycle 2 | S1 | Closed, open, and VCe syllables

Week 2: PREPARE M2

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP1

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6</b><br>Concept + whole group   | <b>Whole group:</b> Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. |
| <b>7</b><br>Concept + distractors   | Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.                                         |
| <b>8</b><br>Partners / small group  | Spelling Proof Match. New round: sort rabbit, napkin, robot, music, cupcake, and sunshine on the KEEP/REPAIR board; explain one syllable per word.                  |
| <b>9</b><br>Independent worksheet   | <b>New independent practice:</b> New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.         |
| <b>10</b><br>Fresh check + transfer | <b>Fresh read-and-spell check:</b> one word for each taught type plus two core-list high-frequency words.                                                           |

**Retrieve / spiral:** Sentence beginnings and familiar nouns. Read/spell two core-list high-frequency words daily.

## DAYS 11-20

## Cycle 3 | S2 | Vowel teams, r-controlled, and final stable syllables

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP2

Week 3: PREPARE M3

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Teach vowel-team digraphs and diphthongs in longer words: raincoat and cowboy. Hear the sound, mark the team, and spell. |
| <b>12</b><br>Concept + distractors  | <b>Teach r-controlled and final stable syllables:</b> garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.                         |
| <b>13</b><br>Partners / small group | Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.                     |
| <b>14</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.           |
| <b>15</b><br>Fresh check + transfer | Dictate a varied four-word set; independently name and spell the relevant syllable in each.                                                                        |

**Retrieve / spiral:** Closed, open, and VCe words from S1; two high-frequency words daily.

## Cycle 4 | S3 | Multiple patterns and syllable division

TEKS: 3.2(B)(iv); 3.2(B)(v); 3.3(A) | Seed: SP3

Week 4: PREPARE M4

| Day / format                        | Concept, activity, and evidence                                                                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>16</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Read and spell VCCV, VCV, and VCCCV examples: rab/bit, ro/bot, lem/on, mon/ster. Compare division options rather than one fixed rule. |
| <b>17</b><br>Concept + distractors  | Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.                                                     |
| <b>18</b><br>Partners / small group | Spelling Proof Match. New round: build and explain rabbit, robot, lemon, monster, neighbor, wooden, and although; verify pronunciation before testing a syllable division.      |
| <b>19</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.                       |
| <b>20</b><br>Fresh check + transfer | Fresh divisions and spellings across all three patterns; read noun REcord and verb reCORD in different sentences.                                                               |

**Retrieve / spiral:** All seven syllable-type targets and high-frequency words; keep the whole-word meaning.

## DAYS 21-30

**Cycle 5 | S4 | Homophones, compounds, contractions, abbreviations****Week 5: C1 M1****TEKS:** 3.2(B)(ii); 3.2(B)(iii); 3.3(D) | Seed: SP4

| Day / format                        | Concept, activity, and evidence                                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr. |
| <b>22</b><br>Concept + distractors  | Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.                                               |
| <b>23</b><br>Partners / small group | Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.                                    |
| <b>24</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.        |
| <b>25</b><br>Fresh check + transfer | Dictate a context-bound homophone and one item from each of the three written-form categories; expand the abbreviation aloud.                                        |

**Retrieve / spiral:** Longer-word spelling and daily high-frequency words. Anticipate apostrophe study without a dialogue lesson.

**Cycle 6 | SX | Spelling laboratory: fresh patterns and dictation****Week 6: C1 M2****TEKS:** 3.2(B)(iv); 3.2(B)(v); 3.3(A) | Seed: SP3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>26</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.  |
| <b>27</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>28</b><br>Partners / small group | Spelling Proof Match. Replay Spelling Proof Match with new examples from SP3. Rotate roles; hide supplied proof only after accurate explanations.                                    |
| <b>29</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>30</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

## DAYS 31-40

## Cycle 7 | S5 | Prefixes, suffix changes, and spelling transfer

Week 7: C1 M3

TEKS: 3.2(B)(vi); 3.2(B)(vii); 3.11D(xxx) to (xxxii) | Seed: SP5

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>31</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary. |
| <b>32</b><br>Concept + distractors  | Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.                                                        |
| <b>33</b><br>Partners / small group | Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.                                        |
| <b>34</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.                               |
| <b>35</b><br>Formal assessment      | Formal Section 1 assessment; keep recognition and written application scores separate.                                                                                   |

**Retrieve / spiral:** Cumulative S1-S4. A five-question check samples the section; retain earlier subskill dictation evidence.

**Cycle 8 | G1 | Identify: word jobs before colors****Week 8: C1 M4****TEKS:** 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii) | Seed: GR1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>36</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Use the original opener for word jobs only. Begin with neutral shapes; name nouns, pronouns, verbs, adjectives, and adverbs. Save the opener's relationship pointing for G4. |
| <b>37</b><br>Concept + distractors  | Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.                                                                                                |
| <b>38</b><br>Partners / small group | Build the Sentence Forecast. Play Build the Sentence Forecast, as an Identify-only round: match taught shapes and name jobs. Save arrows, phrase brackets, and relationship explanations for G4.                         |
| <b>39</b><br>Independent worksheet  | <b>Show what you understand:</b> Use the independent practice page for word-job identification only. Save relationship arrows in later items for G4 and G6; do not require untaught color/type markings.                 |
| <b>40</b><br>Fresh check + transfer | Identify six new word jobs orally and in writing; correct one mislabel and explain its actual job.                                                                                                                       |

**Retrieve / spiral:** Keep spelling patterns active. Grammar feedback never depends only on choosing a weather icon.

## DAYS 41-50

## Cycle 9 | G2 | Differentiate: tense and pronoun case

Week 9: C2 M1

TEKS: 3.11D(iii) to (v); 3.11D(xvi) to (xviii) | Seed: GR2

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>41</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.               |
| <b>42</b><br>Concept + distractors  | <b>Teach subject and object pronouns:</b> she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.                                                        |
| <b>43</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: She waved to me. Yesterday she walked; today she walks; tomorrow she will walk. Name roles and time.                          |
| <b>44</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job. |
| <b>45</b><br>Fresh check + transfer | Three-tense check plus one subjective and one objective case task; record each separately.                                                                                     |

**Retrieve / spiral:** Neutral shapes remain available; noun/verb/adjective/adverb recognition from G1.

**Cycle 10 | G3 | Classify: number, possession, and comparison****Week 10: C2 M2****TEKS:** 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xvi) to (xviii) | Seed: GR3

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>46</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles. |
| <b>47</b><br>Concept + distractors  | Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.                                                               |
| <b>48</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.                    |
| <b>49</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.                  |
| <b>50</b><br>Fresh check + transfer | Independent form check covering all four noun categories, possessive case, and both comparison degrees.                                                                  |

**Retrieve / spiral:** Past/present/future and subjective/objective pronouns. Keep spelling endings connected to meaning.

## DAYS 51-60

## Cycle 11 | G4 | Connect: phrases and word relationships

Week 11: C2 M3

TEKS: 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xix) to (xxi) | Seed: GR4

| Day / format                        | Concept, activity, and evidence                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>51</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates. |
| <b>52</b><br>Concept + distractors  | Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.                                                       |
| <b>53</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: Ella and Merrick walked slowly under the trees yesterday. Then build a sentence with a compound predicate.                            |
| <b>54</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.       |
| <b>55</b><br>Fresh check + transfer | Explain preposition versus whole phrase; produce both conjunction constructions and connect each describing word correctly.                                                            |

**Retrieve / spiral:** Use S/O case labels and correct noun/verb forms. Star S/P location is not pronoun case.

## Cycle 12 | G5 | Test: complete sentences and agreement

Week 12: C2 M4

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(iii) to (v) | Seed: GR5

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>56</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates. |
| <b>57</b><br>Concept + distractors  | Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.                                           |
| <b>58</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: build two complete ideas and bridge them with a coordinating conjunction; contrast a compound predicate.                      |
| <b>59</b><br>Independent worksheet  | <b>Show what you understand:</b> New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.                       |
| <b>60</b><br>Fresh check + transfer | Write a simple and a compound sentence with agreement; independently justify the needed connection.                                                                            |

**Retrieve / spiral:** All earlier layers, but only taught markings. Full diagrams are a support, not the scored goal.

## DAYS 61-70

**Cycle 13 | GX | Sentence Weather laboratory: independent relationships**

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(iii) to (v) | Seed: GR5

Week 13: C3 M1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>61</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence. |
| <b>62</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                    |
| <b>63</b><br>Partners / small group | Build the Sentence Forecast. Replay Build the Sentence Forecast with new examples from GR5. Rotate roles; hide supplied proof only after accurate explanations.                       |
| <b>64</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.  |
| <b>65</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                         |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

**Cycle 14 | G6 | Grammar integration and independent transfer****Week 14: C3 M2**

**TEKS:** 3.11D(i), (ii); 3.11D(iii) to (v); 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xvi) to (xviii); 3.11D(xix) to (xxi) | Seed: GR6

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>66</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.                                                             |
| <b>67</b><br>Concept + distractors  | <b>Inspect mixed choices:</b> wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.                                                                                       |
| <b>68</b><br>Partners / small group | Build the Sentence Forecast. Replay the original Forecast with one new sentence per symbol family; add a compound sentence and fade supplied labels.                                                                                |
| <b>69</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the remaining items on the independent practice page. Complete the final two GR6 tasks after distributing its eight-convention check across days 1-4; save separate evidence for each form. |
| <b>70</b><br>Formal assessment      | Formal Section 2 assessment; use a follow-up item to separate adjective/adverb identification from relationship explanation.                                                                                                        |

**Retrieve / spiral:** S1-S5 spelling in every written product; brief no-change checks.

**DAYS 71-80****Cycle 15 | M1 | Prefix meaning in a whole word****Week 15: C3 M3**

**TEKS:** 3.3(C); 3.2(B)(vi); 3.3(B) | Seed: MM1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>71</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Use the opener, then teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base. |
| <b>72</b><br>Concept + distractors  | Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.                                                              |
| <b>73</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original re-/un-/pre-/mis- tiles plus new prefix/base slips; use the board, not invented source card IDs.                         |
| <b>74</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add one sentence each with two of the new example prefixes.                                              |
| <b>75</b><br>Fresh check + transfer | Identify and use all five Grade 3 example prefixes in brief oral/written responses across the week.                                                                               |

**Retrieve / spiral:** Spell prefixes without losing letters; retrieve pronoun case and tense in responses.

## Cycle 16 | M2 | Suffix meaning and spelling changes

**Week 16: C3 M4**
**TEKS:** 3.3(C); 3.2(B)(vii); 3.3(B) | Seed: MM2

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>76</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function. |
| <b>77</b><br>Concept + distractors  | Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.                                                                    |
| <b>78</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original suffix missions and MM2 new -ness/-y missions. Say, spell, and use every built word.                       |
| <b>79</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.                               |
| <b>80</b><br>Fresh check + transfer | Use all three Grade 3 example suffixes; explain one e/y/doubling boundary and one suffix that changes word function.                                                |

**Retrieve / spiral:** All prefix meanings; words from earlier syllable-type sets.

**DAYS 81-90**

## Cycle 17 | M3 | Affixes plus context: transfer and assessment

**Week 17: C4 M1**
**TEKS:** 3.3(C); 3.3(B); 3.2(B)(vi); 3.2(B)(vii) | Seed: MM3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>81</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Blend affix meaning, base, and context. Replace the port root task with MM3 non-/im- tasks; no Greek/Latin-root unit.       |
| <b>82</b><br>Concept + distractors  | Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.                                                           |
| <b>83</b><br>Partners / small group | The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.                                              |
| <b>84</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning. |
| <b>85</b><br>Formal assessment      | Formal Section 3 assessment, with replacement Q4 from the Grade 3 adaptation bank.                                                                                               |

**Retrieve / spiral:** All eight example affixes; retain checks showing meaning AND use, not definitions alone.

**Cycle 18 | C1 | Official titles, holidays, and geographical names****Week 18: C4 M2****TEKS:** 3.11D(xxii) to (xxv); 3.11D(vi) to (ix) | Seed: CA1

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>86</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.  |
| <b>87</b><br>Concept + distractors  | Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.                                           |
| <b>88</b><br>Partners / small group | Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.                                     |
| <b>89</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital. |
| <b>90</b><br>Fresh check + transfer | <b>Independent sentence corrections:</b> one official title, one holiday, one geographical name, and one named place.                                              |

**Retrieve / spiral:** Past/present/future; proper versus common nouns; sentence beginnings and I remain review.

**DAYS 91-100****Cycle 19 | C2 | Capitalization in context, not by importance****Week 19: C4 M3****TEKS:** 3.11D(xxii) to (xxv) | Seed: CA2

| Day / format                        | Concept, activity, and evidence                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>91</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.                     |
| <b>92</b><br>Concept + distractors  | Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.                                      |
| <b>93</b><br>Partners / small group | Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.                                                            |
| <b>94</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place. |
| <b>95</b><br>Formal assessment      | Formal Section 4 assessment, with replacement Q3 on holiday capitalization.                                                                                             |

**Retrieve / spiral:** Spelling and grammar remain in written notices; review the most recent affix meaning.

**Cycle 20 | P1 | Contractions, possession, and counting****Week 20: C4 M4****TEKS:** 3.11D(xxvi) to (xxix); 3.2(B)(iii) | Seed: PU1

| Day / format                         | Concept, activity, and evidence                                                                                                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>96</b><br>Concept + whole group   | <b>Whole group:</b> Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural. |
| <b>97</b><br>Concept + distractors   | Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.                                                 |
| <b>98</b><br>Partners / small group  | Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.                          |
| <b>99</b><br>Independent worksheet   | <b>Show what you understand:</b> Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.                |
| <b>100</b><br>Fresh check + transfer | Independent contraction and possessive check; include a correct plural that needs no apostrophe.                                                                  |

**Retrieve / spiral:** Capitalized names and correct noun number; end marks are prerequisite review.**DAYS 101-110****Cycle 21 | P2 | Commas in series and compound sentences****Week 21: C5 M1****TEKS:** 3.11D(xxvi) to (xxix); 3.11D(xix) to (xxi); 3.11D(i), (ii) | Seed: PU2

| Day / format                         | Concept, activity, and evidence                                                                                                                                |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>101</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate. |
| <b>102</b><br>Concept + distractors  | Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.                                                         |
| <b>103</b><br>Partners / small group | Punctuation Repair Lab. Repair Lab with new replacement pairs P5/R7 and P8/R3 from PU2; keep cards P2/R5 for series and P6/R1 for removal.                     |
| <b>104</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Replace the matching item with the compound-sentence task.                            |
| <b>105</b><br>Fresh check + transfer | One series, one compound sentence, one compound predicate, and one correct sentence: place/explain or preserve the marks.                                      |

**Retrieve / spiral:** Contractions and possessives; retain earlier coordinating-conjunction constructions.

**Cycle 22 | P3 | Every mark must earn its place****Week 22: C5 M2****TEKS:** 3.11D(xxvi) to (xxix) | Seed: PU3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>106</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.            |
| <b>107</b><br>Concept + distractors  | <b>Explain all distractors:</b> correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.                                      |
| <b>108</b><br>Partners / small group | Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.                                                     |
| <b>109</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive. |
| <b>110</b><br>Formal assessment      | Formal Section 5 assessment, with replacement Q4 on a compound-sentence comma.                                                                                                   |

**Retrieve / spiral:** Capitalization and tense; two fresh spelling words. No dialogue-quotation mastery task.**DAYS 111-120****Cycle 23 | Y1 | Complete simple sentences and boundaries****Week 23: C5 M3****TEKS:** 3.11D(i), (ii); 3.11(C) | Seed: SY1

| Day / format                         | Concept, activity, and evidence                                                                                                                        |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>111</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates. |
| <b>112</b><br>Concept + distractors  | Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.                                            |
| <b>113</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.        |
| <b>114</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.     |
| <b>115</b><br>Fresh check + transfer | Produce a complete simple sentence, a command, and a valid run-on repair; explain completeness.                                                        |

**Retrieve / spiral:** Noun/verb agreement and purposeful punctuation; part-of-speech names remain available.

**Cycle 24 | Y2 | Compound subjects, predicates, and sentences****Week 24: C5 M4****TEKS:** 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(xxvi) to (xxix) | Seed: SY2

| Day / format                         | Concept, activity, and evidence                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>116</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations. |
| <b>117</b><br>Concept + distractors  | Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.                                       |
| <b>118</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.                               |
| <b>119</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the replacements; identify all complete ideas before punctuating.                          |
| <b>120</b><br>Fresh check + transfer | Write all three compound constructions and explain when a clause-joining comma is needed.                                                                               |

**Retrieve / spiral:** Pronoun reference, tense, and sentence meaning; retain every original intended event.**DAYS 121-130****Cycle 25 | Y3 | Sentence structure for coherence and clarity****Week 25: C6 M1****TEKS:** 3.11(C); 3.11D(i), (ii); 3.11D(xiv), (xv) | Seed: SY3

| Day / format                         | Concept, activity, and evidence                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>121</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase. |
| <b>122</b><br>Concept + distractors  | Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.                                |
| <b>123</b><br>Partners / small group | Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.                            |
| <b>124</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.        |
| <b>125</b><br>Formal assessment      | Formal Section 6 assessment; accept a correct coordinating-conjunction construction and explanation.                                                             |

**Retrieve / spiral:** All convention checks from Sections 1-5. This is sentence/word work, not a separate Chapter 14 unit.

**Cycle 26 | W1 | References, context, and word study tools****Week 26: C6 M2****TEKS:** 3.3(A); 3.3(B) | **Related:** 3.2(C) | **Seed:** WC1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>126</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter. |
| <b>127</b><br>Concept + distractors  | Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.                                                                        |
| <b>128</b><br>Partners / small group | Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.                                                           |
| <b>129</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.          |
| <b>130</b><br>Fresh check + transfer | Independently locate an entry, interpret its three features, and order three words that require checking the third letter.                                                        |

**Retrieve / spiral:** Syllable divisions and affixes; listen for accent shifts in reference-supported word reading.

## DAYS 131-140

## Cycle 27 | W2 | Word relationships in connected text

Week 27: C6 M3

TEKS: 3.3(D); 3.3(B); 3.11(C) | Seed: WC2

| Day / format                         | Concept, activity, and evidence                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>131</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.  |
| <b>132</b><br>Concept + distractors  | Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.                                                  |
| <b>133</b><br>Partners / small group | Word Auditions. Play original Word Auditions, then WC2 new homophone/homograph and synonym/antonym rounds; change context to change the best fit.                    |
| <b>134</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship. |
| <b>135</b><br>Fresh check + transfer | Explain four relationships in text, then write a context that makes a previously rejected word fit.                                                                  |

**Retrieve / spiral:** Context across sentences; prefixes/suffixes and spelling proofs; later F2 completes the idiom component.

## Cycle 28 | WX | Vocabulary laboratory: references and word relationships

TEKS: 3.3(D); 3.3(B); 3.11(C) | Seed: WC2

Week 28: C6 M4

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>136</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.    |
| <b>137</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>138</b><br>Partners / small group | Word Auditions. Replay Word Auditions with new examples from WC2. Rotate roles; hide supplied proof only after accurate explanations.                                                |
| <b>139</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>140</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

DAYS 141-150

## Cycle 29 | W3 | Precise choices, clear references, and voice

Week 29: C7 M1

TEKS: 3.11(C); 3.10(F); 3.3(B) | Seed: WC3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>141</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.       |
| <b>142</b><br>Concept + distractors  | Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.                                                                             |
| <b>143</b><br>Partners / small group | Word Auditions. Replay Word Auditions; rewrite a scene so a rejected word becomes correct and explain how the new language changes voice.                                            |
| <b>144</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Revise a short draft with all four 3.11(C) moves across the week; explain the voice in one original sentence. |
| <b>145</b><br>Formal assessment      | Formal Section 7 assessment; follow with a separate brief voice explanation if it was not yet demonstrated.                                                                          |

**Retrieve / spiral:** All convention decisions and resource verification; keep relevant original meanings.

## Cycle 30 | L1 | Imagery, repetition, contrast, and purpose

**Week 30: C7 M2**
**TEKS:** 3.10(D); 3.10(E) | **Related:** 3.10(A) | **Seed:** LD1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>146</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Use What Changed for the Reader? Model DEVICE-DETAIL-JOB for imagery, repetition, and contrast; read the LD1 story for context. |
| <b>147</b><br>Concept + distractors  | Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.                                                 |
| <b>148</b><br>Partners / small group | The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.                                                                      |
| <b>149</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.       |
| <b>150</b><br>Fresh check + transfer | <b>New sensory detail:</b> identify it, cite words, explain its specific job; check topic versus theme in the LD1 context.                                                       |

**Retrieve / spiral:** Precise words, context, and evidence; discuss related 3.8(A)-(D) within the supplied story.

**DAYS 151-160**

## Cycle 31 | L2 | Sound choices in a variety of poems

**Week 31: C7 M3**
**TEKS:** 3.10(D) | **Related:** 3.9(B) | **Seed:** LD2

| Day / format                         | Concept, activity, and evidence                                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>151</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems. |
| <b>152</b><br>Concept + distractors  | Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.                                      |
| <b>153</b><br>Partners / small group | The Craft Lab. Craft Lab cards L7/L8 plus LD2 poem-line strips; arrange lines, label end-rhyme patterns, and explain a sound choice.                               |
| <b>154</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.     |
| <b>155</b><br>Fresh check + transfer | Independently identify/explain a sound device and describe rhyme/stanza patterns in a fresh short poem.                                                            |

**Retrieve / spiral:** Imagery can be literal; spelling and pronunciation are related but not identical.

**Cycle 32 | L3 | First/third person and language that creates voice****Week 32: C7 M4****TEKS:** 3.10(E); 3.10(F); 3.10(D) | Seed: LD3

| Day / format                         | Concept, activity, and evidence                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>156</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Contrast first- and third-person narration with LD3. Separate a character's quoted I from the narrator's point of view. |
| <b>157</b><br>Concept + distractors  | Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.                                  |
| <b>158</b><br>Partners / small group | The Craft Lab. Craft Lab card L6 plus new third-person/voice cards from LD3; identify narration, quote proof, and explain its effect.                                    |
| <b>159</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice pages; add independent third-person and voice responses from LD3.                                     |
| <b>160</b><br>Formal assessment      | Formal Section 8 assessment. Retain separate third-person, voice, and poetry-feature evidence from earlier checks.                                                       |

**Retrieve / spiral:** Sentence clarity, source evidence, and purposeful word choices; foreshadow F2 hyperbole without new advanced-device labels.

**DAYS 161-170****Cycle 33 | F1 | Literal language and meaningful comparisons****Week 33: C8 M1****TEKS:** 3.10(D); 3.3(B) | Seed: FL1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>161</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.       |
| <b>162</b><br>Concept + distractors  | Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.                                                  |
| <b>163</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.                                                         |
| <b>164</b><br>Independent worksheet  | <b>Show what you understand:</b> Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label. |
| <b>165</b><br>Fresh check + transfer | Explain one new simile, one vivid literal line, and the specific purpose of the comparison.                                                                                     |

**Retrieve / spiral:** Imagery, word choice, and DEVICE-DETAIL-JOB; reread beyond one sentence for context.

## Cycle 34 | F2 | Idioms and hyperbole in context

**Week 34: C8 M2**
**TEKS:** 3.3(D); 3.10(G); 3.3(B) | Seed: FL2

| Day / format                         | Concept, activity, and evidence                                                                                                                                              |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>166</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.         |
| <b>167</b><br>Concept + distractors  | Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.                                                                      |
| <b>168</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.                                   |
| <b>169</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph. |
| <b>170</b><br>Fresh check + transfer | <b>Two independent text-based tasks:</b> identify/use/explain an idiom and identify/explain a hyperbole.                                                                     |

**Retrieve / spiral:** Synonyms, antonyms, homophones, homographs; all five 3.3(D) relationships are now in the cumulative checks.

### DAYS 171-180

## Cycle 35 | F3 | Purpose, evidence, and figurative-language transfer

**Week 35: C8 M3**
**TEKS:** 3.10(D); 3.10(G); 3.3(D); 3.3(B) | Seed: FL3

| Day / format                         | Concept, activity, and evidence                                                                                                                                           |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>171</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.                 |
| <b>172</b><br>Concept + distractors  | <b>Analyze all choices:</b> true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.                         |
| <b>173</b><br>Partners / small group | Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.                                   |
| <b>174</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject. |
| <b>175</b><br>Formal assessment      | Formal Section 9 assessment, with the Grade 3 Q3 stem and simile-only Q5 direction.                                                                                       |

**Retrieve / spiral:** Cumulative vocabulary, devices, evidence, spelling, and sentence conventions.

**Cycle 36 | RZ | Cumulative transfer, fresh checks, and reflection****Week 36: C8 M4****All nine sections:** see the full primary TEKS register | Seed: EN2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>176</b><br>Whole group review     | Retrieve one representative decision from each section; students explain the rule or text evidence, not a preferred answer letter. Evidence: Nine-section oral review log.                   |
| <b>177</b><br>Partners + application | Rotate through a spelling/word station, a sentence-conventions station, and a language-effect station using saved boards. Evidence: Independent explanation noted within partner work.       |
| <b>178</b><br>Independent transfer   | Write and improve a short paragraph containing an affixed word, clear sentences, and one purposeful simile or sound choice. Evidence: Draft plus explanations; use EN2 criteria.             |
| <b>179</b><br>Cumulative assessment  | Use a fresh teacher-prepared check sampling all nine sections; include production and evidence, not only multiple choice. Evidence: Separate nine strand notes; not a state-test prediction. |
| <b>180</b><br>Feedback + next steps  | Compare entry and current evidence, correct one error with a fresh example, and write the next learning goal. Evidence: Growth reflection and transfer record.                               |

**Retrieve / spiral:** Check growth with new prompts; do not reuse nine familiar tests as a single end-of-year score.

## 210-DAY YEAR | ALL 36 MODULES | 42 IMPLEMENTATION CYCLES

## 210-day scope and sequence

The listed section profiles explain the shared progression. The tables that follow show the actual instructional day, concepts, activity title, distractor work, independent task, and check for this calendar. A cycle ID connects each row to the TEKS register and practice seed bank.

| Focus                  | Days    | Cycles                     | Section assessment          |
|------------------------|---------|----------------------------|-----------------------------|
| Entry evidence         | 1-5     | R0                         | Baseline only               |
| 1. Spelling            | 6-35    | S1, S2, S3, S4, SX, S5     | Day 35                      |
| 2. Grammar             | 36-70   | G1, G2, G3, G4, G5, GX, G6 | Day 70                      |
| 3. Morphemes           | 71-90   | M1, M2, MX, M3             | Day 90                      |
| 4. Capitalization      | 91-105  | C1, CX, C2                 | Day 105                     |
| 5. Punctuation         | 106-125 | P1, P2, PX, P3             | Day 125                     |
| 6. Syntax              | 126-145 | Y1, Y2, YX, Y3             | Day 145                     |
| 7. Word Choice         | 146-165 | W1, W2, WX, W3             | Day 165                     |
| 8. Literary Devices    | 166-185 | L1, L2, LX, L3             | Day 185                     |
| 9. Figurative Language | 186-205 | F1, F2, FX, F3             | Day 205                     |
| Closing transfer       | 206-210 | RZ                         | <b>Fresh check:</b> day 209 |

### Opening and closing in listed form

**Entry:** establish routines, collect unassisted word/sentence/meaning samples, and practice partner roles.  
**Closing:** retrieve all nine sections, use saved boards, write a transfer paragraph, complete a fresh nine-section sample, and reflect on growth.

Every day uses the 20-minute Standards block, including formal section checks and the closing fresh check. The 15-minute cluster and module lesson runs separately. Feedback is built into the next cycle's opening; retrieval is part of each daily lesson, not added days.

## DAYS 1-10

## Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

Entry routines: 3.1(A)-(E) | Seed: EN1

| Day / format                    | Concept, activity, and evidence                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Whole group + entry | Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.                               |
| <b>2</b><br>Entry: words        | Read and spell a small set across syllable types, endings, and familiar high-frequency words; record uncertainty without teaching all answers. Evidence: Baseline spelling/reading evidence; note support. |
| <b>3</b><br>Entry: sentences    | Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.                                                    |
| <b>4</b><br>Entry: meaning      | Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.                                                                       |
| <b>5</b><br>Partners + goals    | Practice reading/moving/explaining/checking roles with familiar words; set one personal practice goal. Evidence: Restated directions and cooperative routine.                                              |

**Retrieve / spiral:** Observe without turning an entry sample into a high-stakes score.

## Cycle 2 | S1 | Closed, open, and VCe syllables

about Week 1: PREPARE M1

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP1

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6</b><br>Concept + whole group   | <b>Whole group:</b> Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel. |
| <b>7</b><br>Concept + distractors   | Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.                                         |
| <b>8</b><br>Partners / small group  | Spelling Proof Match. New round: sort rabbit, napkin, robot, music, cupcake, and sunshine on the KEEP/REPAIR board; explain one syllable per word.                  |
| <b>9</b><br>Independent worksheet   | <b>New independent practice:</b> New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.         |
| <b>10</b><br>Fresh check + transfer | <b>Fresh read-and-spell check:</b> one word for each taught type plus two core-list high-frequency words.                                                           |

**Retrieve / spiral:** Sentence beginnings and familiar nouns. Read/spell two core-list high-frequency words daily.

## DAYS 11-20

## Cycle 3 | S2 | Vowel teams, r-controlled, and final stable syllables

TEKS: 3.2(B)(i); 3.11D(xxx) to (xxxii) | Seed: SP2

about Week 2: PREPARE M2

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Teach vowel-team digraphs and diphthongs in longer words: raincoat and cowboy. Hear the sound, mark the team, and spell. |
| <b>12</b><br>Concept + distractors  | <b>Teach r-controlled and final stable syllables:</b> garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.                         |
| <b>13</b><br>Partners / small group | Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.                     |
| <b>14</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.           |
| <b>15</b><br>Fresh check + transfer | Dictate a varied four-word set; independently name and spell the relevant syllable in each.                                                                        |

**Retrieve / spiral:** Closed, open, and VCe words from S1; two high-frequency words daily.

## Cycle 4 | S3 | Multiple patterns and syllable division

TEKS: 3.2(B)(iv); 3.2(B)(v); 3.3(A) | Seed: SP3

about Week 3: PREPARE M3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>16</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Read and spell VCCV, VCV, and VCCCV examples: rab/bit, ro/bot, lem/on, mon/ster. Compare division options rather than one fixed rule. |
| <b>17</b><br>Concept + distractors  | Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.                                                     |
| <b>18</b><br>Partners / small group | Spelling Proof Match. New round: build and explain rabbit, robot, lemon, monster, neighbor, wooden, and although; verify pronunciation before testing a syllable division.      |
| <b>19</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.                       |
| <b>20</b><br>Fresh check + transfer | Fresh divisions and spellings across all three patterns; read noun REcord and verb reCORD in different sentences.                                                               |

**Retrieve / spiral:** All seven syllable-type targets and high-frequency words; keep the whole-word meaning.

## DAYS 21-30

**Cycle 5 | S4 | Homophones, compounds, contractions, abbreviations****TEKS:** 3.2(B)(ii); 3.2(B)(iii); 3.3(D) | Seed: SP4

about Week 4: PREPARE M4

| Day / format                        | Concept, activity, and evidence                                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr. |
| <b>22</b><br>Concept + distractors  | Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.                                               |
| <b>23</b><br>Partners / small group | Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.                                    |
| <b>24</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.        |
| <b>25</b><br>Fresh check + transfer | Dictate a context-bound homophone and one item from each of the three written-form categories; expand the abbreviation aloud.                                        |

**Retrieve / spiral:** Longer-word spelling and daily high-frequency words. Anticipate apostrophe study without a dialogue lesson.

**Cycle 6 | SX | Spelling laboratory: fresh patterns and dictation**

about Week 5: C1 M1

**TEKS:** 3.2(B)(iv); 3.2(B)(v); 3.3(A) | Seed: SP3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                      |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>26</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.  |
| <b>27</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>28</b><br>Partners / small group | Spelling Proof Match. Replay Spelling Proof Match with new examples from SP3. Rotate roles; hide supplied proof only after accurate explanations.                                    |
| <b>29</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>30</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

## DAYS 31-40

## Cycle 7 | S5 | Prefixes, suffix changes, and spelling transfer

about Week 6: C1 M2

TEKS: 3.2(B)(vi); 3.2(B)(vii); 3.11D(xxx) to (xxxii) | Seed: SP5

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>31</b><br>Concept + whole group  | <b>Whole group:</b> Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary. |
| <b>32</b><br>Concept + distractors  | Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.                                                        |
| <b>33</b><br>Partners / small group | Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.                                        |
| <b>34</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.                               |
| <b>35</b><br>Formal assessment      | Formal Section 1 assessment; keep recognition and written application scores separate.                                                                                   |

**Retrieve / spiral:** Cumulative S1-S4. A five-question check samples the section; retain earlier subskill dictation evidence.

**Cycle 8 | G1 | Identify: word jobs before colors**

about Week 7: C1 M3

**TEKS:** 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii) | Seed: GR1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>36</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Use the original opener for word jobs only. Begin with neutral shapes; name nouns, pronouns, verbs, adjectives, and adverbs. Save the opener's relationship pointing for G4. |
| <b>37</b><br>Concept + distractors  | Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.                                                                                                |
| <b>38</b><br>Partners / small group | Build the Sentence Forecast. Play Build the Sentence Forecast, as an Identify-only round: match taught shapes and name jobs. Save arrows, phrase brackets, and relationship explanations for G4.                         |
| <b>39</b><br>Independent worksheet  | <b>Show what you understand:</b> Use the independent practice page for word-job identification only. Save relationship arrows in later items for G4 and G6; do not require untaught color/type markings.                 |
| <b>40</b><br>Fresh check + transfer | Identify six new word jobs orally and in writing; correct one mislabel and explain its actual job.                                                                                                                       |

**Retrieve / spiral:** Keep spelling patterns active. Grammar feedback never depends only on choosing a weather icon.

## DAYS 41-50

## Cycle 9 | G2 | Differentiate: tense and pronoun case

about Week 7: C1 M3

TEKS: 3.11D(iii) to (v); 3.11D(xvi) to (xviii) | Seed: GR2

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>41</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.               |
| <b>42</b><br>Concept + distractors  | <b>Teach subject and object pronouns:</b> she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.                                                        |
| <b>43</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: She waved to me. Yesterday she walked; today she walks; tomorrow she will walk. Name roles and time.                          |
| <b>44</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job. |
| <b>45</b><br>Fresh check + transfer | Three-tense check plus one subjective and one objective case task; record each separately.                                                                                     |

**Retrieve / spiral:** Neutral shapes remain available; noun/verb/adjective/adverb recognition from G1.

**Cycle 10 | G3 | Classify: number, possession, and comparison**

about Week 8: C1 M4

**TEKS:** 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xvi) to (xviii) | Seed: GR3

| Day / format                        | Concept, activity, and evidence                                                                                                                                          |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>46</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles. |
| <b>47</b><br>Concept + distractors  | Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.                                                               |
| <b>48</b><br>Partners / small group | Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.                    |
| <b>49</b><br>Independent worksheet  | <b>New independent practice:</b> New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.                  |
| <b>50</b><br>Fresh check + transfer | Independent form check covering all four noun categories, possessive case, and both comparison degrees.                                                                  |

**Retrieve / spiral:** Past/present/future and subjective/objective pronouns. Keep spelling endings connected to meaning.

## DAYS 51-60

## Cycle 11 | G4 | Connect: phrases and word relationships

about Week 9: C2 M1

TEKS: 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xix) to (xxi) | Seed: GR4

| Day / format                        | Concept, activity, and evidence                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>51</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates. |
| <b>52</b><br>Concept + distractors  | Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.                                                       |
| <b>53</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: Ella and Merrick walked slowly under the trees yesterday. Then build a sentence with a compound predicate.                            |
| <b>54</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.       |
| <b>55</b><br>Fresh check + transfer | Explain preposition versus whole phrase; produce both conjunction constructions and connect each describing word correctly.                                                            |

**Retrieve / spiral:** Use S/O case labels and correct noun/verb forms. Star S/P location is not pronoun case.

## Cycle 12 | G5 | Test: complete sentences and agreement

about Week 10: C2 M2

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(iii) to (v) | Seed: GR5

| Day / format                        | Concept, activity, and evidence                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>56</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates. |
| <b>57</b><br>Concept + distractors  | Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.                                           |
| <b>58</b><br>Partners / small group | Build the Sentence Forecast. Forecast new round: build two complete ideas and bridge them with a coordinating conjunction; contrast a compound predicate.                      |
| <b>59</b><br>Independent worksheet  | <b>Show what you understand:</b> New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.                       |
| <b>60</b><br>Fresh check + transfer | Write a simple and a compound sentence with agreement; independently justify the needed connection.                                                                            |

**Retrieve / spiral:** All earlier layers, but only taught markings. Full diagrams are a support, not the scored goal.

## DAYS 61-70

**Cycle 13 | GX | Sentence Weather laboratory: independent relationships**

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(iii) to (v) | Seed: GR5

about Week 11: C2 M3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>61</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence. |
| <b>62</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                    |
| <b>63</b><br>Partners / small group | Build the Sentence Forecast. Replay Build the Sentence Forecast with new examples from GR5. Rotate roles; hide supplied proof only after accurate explanations.                       |
| <b>64</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.  |
| <b>65</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                         |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

**Cycle 14 | G6 | Grammar integration and independent transfer**

about Week 12: C2 M4

**TEKS:** 3.11D(i), (ii); 3.11D(iii) to (v); 3.11D(vi) to (ix); 3.11D(x), (xi); 3.11D(xii), (xiii); 3.11D(xiv), (xv); 3.11D(xvi) to (xviii); 3.11D(xix) to (xxi) | Seed: GR6

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>66</b><br>Concept + whole group  | <b>Whole group:</b> What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.                                                             |
| <b>67</b><br>Concept + distractors  | <b>Inspect mixed choices:</b> wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.                                                                                       |
| <b>68</b><br>Partners / small group | Build the Sentence Forecast. Replay the original Forecast with one new sentence per symbol family; add a compound sentence and fade supplied labels.                                                                                |
| <b>69</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the remaining items on the independent practice page. Complete the final two GR6 tasks after distributing its eight-convention check across days 1-4; save separate evidence for each form. |
| <b>70</b><br>Formal assessment      | Formal Section 2 assessment; use a follow-up item to separate adjective/adverb identification from relationship explanation.                                                                                                        |

**Retrieve / spiral:** S1-S5 spelling in every written product; brief no-change checks.

DAYS 71-80

**Cycle 15 | M1 | Prefix meaning in a whole word**

about Week 13: C3 M1

**TEKS:** 3.3(C); 3.2(B)(vi); 3.3(B) | Seed: MM1

| Day / format                        | Concept, activity, and evidence                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>71</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Use the opener, then teach pre-, non-, dis-, in- (not/non), and im- (into) with the new MM1 examples. Combine part and base. |
| <b>72</b><br>Concept + distractors  | Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.                                                              |
| <b>73</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original re-/un-/pre-/mis- tiles plus new prefix/base slips; use the board, not invented source card IDs.                         |
| <b>74</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add one sentence each with two of the new example prefixes.                                              |
| <b>75</b><br>Fresh check + transfer | Identify and use all five Grade 3 example prefixes in brief oral/written responses across the week.                                                                               |

**Retrieve / spiral:** Spell prefixes without losing letters; retrieve pronoun case and tense in responses.

## Cycle 16 | M2 | Suffix meaning and spelling changes

about Week 13: C3 M1

TEKS: 3.3(C); 3.2(B)(vii); 3.3(B) | Seed: MM2

| Day / format                        | Concept, activity, and evidence                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>76</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function. |
| <b>77</b><br>Concept + distractors  | Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.                                                                    |
| <b>78</b><br>Partners / small group | The Word-Part Workshop. Word-Part Workshop with original suffix missions and MM2 new -ness/-y missions. Say, spell, and use every built word.                       |
| <b>79</b><br>Independent worksheet  | <b>Show what you understand:</b> complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.                               |
| <b>80</b><br>Fresh check + transfer | Use all three Grade 3 example suffixes; explain one e/y/doubling boundary and one suffix that changes word function.                                                |

**Retrieve / spiral:** All prefix meanings; words from earlier syllable-type sets.

## DAYS 81-90

**Cycle 17 | MX | Word-part laboratory: unfamiliar but teachable words**

TEKS: 3.3(C); 3.2(B)(vii); 3.3(B) | Seed: MM2

about Week 14: C3 M2

| Day / format                        | Concept, activity, and evidence                                                                                                                                                                |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>81</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence. |
| <b>82</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                             |
| <b>83</b><br>Partners / small group | The Word-Part Workshop. Replay The Word-Part Workshop with new examples from MM2. Rotate roles; hide supplied proof only after accurate explanations.                                          |
| <b>84</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.           |
| <b>85</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                                  |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

**Cycle 18 | M3 | Affixes plus context: transfer and assessment**

about Week 15: C3 M3

TEKS: 3.3(C); 3.3(B); 3.2(B)(vi); 3.2(B)(vii) | Seed: MM3

| Day / format                        | Concept, activity, and evidence                                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>86</b><br>Concept + whole group  | <b>Whole group:</b> Change a Part, Change a Meaning. Blend affix meaning, base, and context. Replace the port root task with MM3 non-/im- tasks; no Greek/Latin-root unit.       |
| <b>87</b><br>Concept + distractors  | Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.                                                           |
| <b>88</b><br>Partners / small group | The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.                                              |
| <b>89</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning. |
| <b>90</b><br>Formal assessment      | Formal Section 3 assessment, with replacement Q4 from the Grade 3 adaptation bank.                                                                                               |

**Retrieve / spiral:** All eight example affixes; retain checks showing meaning AND use, not definitions alone.

## DAYS 91-100

## Cycle 19 | C1 | Official titles, holidays, and geographical names

about Week 16: C3 M4

TEKS: 3.11D(xxii) to (xxv); 3.11D(vi) to (ix) | Seed: CA1

| Day / format                        | Concept, activity, and evidence                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>91</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.  |
| <b>92</b><br>Concept + distractors  | Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.                                           |
| <b>93</b><br>Partners / small group | Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.                                     |
| <b>94</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital. |
| <b>95</b><br>Fresh check + transfer | <b>Independent sentence corrections:</b> one official title, one holiday, one geographical name, and one named place.                                              |

**Retrieve / spiral:** Past/present/future; proper versus common nouns; sentence beginnings and I remain review.

## Cycle 20 | CX | Capitalization laboratory: names in authentic notices

TEKS: 3.11D(xxii) to (xxv); 3.11D(vi) to (ix) | Seed: CA1

about Week 17: C4 M1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>96</b><br>Concept + whole group   | <b>Whole group:</b> Same Word, Different Job. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence. |
| <b>97</b><br>Concept + distractors   | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                      |
| <b>98</b><br>Partners / small group  | Capital Switch. Replay Capital Switch with new examples from CA1. Rotate roles; hide supplied proof only after accurate explanations.                                                   |
| <b>99</b><br>Independent worksheet   | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.    |
| <b>100</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                           |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

### DAYS 101-110

## Cycle 21 | C2 | Capitalization in context, not by importance

about Week 18: C4 M2

TEKS: 3.11D(xxii) to (xxv) | Seed: CA2

| Day / format                         | Concept, activity, and evidence                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>101</b><br>Concept + whole group  | <b>Whole group:</b> Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.                     |
| <b>102</b><br>Concept + distractors  | Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.                                      |
| <b>103</b><br>Partners / small group | Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.                                                            |
| <b>104</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place. |
| <b>105</b><br>Formal assessment      | Formal Section 4 assessment, with replacement Q3 on holiday capitalization.                                                                                             |

**Retrieve / spiral:** Spelling and grammar remain in written notices; review the most recent affix meaning.

**Cycle 22 | P1 | Contractions, possession, and counting**

about Week 19: C4 M3

**TEKS:** 3.11D(xxvi) to (xxix); 3.2(B)(iii) | Seed: PU1

| Day / format                         | Concept, activity, and evidence                                                                                                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>106</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural. |
| <b>107</b><br>Concept + distractors  | Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.                                                 |
| <b>108</b><br>Partners / small group | Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.                          |
| <b>109</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.                |
| <b>110</b><br>Fresh check + transfer | Independent contraction and possessive check; include a correct plural that needs no apostrophe.                                                                  |

**Retrieve / spiral:** Capitalized names and correct noun number; end marks are prerequisite review.

DAYS 111-120

**Cycle 23 | P2 | Commas in series and compound sentences**

about Week 19: C4 M3

**TEKS:** 3.11D(xxvi) to (xxix); 3.11D(xix) to (xxi); 3.11D(i), (ii) | Seed: PU2

| Day / format                         | Concept, activity, and evidence                                                                                                                                |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>111</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate. |
| <b>112</b><br>Concept + distractors  | Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.                                                         |
| <b>113</b><br>Partners / small group | Punctuation Repair Lab. Repair Lab with new replacement pairs P5/R7 and P8/R3 from PU2; keep cards P2/R5 for series and P6/R1 for removal.                     |
| <b>114</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Replace the matching item with the compound-sentence task.                            |
| <b>115</b><br>Fresh check + transfer | One series, one compound sentence, one compound predicate, and one correct sentence: place/explain or preserve the marks.                                      |

**Retrieve / spiral:** Contractions and possessives; retain earlier coordinating-conjunction constructions.

**Cycle 24 | PX | Punctuation laboratory: mixed marks and proof**

about Week 20: C4 M4

**TEKS:** 3.11D(xxvi) to (xxix); 3.11D(xix) to (xxi); 3.11D(i), (ii) | Seed: PU2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>116</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.   |
| <b>117</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>118</b><br>Partners / small group | Punctuation Repair Lab. Replay Punctuation Repair Lab with new examples from PU2. Rotate roles; hide supplied proof only after accurate explanations.                                |
| <b>119</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>120</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

**DAYS 121-130****Cycle 25 | P3 | Every mark must earn its place**

about Week 21: C5 M1

**TEKS:** 3.11D(xxvi) to (xxix) | Seed: PU3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>121</b><br>Concept + whole group  | <b>Whole group:</b> Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.            |
| <b>122</b><br>Concept + distractors  | <b>Explain all distractors:</b> correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.                                      |
| <b>123</b><br>Partners / small group | Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.                                                     |
| <b>124</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive. |
| <b>125</b><br>Formal assessment      | Formal Section 5 assessment, with replacement Q4 on a compound-sentence comma.                                                                                                   |

**Retrieve / spiral:** Capitalization and tense; two fresh spelling words. No dialogue-quotation mastery task.

## Cycle 26 | Y1 | Complete simple sentences and boundaries

about Week 22: C5 M2

TEKS: 3.11D(i), (ii); 3.11(C) | Seed: SY1

| Day / format                         | Concept, activity, and evidence                                                                                                                        |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>126</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates. |
| <b>127</b><br>Concept + distractors  | Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.                                            |
| <b>128</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.        |
| <b>129</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.     |
| <b>130</b><br>Fresh check + transfer | Produce a complete simple sentence, a command, and a valid run-on repair; explain completeness.                                                        |

**Retrieve / spiral:** Noun/verb agreement and purposeful punctuation; part-of-speech names remain available.

DAYS 131-140

## Cycle 27 | Y2 | Compound subjects, predicates, and sentences

about Week 23: C5 M3

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(xxvi) to (xxix) | Seed: SY2

| Day / format                         | Concept, activity, and evidence                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>131</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations. |
| <b>132</b><br>Concept + distractors  | Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.                                       |
| <b>133</b><br>Partners / small group | Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.                               |
| <b>134</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page with the replacements; identify all complete ideas before punctuating.                          |
| <b>135</b><br>Fresh check + transfer | Write all three compound constructions and explain when a clause-joining comma is needed.                                                                               |

**Retrieve / spiral:** Pronoun reference, tense, and sentence meaning; retain every original intended event.

## Cycle 28 | YX | Syntax laboratory: preserve meaning in new sentences

TEKS: 3.11D(i), (ii); 3.11D(xix) to (xxi); 3.11D(xxvi) to (xxix) | Seed: SY2

about Week 24: C5 M4

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>136</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.      |
| <b>137</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>138</b><br>Partners / small group | Sentence Builders. Replay Sentence Builders with new examples from SY2. Rotate roles; hide supplied proof only after accurate explanations.                                          |
| <b>139</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>140</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

## DAYS 141-150

## Cycle 29 | Y3 | Sentence structure for coherence and clarity

about Week 25: C6 M1

TEKS: 3.11(C); 3.11D(i), (ii); 3.11D(xiv), (xv) | Seed: SY3

| Day / format                         | Concept, activity, and evidence                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>141</b><br>Concept + whole group  | <b>Whole group:</b> Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase. |
| <b>142</b><br>Concept + distractors  | Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.                                |
| <b>143</b><br>Partners / small group | Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.                            |
| <b>144</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.        |
| <b>145</b><br>Formal assessment      | Formal Section 6 assessment; accept a correct coordinating-conjunction construction and explanation.                                                             |

**Retrieve / spiral:** All convention checks from Sections 1-5. This is sentence/word work, not a separate Chapter 14 unit.

## Cycle 30 | W1 | References, context, and word study tools

about Week 25: C6 M1

TEKS: 3.3(A); 3.3(B) | Related: 3.2(C) | Seed: WC1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>146</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter. |
| <b>147</b><br>Concept + distractors  | Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.                                                                        |
| <b>148</b><br>Partners / small group | Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.                                                           |
| <b>149</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.          |
| <b>150</b><br>Fresh check + transfer | Independently locate an entry, interpret its three features, and order three words that require checking the third letter.                                                        |

**Retrieve / spiral:** Syllable divisions and affixes; listen for accent shifts in reference-supported word reading.

## DAYS 151-160

## Cycle 31 | W2 | Word relationships in connected text

about Week 26: C6 M2

TEKS: 3.3(D); 3.3(B); 3.11(C) | Seed: WC2

| Day / format                         | Concept, activity, and evidence                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>151</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.  |
| <b>152</b><br>Concept + distractors  | Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.                                                  |
| <b>153</b><br>Partners / small group | Word Auditions. Play original Word Auditions, then WC2 new homophone/homograph and synonym/antonym rounds; change context to change the best fit.                    |
| <b>154</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship. |
| <b>155</b><br>Fresh check + transfer | Explain four relationships in text, then write a context that makes a previously rejected word fit.                                                                  |

**Retrieve / spiral:** Context across sentences; prefixes/suffixes and spelling proofs; later F2 completes the idiom component.

## Cycle 32 | WX | Vocabulary laboratory: references and word relationships

TEKS: 3.3(D); 3.3(B); 3.11(C) | Seed: WC2

about Week 27: C6 M3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>156</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.    |
| <b>157</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>158</b><br>Partners / small group | Word Auditions. Replay Word Auditions with new examples from WC2. Rotate roles; hide supplied proof only after accurate explanations.                                                |
| <b>159</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>160</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

DAYS 161-170

## Cycle 33 | W3 | Precise choices, clear references, and voice

about Week 28: C6 M4

TEKS: 3.11(C); 3.10(F); 3.3(B) | Seed: WC3

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>161</b><br>Concept + whole group  | <b>Whole group:</b> Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.       |
| <b>162</b><br>Concept + distractors  | Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.                                                                             |
| <b>163</b><br>Partners / small group | Word Auditions. Replay Word Auditions; rewrite a scene so a rejected word becomes correct and explain how the new language changes voice.                                            |
| <b>164</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Revise a short draft with all four 3.11(C) moves across the week; explain the voice in one original sentence. |
| <b>165</b><br>Formal assessment      | Formal Section 7 assessment; follow with a separate brief voice explanation if it was not yet demonstrated.                                                                          |

**Retrieve / spiral:** All convention decisions and resource verification; keep relevant original meanings.

## Cycle 34 | L1 | Imagery, repetition, contrast, and purpose

about Week 29: C7 M1

TEKS: 3.10(D); 3.10(E) | Related: 3.10(A) | Seed: LD1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>166</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Use What Changed for the Reader? Model DEVICE-DETAIL-JOB for imagery, repetition, and contrast; read the LD1 story for context. |
| <b>167</b><br>Concept + distractors  | Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.                                                 |
| <b>168</b><br>Partners / small group | The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.                                                                      |
| <b>169</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.       |
| <b>170</b><br>Fresh check + transfer | <b>New sensory detail:</b> identify it, cite words, explain its specific job; check topic versus theme in the LD1 context.                                                       |

**Retrieve / spiral:** Precise words, context, and evidence; discuss related 3.8(A)-(D) within the supplied story.

DAYS 171-180

## Cycle 35 | L2 | Sound choices in a variety of poems

about Week 30: C7 M2

TEKS: 3.10(D) | Related: 3.9(B) | Seed: LD2

| Day / format                         | Concept, activity, and evidence                                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>171</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems. |
| <b>172</b><br>Concept + distractors  | Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.                                      |
| <b>173</b><br>Partners / small group | The Craft Lab. Craft Lab cards L7/L8 plus LD2 poem-line strips; arrange lines, label end-rhyme patterns, and explain a sound choice.                               |
| <b>174</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.     |
| <b>175</b><br>Fresh check + transfer | Independently identify/explain a sound device and describe rhyme/stanza patterns in a fresh short poem.                                                            |

**Retrieve / spiral:** Imagery can be literal; spelling and pronunciation are related but not identical.

**Cycle 36 | LX | Craft laboratory: compare authors' choices**

about Week 31: C7 M3

TEKS: 3.10(D) | Related: 3.9(B) | Seed: LD2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                            |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>176</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence. |
| <b>177</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                         |
| <b>178</b><br>Partners / small group | The Craft Lab. Replay The Craft Lab with new examples from LD2. Rotate roles; hide supplied proof only after accurate explanations.                                                        |
| <b>179</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.       |
| <b>180</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                              |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

## DAYS 181-190

Cycle 37 | L3 | First/third person and language that creates voice about Week 31: C7 M3

TEKS: 3.10(E); 3.10(F); 3.10(D) | Seed: LD3

| Day / format                         | Concept, activity, and evidence                                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>181</b><br>Concept + whole group  | <b>Whole group:</b> What Changed for the Reader? Contrast first- and third-person narration with LD3. Separate a character's quoted I from the narrator's point of view. |
| <b>182</b><br>Concept + distractors  | Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.                                  |
| <b>183</b><br>Partners / small group | The Craft Lab. Craft Lab card L6 plus new third-person/voice cards from LD3; identify narration, quote proof, and explain its effect.                                    |
| <b>184</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice pages; add independent third-person and voice responses from LD3.                                     |
| <b>185</b><br>Formal assessment      | Formal Section 8 assessment. Retain separate third-person, voice, and poetry-feature evidence from earlier checks.                                                       |

**Retrieve / spiral:** Sentence clarity, source evidence, and purposeful word choices; foreshadow F2 hyperbole without new advanced-device labels.

Cycle 38 | F1 | Literal language and meaningful comparisons about Week 32: C7 M4

TEKS: 3.10(D); 3.3(B) | Seed: FL1

| Day / format                         | Concept, activity, and evidence                                                                                                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>186</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.       |
| <b>187</b><br>Concept + distractors  | Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.                                                  |
| <b>188</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.                                                         |
| <b>189</b><br>Independent worksheet  | <b>Show what you understand:</b> Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label. |
| <b>190</b><br>Fresh check + transfer | Explain one new simile, one vivid literal line, and the specific purpose of the comparison.                                                                                     |

**Retrieve / spiral:** Imagery, word choice, and DEVICE-DETAIL-JOB; reread beyond one sentence for context.

## DAYS 191-200

## Cycle 39 | F2 | Idioms and hyperbole in context

about Week 33: C8 M1

TEKS: 3.3(D); 3.10(G); 3.3(B) | Seed: FL2

| Day / format                         | Concept, activity, and evidence                                                                                                                                              |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>191</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.         |
| <b>192</b><br>Concept + distractors  | Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.                                                                      |
| <b>193</b><br>Partners / small group | Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.                                   |
| <b>194</b><br>Independent worksheet  | <b>Show what you understand:</b> Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph. |
| <b>195</b><br>Fresh check + transfer | <b>Two independent text-based tasks:</b> identify/use/explain an idiom and identify/explain a hyperbole.                                                                     |

**Retrieve / spiral:** Synonyms, antonyms, homophones, homographs; all five 3.3(D) relationships are now in the cumulative checks.

**Cycle 40 | FX | Figurative-language laboratory: new contexts**

about Week 34: C8 M2

TEKS: 3.3(D); 3.10(G); 3.3(B) | Seed: FL2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>196</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.    |
| <b>197</b><br>Concept + distractors  | Compare a plausible distractor with the correct answer and explain the difference. Add one no-change or true-but-irrelevant option as appropriate.                                   |
| <b>198</b><br>Partners / small group | Meaning Match-Up. Replay Meaning Match-Up with new examples from FL2. Rotate roles; hide supplied proof only after accurate explanations.                                            |
| <b>199</b><br>Independent worksheet  | <b>New independent practice:</b> Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement. |
| <b>200</b><br>Fresh check + transfer | Delayed check of two earlier subskills plus one current application; record what is independent and what still needs support.                                                        |

**Retrieve / spiral:** This added cycle deepens Grade 3 transfer. Keep two older-section retrieval items in each day's opening.

**DAYS 201-210****Cycle 41 | F3 | Purpose, evidence, and figurative-language transfer**

about Week 35: C8 M3

TEKS: 3.10(D); 3.10(G); 3.3(D); 3.3(B) | Seed: FL3

| Day / format                         | Concept, activity, and evidence                                                                                                                                           |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>201</b><br>Concept + whole group  | <b>Whole group:</b> Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.                 |
| <b>202</b><br>Concept + distractors  | <b>Analyze all choices:</b> true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.                         |
| <b>203</b><br>Partners / small group | Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.                                   |
| <b>204</b><br>Independent worksheet  | <b>Show what you understand:</b> Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject. |
| <b>205</b><br>Formal assessment      | Formal Section 9 assessment, with the Grade 3 Q3 stem and simile-only Q5 direction.                                                                                       |

**Retrieve / spiral:** Cumulative vocabulary, devices, evidence, spelling, and sentence conventions.

**Cycle 42 | RZ | Cumulative transfer, fresh checks, and reflection**

about Week 36: C8 M4

**All nine sections:** see the full primary TEKS register | Seed: EN2

| Day / format                         | Concept, activity, and evidence                                                                                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>206</b><br>Whole group review     | Retrieve one representative decision from each section; students explain the rule or text evidence, not a preferred answer letter. Evidence: Nine-section oral review log.                   |
| <b>207</b><br>Partners + application | Rotate through a spelling/word station, a sentence-conventions station, and a language-effect station using saved boards. Evidence: Independent explanation noted within partner work.       |
| <b>208</b><br>Independent transfer   | Write and improve a short paragraph containing an affixed word, clear sentences, and one purposeful simile or sound choice. Evidence: Draft plus explanations; use EN2 criteria.             |
| <b>209</b><br>Cumulative assessment  | Use a fresh teacher-prepared check sampling all nine sections; include production and evidence, not only multiple choice. Evidence: Separate nine strand notes; not a state-test prediction. |
| <b>210</b><br>Feedback + next steps  | Compare entry and current evidence, correct one error with a fresh example, and write the next learning goal. Evidence: Growth reflection and transfer record.                               |

**Retrieve / spiral:** Check growth with new prompts; do not reuse nine familiar tests as a single end-of-year score.

## IMPLEMENTATION GUIDE

## Evidence tracker for the next lesson

Student / group: \_\_\_\_\_ Calendar / date: \_\_\_\_\_

Use one line per subskill rather than one mark for an entire broad standard. For example, record subjective, objective, and possessive pronouns separately under 3.11D(xvi) to (xviii).

| TEKS + exact subskill | Current evidence / support used | Next example + recheck day |
|-----------------------|---------------------------------|----------------------------|
|                       |                                 |                            |
|                       |                                 |                            |
|                       |                                 |                            |

### What changed after instruction?

**Original response:** \_\_\_\_\_

**Fresh response and explanation:** \_\_\_\_\_

Keep formal MC (0-4) and written application (0-2) scores distinct from game performance and supported rehearsal. Record missing evidence as not yet observed, not automatically incorrect.

## IMPLEMENTATION GUIDE

# Sources, resource keys, and scope boundaries

## H1 | Teacher Handbook

Randi Whitney. Texas State Assessment: A Teacher's Guide to Questions, Answer Choices, and the Thinking Behind Them. Chapters 1-9. The chapter names, instructional question families, and Grade 3 connections supply the conceptual organization.

## AC | Activity Companion

The Writing Academy®, LLC. TWA Training Activity Companion, Randi Whitney's activity collection. The activity and assessment names in this guide come from it; page numbers are not listed.

## SW | Sentence Weather

**Sentence Weather:** Official Rationale and Layered Visual Grammar Framework, Randi Whitney's grammar symbol framework. Used for stable symbols, ordered layers, grammatical explanations, the Horizon, and noncolor backup cues. This scope uses Grade 3 distinctions rather than every all-grade extension.

## T1 | Official Grade 3 TEKS

Texas Education Agency. Texas Essential Knowledge and Skills for Grade 3, compilation revised June 2024; §110.5, English Language Arts and Reading, adopted 2017. Official source accessed September 23, 2026.

[TEA Grade 3 TEKS \(PDF\)](#)

## What this plan establishes

The timing, cycle IDs, added practice seeds, Grade 3 substitutions, and evidence routines are proposed instructional planning content. They are not statements that those additions already appear in the source companion. The official standard wording is distinguished from those planning decisions.

This is a nine-section supplemental scope, not the full Grade 3 ELAR instruction or a state assessment blueprint. Full genre-composition, research, sustained-reading, fluency, and handwriting instruction remain part of the core reading language arts resource. Related standards are identified without pretending one short sample demonstrates full-year mastery.

## Our materials (added)

| Resource                                      | Use                                                                                                              |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <a href="#">Teacher Lesson Plans</a>          | One guide per cluster; Section 50 is the 15-minute lesson.                                                       |
| <a href="#">Student Interactive Workbooks</a> | One per cluster, same passages.                                                                                  |
| <a href="#">Daily lesson decks</a>            | 36 decks, one per module.                                                                                        |
| <a href="#">Standards Slide Decks</a>         | Spelling, Editing, Editing Part Two, Revising, Writing, Evidence, Explanation, with scripts and tracking sheets. |
| <a href="#">Songs</a>                         | Writing Process album and Big Word Detective: Morphology Songs, with lyrics.                                     |