

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
Writing year	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.
Daily time	15 minutes: the cluster and module lesson (Section 50). 20 minutes: the separate Standards block, where Implementation and the Standards Slide Decks live.
All year	Spelling, Editing, and Revising Slide Decks teach their skills every week, before, during, and after each section's focus window.
3.11D numbers	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
Day 1	3 min retrieval; 5 min whole-group opener; 9 min modeling and guided practice; 3 min exit
Day 2	3 min retrieval; 6 min extension; 8 min compare correct and incorrect choices; 3 min fresh item
Day 3	2 min retrieval; 1 min setup; 15 min partner or small-group game; 2 min individual exit
Day 4	3 min reminder; 14 min independent items; 3 min self-check or conference
Day 5	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
PREPARE	Preparing to Write	Choose the writing job, genre, and plan before drafting.
1	Short Constructed Response	Shape the prompt, write a thesis (central idea), select evidence, and explain it.
2	Extended Constructed Response	Build the TREE/TREES structure: prompt, thesis (central idea), reasons or ways, and evidence.
3	Advanced ECR Thinking	Analyze WHY and HOW prompts; strengthen reasons, evidence, and explanations.
4	The Craft of the ECR	Build significance with MICE, strengthen introductions with SET, and use evidentiary transitions.
5	Paired-Passage ECR	Use two texts in one response, compare and contrast, conclude with R1, R2, R3, and assemble the full paper.
6	Argumentative Writing	Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.
7	Poetry and Narrative	Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.
8	Research Capstone	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	Deck 1
2	PREPARE M2	Match the Writing Job to the Genre: Purpose, Audience, and Narrative Craft	Medium	TRAILS, HABIT	Deck 2
3	PREPARE M3	Plan the Path Before the Draft: Brainstorm, Freewrite, Map, and Choose	High	TRAILS, HABIT	Deck 3
4	PREPARE M4	Choose, Justify, Draft, Revise, and Teach: The Complete Response Ecosystem	Very High	TRAILS, HABIT	Deck 4
5	C1 M1	Shaping the Prompt / Cracking the SCR Question Code	Low	CSI	Deck 5
6	C1 M2	Writing a Thesis (Central Idea) / Central Idea	Medium	HABIT	Deck 6
7	C1 M3	Understanding and Selecting Strong Evidence	High	CSI, HABIT	Deck 7
8	C1 M4	Explaining Evidence / Build the Full SCR Ladder	Very High	CSI	Deck 8
9	C2 M1	TREES and Shaping the Prompt	Low	TREES	Deck 9
10	C2 M2	Writing the Thesis (central idea) (The Trunk of the Tree)	Medium	CSI	Deck 10
11	C2 M3	Reason/Way: The First Branch of the Tree	High	CSI	Deck 11
12	C2 M4	Evidence: The Second Branch of the Tree	Very High	CSI	Deck 12
13	C3 M1	Prompt Analysis & Thesis (Central Idea) Writing	Low	TREES	Deck 13
14	C3 M2	Advance Prompt Analysis	Medium	TREES	Deck 14
15	C3 M3	Magnifying Reasons for WHY Prompts	High	HABIT, TREES	Deck 15
16	C3 M4	Matching Reasons, Evidence, and Explanations	Very High	CSI, HABIT	Deck 16
17	C4 M1	Significant Inferencing Sentences Using MICE	Low	MICE	Deck 17
18	C4 M2	Significant Inferencing Sentences for HOW Prompts Using MICE	Medium	MICE	Deck 18

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

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
Spelling	3.2(B)	36	scripts , tracking
Editing	3.11D	36	scripts , tracking
Editing Part Two	3.11D	28	scripts , tracking
Revising	3.11C	36	scripts , tracking
Writing	3.11A, 3.12	36	scripts , tracking
Evidence	3.7(C)	36	scripts , tracking
Explanation	3.12(B)	36	scripts , tracking

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	Ordinary: 3 min retrieval, 10 min fresh check, 7 min feedback/transfer. Formal: 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- 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)	PREPARE , Cluster 1 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	PREPARE , Cluster 1 (workbooks page)
Daily lesson decks	Deck 2, Deck 3, Deck 4, Deck 5, Deck 6, Deck 7 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks 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 Editing 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)	Cluster 1 , Cluster 2 , Cluster 3 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 1 , Cluster 2 , Cluster 3 (workbooks page)
Daily lesson decks	Deck 8, Deck 9, Deck 10, Deck 11, Deck 12, Deck 13, Deck 14 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (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; Editing Part Two 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)	Cluster 3 , Cluster 4 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 3 , Cluster 4 (workbooks page)
Daily lesson decks	Deck 15, Deck 16, Deck 17 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks 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)	Cluster 4 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 4 (workbooks page)
Daily lesson decks	Deck 18, Deck 19 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (breakouts (xxii), (xxiii), (xxiv), (xxv)) in weeks 8, 20, 29, 30; Editing Part Two 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)	Cluster 4 , Cluster 5 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 4 , Cluster 5 (workbooks page)
Daily lesson decks	Deck 20, Deck 21, Deck 22 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (breakouts (xxvi), (xxvii), (xxviii), (xxix)) in weeks 25, 26, 27, 28, 36; Editing Part Two 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)	Cluster 5 , Cluster 6 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 5 , Cluster 6 (workbooks page)
Daily lesson decks	Deck 23, Deck 24, Deck 25 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (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)	Cluster 6 , Cluster 7 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 6 , Cluster 7 (workbooks page)
Daily lesson decks	Deck 26, Deck 27, Deck 28, Deck 29 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (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
Focus weeks (180-day)	Weeks 30 to 32: C7 M2, C7 M3, C7 M4
Teacher Lesson Plans (same weeks)	Cluster 7 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 7 (workbooks page)
Daily lesson decks	Deck 30, Deck 31, Deck 32 (lesson decks page)
Standards Slide Decks (20-minute block)	Cluster 7 Poetry and Narrative (weeks 29 to 32, Teacher Lesson Plan , workbook) 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
Focus weeks (180-day)	Weeks 33 to 35: C8 M1, C8 M2, C8 M3
Teacher Lesson Plans (same weeks)	Cluster 8 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 8 (workbooks page)
Daily lesson decks	Deck 33, Deck 34, Deck 35 (lesson decks page)
Standards Slide Decks (20-minute block)	Cluster 7 Poetry and Narrative (weeks 29 to 32, Teacher Lesson Plan , workbook) 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
165 days	All 36 modules. Award + Target (Day 4) and Educate + Explain (Day 5) combine in 15 modules.	33 cycles (165 Standards block days)
180 days	All 36 modules, one per week, all five GRADUATE days.	36 cycles; cycle n runs with module week n
210 days	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	Fresh check: 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
1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.
2 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.
3 Entry: sentences	Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.
4 Entry: meaning	Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.
5 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
6 Concept + whole group	Whole group: Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel.
7 Concept + distractors	Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.
8 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.
9 Independent worksheet	New independent practice: New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.
10 Fresh check + transfer	Fresh read-and-spell check: 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
11 Concept + whole group	Whole group: 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.
12 Concept + distractors	Teach r-controlled and final stable syllables: garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.
13 Partners / small group	Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.
14 Independent worksheet	New independent practice: New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.
15 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
16 Concept + whole group	Whole group: 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.
17 Concept + distractors	Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.
18 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.
19 Independent worksheet	New independent practice: New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.
20 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
21 Concept + whole group	Whole group: Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr.
22 Concept + distractors	Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.
23 Partners / small group	Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.
24 Independent worksheet	Show what you understand: complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.
25 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
26 Concept + whole group	Whole group: Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary.
27 Concept + distractors	Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.
28 Partners / small group	Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.
29 Independent worksheet	Show what you understand: Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.
30 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
31 Concept + whole group	Whole group: 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.
32 Concept + distractors	Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.
33 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.
34 Independent worksheet	Show what you understand: 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.
35 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
36 Concept + whole group	Whole group: What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.
37 Concept + distractors	Teach subject and object pronouns: she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.
38 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.
39 Independent worksheet	Show what you understand: Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job.
40 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
41 Concept + whole group	Whole group: What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles.
42 Concept + distractors	Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.
43 Partners / small group	Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.
44 Independent worksheet	New independent practice: New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.
45 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
46 Concept + whole group	Whole group: What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates.
47 Concept + distractors	Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.
48 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.
49 Independent worksheet	Show what you understand: Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.
50 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
51 Concept + whole group	Whole group: What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates.
52 Concept + distractors	Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.
53 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.
54 Independent worksheet	Show what you understand: New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.
55 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
56 Concept + whole group	Whole group: What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.
57 Concept + distractors	Inspect mixed choices: wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.
58 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.
59 Independent worksheet	Show what you understand: 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.
60 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
61 Concept + whole group	Whole group: 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.
62 Concept + distractors	Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.
63 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.
64 Independent worksheet	Show what you understand: complete the independent practice page; add one sentence each with two of the new example prefixes.
65 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
66 Concept + whole group	Whole group: Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function.
67 Concept + distractors	Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.
68 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.
69 Independent worksheet	Show what you understand: complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.
70 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
71 Concept + whole group	Whole group: 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.
72 Concept + distractors	Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.
73 Partners / small group	The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.
74 Independent worksheet	Show what you understand: Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning.
75 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
76 Concept + whole group	Whole group: Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.
77 Concept + distractors	Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.
78 Partners / small group	Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.
79 Independent worksheet	Show what you understand: Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital.
80 Fresh check + transfer	Independent sentence corrections: 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
81 Concept + whole group	Whole group: Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.
82 Concept + distractors	Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.
83 Partners / small group	Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.
84 Independent worksheet	Show what you understand: Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place.
85 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
86 Concept + whole group	Whole group: Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural.
87 Concept + distractors	Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.
88 Partners / small group	Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.
89 Independent worksheet	Show what you understand: Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.
90 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
91 Concept + whole group	Whole group: Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate.
92 Concept + distractors	Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.
93 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.
94 Independent worksheet	Show what you understand: Complete the independent practice page. Replace the matching item with the compound-sentence task.
95 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
96 Concept + whole group	Whole group: Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.
97 Concept + distractors	Explain all distractors: correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.
98 Partners / small group	Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.
99 Independent worksheet	Show what you understand: Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive.
100 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
101 Concept + whole group	Whole group: Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates.
102 Concept + distractors	Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.
103 Partners / small group	Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.
104 Independent worksheet	Show what you understand: Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.
105 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
106 Concept + whole group	Whole group: Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations.
107 Concept + distractors	Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.
108 Partners / small group	Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.
109 Independent worksheet	Show what you understand: Complete the independent practice page with the replacements; identify all complete ideas before punctuating.
110 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
111 Concept + whole group	Whole group: Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase.
112 Concept + distractors	Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.
113 Partners / small group	Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.
114 Independent worksheet	Show what you understand: Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.
115 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
116 Concept + whole group	Whole group: Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter.
117 Concept + distractors	Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.
118 Partners / small group	Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.
119 Independent worksheet	Show what you understand: Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.
120 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
121 Concept + whole group	Whole group: Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.
122 Concept + distractors	Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.
123 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.
124 Independent worksheet	Show what you understand: Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship.
125 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
126 Concept + whole group	Whole group: Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.
127 Concept + distractors	Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.
128 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.
129 Independent worksheet	Show what you understand: 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.
130 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
131 Concept + whole group	Whole group: 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.
132 Concept + distractors	Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.
133 Partners / small group	The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.
134 Independent worksheet	Show what you understand: Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.
135 Fresh check + transfer	New sensory detail: 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
136 Concept + whole group	Whole group: What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems.
137 Concept + distractors	Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.
138 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.
139 Independent worksheet	Show what you understand: Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.
140 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
141 Concept + whole group	Whole group: 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.
142 Concept + distractors	Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.
143 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.
144 Independent worksheet	Show what you understand: Complete the independent practice pages; add independent third-person and voice responses from LD3.
145 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
146 Concept + whole group	Whole group: Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.
147 Concept + distractors	Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.
148 Partners / small group	Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.
149 Independent worksheet	Show what you understand: Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label.
150 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
151 Concept + whole group	Whole group: Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.
152 Concept + distractors	Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.
153 Partners / small group	Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.
154 Independent worksheet	Show what you understand: Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph.
155 Fresh check + transfer	Two independent text-based tasks: 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
156 Concept + whole group	Whole group: Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.
157 Concept + distractors	Analyze all choices: true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.
158 Partners / small group	Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.
159 Independent worksheet	Show what you understand: Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject.
160 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
161 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.
162 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.
163 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.
164 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.
165 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	Fresh check: 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
1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.
2 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.
3 Entry: sentences	Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.
4 Entry: meaning	Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.
5 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
6 Concept + whole group	Whole group: Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel.
7 Concept + distractors	Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.
8 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.
9 Independent worksheet	New independent practice: New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.
10 Fresh check + transfer	Fresh read-and-spell check: 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
11 Concept + whole group	Whole group: 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.
12 Concept + distractors	Teach r-controlled and final stable syllables: garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.
13 Partners / small group	Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.
14 Independent worksheet	New independent practice: New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.
15 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
16 Concept + whole group	Whole group: 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.
17 Concept + distractors	Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.
18 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.
19 Independent worksheet	New independent practice: New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.
20 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
21 Concept + whole group	Whole group: Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr.
22 Concept + distractors	Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.
23 Partners / small group	Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.
24 Independent worksheet	Show what you understand: complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.
25 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
26 Concept + whole group	Whole group: 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.
27 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.
28 Partners / small group	Spelling Proof Match. Replay Spelling Proof Match with new examples from SP3. Rotate roles; hide supplied proof only after accurate explanations.
29 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
30 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
31 Concept + whole group	Whole group: Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary.
32 Concept + distractors	Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.
33 Partners / small group	Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.
34 Independent worksheet	Show what you understand: Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.
35 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
36 Concept + whole group	Whole group: 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.
37 Concept + distractors	Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.
38 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.
39 Independent worksheet	Show what you understand: 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.
40 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
41 Concept + whole group	Whole group: What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.
42 Concept + distractors	Teach subject and object pronouns: she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.
43 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.
44 Independent worksheet	Show what you understand: Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job.
45 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
46 Concept + whole group	Whole group: What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles.
47 Concept + distractors	Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.
48 Partners / small group	Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.
49 Independent worksheet	New independent practice: New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.
50 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
51 Concept + whole group	Whole group: What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates.
52 Concept + distractors	Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.
53 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.
54 Independent worksheet	Show what you understand: Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.
55 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
56 Concept + whole group	Whole group: What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates.
57 Concept + distractors	Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.
58 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.
59 Independent worksheet	Show what you understand: New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.
60 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
61 Concept + whole group	Whole group: 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.
62 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.
63 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.
64 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
65 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
66 Concept + whole group	Whole group: What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.
67 Concept + distractors	Inspect mixed choices: wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.
68 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.
69 Independent worksheet	Show what you understand: 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.
70 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
71 Concept + whole group	Whole group: 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.
72 Concept + distractors	Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.
73 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.
74 Independent worksheet	Show what you understand: complete the independent practice page; add one sentence each with two of the new example prefixes.
75 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
76 Concept + whole group	Whole group: Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function.
77 Concept + distractors	Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.
78 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.
79 Independent worksheet	Show what you understand: complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.
80 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
81 Concept + whole group	Whole group: 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.
82 Concept + distractors	Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.
83 Partners / small group	The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.
84 Independent worksheet	Show what you understand: Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning.
85 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
86 Concept + whole group	Whole group: Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.
87 Concept + distractors	Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.
88 Partners / small group	Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.
89 Independent worksheet	Show what you understand: Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital.
90 Fresh check + transfer	Independent sentence corrections: 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
91 Concept + whole group	Whole group: Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.
92 Concept + distractors	Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.
93 Partners / small group	Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.
94 Independent worksheet	Show what you understand: Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place.
95 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
96 Concept + whole group	Whole group: Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural.
97 Concept + distractors	Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.
98 Partners / small group	Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.
99 Independent worksheet	Show what you understand: Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.
100 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
101 Concept + whole group	Whole group: Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate.
102 Concept + distractors	Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.
103 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.
104 Independent worksheet	Show what you understand: Complete the independent practice page. Replace the matching item with the compound-sentence task.
105 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
106 Concept + whole group	Whole group: Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.
107 Concept + distractors	Explain all distractors: correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.
108 Partners / small group	Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.
109 Independent worksheet	Show what you understand: Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive.
110 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
111 Concept + whole group	Whole group: Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates.
112 Concept + distractors	Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.
113 Partners / small group	Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.
114 Independent worksheet	Show what you understand: Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.
115 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
116 Concept + whole group	Whole group: Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations.
117 Concept + distractors	Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.
118 Partners / small group	Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.
119 Independent worksheet	Show what you understand: Complete the independent practice page with the replacements; identify all complete ideas before punctuating.
120 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
121 Concept + whole group	Whole group: Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase.
122 Concept + distractors	Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.
123 Partners / small group	Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.
124 Independent worksheet	Show what you understand: Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.
125 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
126 Concept + whole group	Whole group: Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter.
127 Concept + distractors	Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.
128 Partners / small group	Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.
129 Independent worksheet	Show what you understand: Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.
130 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
131 Concept + whole group	Whole group: Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.
132 Concept + distractors	Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.
133 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.
134 Independent worksheet	Show what you understand: Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship.
135 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
136 Concept + whole group	Whole group: Audition Two Words. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.
137 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.
138 Partners / small group	Word Auditions. Replay Word Auditions with new examples from WC2. Rotate roles; hide supplied proof only after accurate explanations.
139 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
140 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
141 Concept + whole group	Whole group: Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.
142 Concept + distractors	Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.
143 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.
144 Independent worksheet	Show what you understand: 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.
145 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
146 Concept + whole group	Whole group: 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.
147 Concept + distractors	Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.
148 Partners / small group	The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.
149 Independent worksheet	Show what you understand: Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.
150 Fresh check + transfer	New sensory detail: 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
151 Concept + whole group	Whole group: What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems.
152 Concept + distractors	Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.
153 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.
154 Independent worksheet	Show what you understand: Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.
155 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
156 Concept + whole group	Whole group: 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.
157 Concept + distractors	Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.
158 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.
159 Independent worksheet	Show what you understand: Complete the independent practice pages; add independent third-person and voice responses from LD3.
160 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
161 Concept + whole group	Whole group: Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.
162 Concept + distractors	Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.
163 Partners / small group	Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.
164 Independent worksheet	Show what you understand: Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label.
165 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
166 Concept + whole group	Whole group: Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.
167 Concept + distractors	Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.
168 Partners / small group	Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.
169 Independent worksheet	Show what you understand: Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph.
170 Fresh check + transfer	Two independent text-based tasks: 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
171 Concept + whole group	Whole group: Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.
172 Concept + distractors	Analyze all choices: true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.
173 Partners / small group	Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.
174 Independent worksheet	Show what you understand: Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject.
175 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
176 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.
177 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.
178 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.
179 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.
180 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	Fresh check: 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
1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: One unassisted sentence and observed discussion.
2 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.
3 Entry: sentences	Try brief grammar, capitalization, punctuation, and sentence-completeness tasks; ask for one reason. Evidence: Baseline convention record, not mastery.
4 Entry: meaning	Read a short paragraph and compare word choices, a literal line, a simile, and a sound word. Evidence: Context/evidence explanation.
5 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
6 Concept + whole group	Whole group: Keep It or Repair It? Model closed/open/VCe syllables inside longer words: rabbit, robot, cupcake. Read, segment, spell, and explain the vowel.
7 Concept + distractors	Contrast a missing vowel, an extra silent e, and a correct spelling. Add every syllable; do not guess from the first sound.
8 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.
9 Independent worksheet	New independent practice: New prompt: spell six dictated words, mark syllables, and use two in a sentence. Do not show a word bank during dictation.
10 Fresh check + transfer	Fresh read-and-spell check: 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
11 Concept + whole group	Whole group: 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.
12 Concept + distractors	Teach r-controlled and final stable syllables: garden, turtle, candle. Compare missing-team and missing-final-syllable distractors.
13 Partners / small group	Spelling Proof Match. New round: raincoat, daydream, cowboy, noisy, garden, turtle, candle, and little; match each word to its spelling proof.
14 Independent worksheet	New independent practice: New prompt: sort and spell one word for each type; explain why candel does not preserve candle's final stable spelling.
15 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
16 Concept + whole group	Whole group: 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.
17 Concept + distractors	Inspect letter loss and vowel swaps in longer words. Use a reference for eigh/ough/en examples and accent shifts in record.
18 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.
19 Independent worksheet	New independent practice: New prompt: divide six words, verify one with a resource, and spell three from dictation; explain one rejected division.
20 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
21 Concept + whole group	Whole group: Keep It or Repair It? Use context to choose break/brake and write compounds, contractions, and abbreviations: raincoat, do not/don't, Doctor/Dr.
22 Concept + distractors	Reject a sound-alike with the wrong meaning, a split compound, a misplaced apostrophe, and an incomplete abbreviation.
23 Partners / small group	Spelling Proof Match. Original game cards S4/S8 with proof P1/P3; add new compound, contraction, and abbreviation pairs from SP4.
24 Independent worksheet	Show what you understand: complete the independent practice page, then write one compound, contraction, and abbreviation in three new short sentences.
25 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
26 Concept + whole group	Whole group: 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.
27 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.
28 Partners / small group	Spelling Proof Match. Replay Spelling Proof Match with new examples from SP3. Rotate roles; hide supplied proof only after accurate explanations.
29 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
30 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
31 Concept + whole group	Whole group: Keep It or Repair It? Use the original opener. Model replay; make/making; family/families; hop/hopping. Explain changes at the base-ending boundary.
32 Concept + distractors	Compare hoping/hoping, hopping/hoping, familys/families, geuss/guess, and a correct no-change word. Apply SPELLS.
33 Partners / small group	Spelling Proof Match. Play the complete original Spelling Proof Match. Explain every KEEP and REPAIR; then replay without proofs.
34 Independent worksheet	Show what you understand: Finish Show what you understand. Add a prefix word and a previously taught syllable-type word in writing.
35 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
36 Concept + whole group	Whole group: 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.
37 Concept + distractors	Introduce the remaining shape families in simple sentences. Reject a symbol chosen by word ending or by decoration alone.
38 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.
39 Independent worksheet	Show what you understand: 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.
40 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
41 Concept + whole group	Whole group: What Is the Word Doing? Add tense colors only after teaching past/present/future. Pair red/blue/green drops with PAST/PRESENT/FUTURE labels.
42 Concept + distractors	Teach subject and object pronouns: she/her, I/me. Reject tense shifts and formal-sounding I after a preposition.
43 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.
44 Independent worksheet	Show what you understand: Complete the independent practice page. Add a future-tense sentence and a subjective-case sentence; justify each form using time or word job.
45 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
46 Concept + whole group	Whole group: What Is the Word Doing? Add only taught subtype marks: singular/plural nouns, possessive pronoun keyhole, and comparative/superlative star sparkles.
47 Concept + distractors	Contrast mouse/mice, my/mine, brighter/brightest. Reject apostrophes for simple plurals and more brighter.
48 Partners / small group	Build the Sentence Forecast. New Forecast round: classify common/proper and singular/plural nouns; build possessive-pronoun and comparison sentences.
49 Independent worksheet	New independent practice: New prompt: write singular/plural examples, one possessive-pronoun sentence, and two- versus three-object comparisons.
50 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
51 Concept + whole group	Whole group: What Is the Word Doing? Teach time/manner adverbs and complete prepositional phrases. Introduce arrows, cloud brackets, and the Horizon after subjects/predicates.
52 Concept + distractors	Model compound subjects and predicates with coordinating conjunctions. Reject nearest-noun guesses and arrows to the wrong word.
53 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.
54 Independent worksheet	Show what you understand: Complete the independent practice page with arrows, the whole phrase, and the Horizon. Add compound-subject/predicate examples across days 3-4.
55 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
56 Concept + whole group	Whole group: What Is the Word Doing? Move to Test: complete simple/compound sentences, agreement, and intended time. Use and, but, or, so; include complete predicates.
57 Concept + distractors	Diagnose a fragment, run-on, wrong connector, and nearest-noun agreement error; protect a correct sentence. Test changes in context.
58 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.
59 Independent worksheet	Show what you understand: New prompt: repair two sentences and keep one correct sentence; explain subject, verb, time, and sentence relationship.
60 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
61 Concept + whole group	Whole group: 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.
62 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.
63 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.
64 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
65 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
66 Concept + whole group	Whole group: What Is the Word Doing? Replay the opener in a new context. Select the lightest useful layer to explain tense, case, comparison, and relationships.
67 Concept + distractors	Inspect mixed choices: wrong case, wrong tense, wrong comparison, unnecessary change. Explain each rejected choice, then test the key.
68 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.
69 Independent worksheet	Show what you understand: 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.
70 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
71 Concept + whole group	Whole group: 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.
72 Concept + distractors	Reject prefix-only definitions, opposite meanings, and im- always means not. Check imprint against the into-context.
73 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.
74 Independent worksheet	Show what you understand: complete the independent practice page; add one sentence each with two of the new example prefixes.
75 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
76 Concept + whole group	Whole group: Change a Part, Change a Meaning. Teach -ness, -y, and -ful; contrast helpful/helpless and reader/reread. Explain meaning and sentence function.
77 Concept + distractors	Reject missing-base meanings and random doubling; compare happiness, sunny, hopeful, and reader.
78 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.
79 Independent worksheet	Show what you understand: complete the independent practice page; add complete-word meanings for kindness, rainy, and playful.
80 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
81 Concept + whole group	Whole group: 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.
82 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.
83 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.
84 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
85 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
86 Concept + whole group	Whole group: 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.
87 Concept + distractors	Compare four whole-word meanings. Reject a true definition of the prefix that never explains the base or the sentence.
88 Partners / small group	The Word-Part Workshop. Replay the Workshop with shuffled original and new missions; explain a rejected construction and repair it.
89 Independent worksheet	Show what you understand: Complete the independent practice page using the replacement for item 4. Write and explain one unfamiliar affixed word with given base meaning.
90 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
91 Concept + whole group	Whole group: Same Word, Different Job. Use Same Word, Different Job. Contrast Coach Bell/our coach; introduce Labor Day and Cedar River as complete names.
92 Concept + distractors	Reject capitalize important words, title-case every common noun, and only capitalize the first word in a multiword name.
93 Partners / small group	Capital Switch. Play Capital Switch. Add CA1 holiday pairs and geographical-name/place examples on separate labeled new slips.
94 Independent worksheet	Show what you understand: Complete the independent practice page. Add a sentence naming a holiday and a geographical place; explain every required capital.
95 Fresh check + transfer	Independent sentence corrections: 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
96 Concept + whole group	Whole group: Same Word, Different Job. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.
97 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.
98 Partners / small group	Capital Switch. Replay Capital Switch with new examples from CA1. Rotate roles; hide supplied proof only after accurate explanations.
99 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
100 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
101 Concept + whole group	Whole group: Same Word, Different Job. Contrast a title with a name and a general role; compare a named street with an ordinary season word.
102 Concept + distractors	Analyze partial-name, overcapitalization, missed-holiday, and false no-change distractors. Do not teach book-title capitalization.
103 Partners / small group	Capital Switch. Replay Capital Switch; require a new sentence that changes a word from common to proper use.
104 Independent worksheet	Show what you understand: Complete the independent practice page with the holiday replacement for item 5. Write a short notice with a title, holiday, and place.
105 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
106 Concept + whole group	Whole group: Give the Mark a Job. Use the opener. Expand contractions, mark missing letters, and distinguish one owner, plural owners, and a plain plural.
107 Concept + distractors	Reject apostrophe-for-every-s, wrong-owner number, and misplaced contraction marks; reread the complete sentence.
108 Partners / small group	Punctuation Repair Lab. Repair Lab original contraction/possession cards plus PU1 examples; do not use the two dialogue-quotation pairs.
109 Independent worksheet	Show what you understand: Complete the independent practice page. Add a plural-owner sentence and contrast a contraction with a possessive.
110 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
111 Concept + whole group	Whole group: Give the Mark a Job. Model list commas and a comma plus coordinating conjunction between two complete ideas; compare a compound predicate.
112 Concept + distractors	Reject commas after every and, subject-verb splits, comma splices, and missing clause-boundary commas.
113 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.
114 Independent worksheet	Show what you understand: Complete the independent practice page. Replace the matching item with the compound-sentence task.
115 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
116 Concept + whole group	Whole group: 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.
117 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.
118 Partners / small group	Punctuation Repair Lab. Replay Punctuation Repair Lab with new examples from PU2. Rotate roles; hide supplied proof only after accurate explanations.
119 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
120 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
121 Concept + whole group	Whole group: Give the Mark a Job. Compare necessary, missing, and unnecessary punctuation in a new four-sentence draft. State the job before choosing an edit.
122 Concept + distractors	Explain all distractors: correct mark removed, wrong apostrophe place, comma in wrong location, and no-change when an error remains.
123 Partners / small group	Punctuation Repair Lab. Replay the Grade 3 Repair Lab set with repairs hidden; produce the mark before uncovering its proof.
124 Independent worksheet	Show what you understand: Finish the independent practice page using replacements. Independently write a list and compound sentence; include a contraction or possessive.
125 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
126 Concept + whole group	Whole group: Ready or Not Yet? Use Ready or Not Yet? Identify complete statements and commands; supply missing subjects or complete predicates.
127 Concept + distractors	Reject an -ing word without its helper, a fragment with an end mark, and a run-on repaired by only a comma.
128 Partners / small group	Sentence Builders. Sentence Builders missions 1-2; replace because-clause construction pieces using SY1. State the understood you in a command.
129 Independent worksheet	Show what you understand: Complete the independent practice page; add one fragment repair and one run-on split into two complete sentences.
130 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
131 Concept + whole group	Whole group: Ready or Not Yet? Build all three conjunction constructions. Compare and/addition, but/contrast, or/choice, so/result in short familiar situations.
132 Concept + distractors	Reject a fluent sentence that reverses cause/result, loses one idea, or mistakes a compound predicate for two complete sentences.
133 Partners / small group	Sentence Builders. Sentence Builders missions 2-4 with the SY1 replacement for mission 4; then rebuild using a different valid structure.
134 Independent worksheet	Show what you understand: Complete the independent practice page with the replacements; identify all complete ideas before punctuating.
135 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
136 Concept + whole group	Whole group: Ready or Not Yet? Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.
137 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.
138 Partners / small group	Sentence Builders. Replay Sentence Builders with new examples from SY2. Rotate roles; hide supplied proof only after accurate explanations.
139 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
140 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
141 Concept + whole group	Whole group: Ready or Not Yet? Model adding a needed subject/description, deleting repeated wording, combining ideas, and rearranging a misplaced phrase.
142 Concept + distractors	Compare improvements with meaning-changing distractors. Keep the red hat on the student; reject a shorter but incomplete version.
143 Partners / small group	Sentence Builders. Sentence Builders fresh revision round: manipulate the SY3 strips; name the move and explain what becomes clearer.
144 Independent worksheet	Show what you understand: Finish the independent practice page using the Grade 3 replacement. Make all four revision moves on SY3 draft sentences.
145 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
146 Concept + whole group	Whole group: Audition Two Words. Use Audition Two Words. Locate a print/digital entry and read meaning, syllabication, and pronunciation; alphabetize to the third letter.
147 Concept + distractors	Reject the first dictionary sense when context contradicts it; compare clues within and beyond a sentence.
148 Partners / small group	Word Auditions. Word Auditions, then a WC1 reference round with actual resources; partners locate and explain an entry.
149 Independent worksheet	Show what you understand: Complete the independent practice page. Record a new entry's meaning, syllable breaks, pronunciation guidance, and context-fitting use.
150 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
151 Concept + whole group	Whole group: Audition Two Words. Identify/use/explain synonyms, antonyms, homophones, and homographs in short texts. Preview idioms; teach them fully in F2.
152 Concept + distractors	Reject a near-synonym with the wrong degree, a sound-alike with the wrong meaning, and the wrong homograph meaning.
153 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.
154 Independent worksheet	Show what you understand: Complete the independent practice page; add WC2 text responses requiring identification, use, and explanation of each relationship.
155 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
156 Concept + whole group	Whole group: Audition Two Words. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.
157 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.
158 Partners / small group	Word Auditions. Replay Word Auditions with new examples from WC2. Rotate roles; hide supplied proof only after accurate explanations.
159 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
160 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
161 Concept + whole group	Whole group: Audition Two Words. Compare precise actions, clear owners, and polite/direct voices. Add, delete, exchange, combine, or rearrange only to improve clarity.
162 Concept + distractors	Reject fancy-but-wrong words, changed owners, wrong tone/purpose, repetition, and unsupported intensity.
163 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.
164 Independent worksheet	Show what you understand: 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.
165 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
166 Concept + whole group	Whole group: 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.
167 Concept + distractors	Reject label-only and makes-it-interesting answers, wrong senses, true-but-irrelevant details, and unsupported character claims.
168 Partners / small group	The Craft Lab. The Craft Lab, cards L1-L5 with matching job cards. Explain how the words affect the reader.
169 Independent worksheet	Show what you understand: Complete the independent practice page; use LD1 to connect a device to theme, characters, events, or setting without a genre-unit detour.
170 Fresh check + transfer	New sensory detail: 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
171 Concept + whole group	Whole group: What Changed for the Reader? Teach onomatopoeia and alliteration, then rhyme scheme and stanza as sound/meaning features in the two LD2 poems.
172 Concept + distractors	Reject same-letter/different-sound guesses, a sound label without its effect, and a stanza count mistaken for a rhyme scheme.
173 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.
174 Independent worksheet	Show what you understand: Complete the independent practice page; compare both poems' rhyme schemes, sound devices, and stanza organization in writing.
175 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
176 Concept + whole group	Whole group: 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.
177 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.
178 Partners / small group	The Craft Lab. Replay The Craft Lab with new examples from LD2. Rotate roles; hide supplied proof only after accurate explanations.
179 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
180 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
181 Concept + whole group	Whole group: 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.
182 Concept + distractors	Reject author-equals-narrator, every I means first person, and first person knows every character's thoughts. Connect wording to voice.
183 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.
184 Independent worksheet	Show what you understand: Complete the independent practice pages; add independent third-person and voice responses from LD3.
185 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
186 Concept + whole group	Whole group: Borrow One Quality. Use Borrow One Quality. Teach literal versus nonliteral meaning and similes; identify the quality supported by surrounding clues.
187 Concept + distractors	Reject literal-object readings, wrong shared qualities, nearby-detail lures, and the idea that every like/as signals a simile.
188 Partners / small group	Meaning Match-Up. Meaning Match-Up: interpret simple comparisons; name the clue and one quality that does not transfer.
189 Independent worksheet	Show what you understand: Begin the independent practice page comparison tasks; interpret supplied metaphors as nonliteral examples without requiring an advanced label.
190 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
191 Concept + whole group	Whole group: Borrow One Quality. Teach identify/use/explain for idioms; distinguish deliberate exaggeration from an exact count. Model butterflies and a ton.
192 Concept + distractors	Reject literal idiom readings, exact-number readings of exaggeration, and context-free emotion guesses.
193 Partners / small group	Meaning Match-Up. Meaning Match-Up idiom/hyperbole cards plus FL2 fresh scenes; explain meaning, evidence, and the exaggeration's purpose.
194 Independent worksheet	Show what you understand: Complete the independent practice page idiom/hyperbole work; write a new idiom context and identify/explain hyperbole in a brief paragraph.
195 Fresh check + transfer	Two independent text-based tasks: 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
196 Concept + whole group	Whole group: Borrow One Quality. Use the latest independent evidence to select two Grade 3 subskills from this section; model new examples before increasing independence.
197 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.
198 Partners / small group	Meaning Match-Up. Replay Meaning Match-Up with new examples from FL2. Rotate roles; hide supplied proof only after accurate explanations.
199 Independent worksheet	New independent practice: Write a fresh parallel response, not the formal assessment again. Compare the first response with the revised response and explain the improvement.
200 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
201 Concept + whole group	Whole group: Borrow One Quality. Compare literal and figurative versions. Explain how a simile or exaggeration changes the reader's understanding.
202 Concept + distractors	Analyze all choices: true but not responsive, wrong quality, unsupported association, literal-only reading, and purpose/meaning confusion.
203 Partners / small group	Meaning Match-Up. Replay Meaning Match-Up with no visible meanings; create a changed context that makes a different interpretation fit.
204 Independent worksheet	Show what you understand: Finish the independent practice page. Write a purposeful simile and explain the shared quality, evidence, and literal reading to reject.
205 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
206 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.
207 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.
208 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.
209 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.
210 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
Teacher Lesson Plans	One guide per cluster; Section 50 is the 15-minute lesson.
Student Interactive Workbooks	One per cluster, same passages.
Daily lesson decks	36 decks, one per module.
Standards Slide Decks	Spelling, Editing, Editing Part Two, Revising, Writing, Evidence, Explanation, with scripts and tracking sheets.
Songs	Writing Process album and Big Word Detective: Morphology Songs, with lyrics.