



**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

ALL THAT JAZZ



GRADE 3 UNIT 10 | ACTIVITY BOOK

EDITION 1

Grade 3

Unit 10

All That Jazz

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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openeducationresources@tea.texas.gov.

Unit 10

All That Jazz

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 10 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

What Is Jazz?

Use this handout as you view the images of jazz and jazz history. Write your answers to the questions below in the My Thoughts box for each image. Think about answers to these questions while looking at each image.

- What objects, people, or places do you see in this image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

My Thoughts	Images	Read-Aloud Notes
		
		
		

My Thoughts	Images	Read-Aloud Notes
		
		
		
		

What or who I want to learn more about:

My research questions:

NAME: _____

DATE: _____

Vocabulary Review

Use print or digital resources to determine the meaning of the words as they are used in the Read-Aloud. Write the definitions in cursive.

Vocabulary Word	Definition used in the Read-Aloud
evolve	
genre	
improvise	
standard	

NAME: _____

DATE: _____

“Jazz”

Title/Topic: Central Idea:		
Key Idea:	Key Idea:	Key Idea:
Supporting Details:	Supporting Details:	Supporting Details:

NAME: _____

DATE: _____

“The Harlem Renaissance”

Central Idea:		
Key Idea:	Key Idea:	Key Idea:
Supporting Details:	Supporting Details:	Supporting Details:

3.1

DATE: _____

“Louis Armstrong”

Central Idea: Louis Armstrong was one of the greatest jazz musicians of all time and became well-loved and respected for much more than just his amazing musical performances.

Key Idea:

Key Idea:

Key Idea:

Supporting Details:

1.

Supporting Details:

1.

Supporting Details:

1.

2.

2.

2.

NAME: _____

DATE: _____

Works Cited Practice

Works Cited

_____ • _____ • _____

_____ • _____

_____ • _____ • _____

_____ • _____

NAME: _____

DATE: _____

KWL

Billie Holiday, also known as Lady Day		
What I Know	What I Wonder	What I Learned

NAME: _____

DATE: _____

Writing an Introductory Paragraph

Opening statement or hook:

Introductory topic sentence:

Details:

Introductory paragraph:

NAME: _____

DATE: _____

My Research Plan

Topic 1:	Topic 2:
1. Ask big questions to guide your research.	1. Ask big questions to guide your research.
2. Gather information. Primary sources (1 or 2)	2. Gather information. Primary sources (1 or 2)

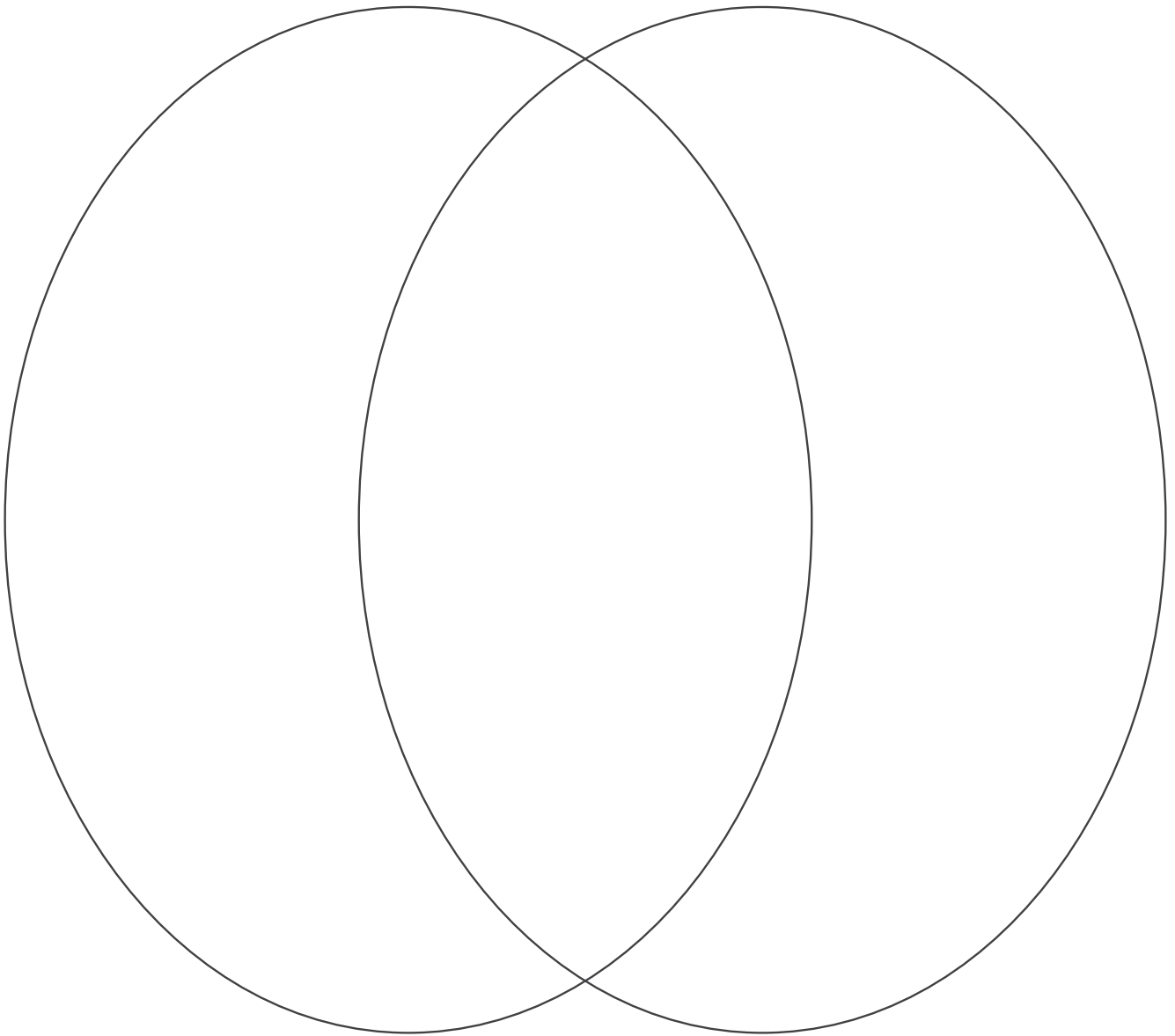
3. Ask questions for more information. Secondary sources (1 or 2):	3. Ask questions for more information. Secondary sources (1 or 2):
4. Write an informative paper using key ideas and details.	4. Write an informative paper using key ideas and details.
5. Presentation: How is this musician connected to jazz? What makes their musical style unique or special?	

NAME: _____

DATE: _____

Venn Diagram

Instructions: Use the Venn Diagram to compare and contrast the stories of Millo Castro Zaldarriaga and Tito Puente by analyzing details from the text. Label the left side: Millo Castro Zaldarriaga and the right side: Tito Puente. In the center, identify similarities between the two stories.



NAME: _____

DATE: _____

Research Essay Map

Essay Title:

Introduction

Opening Statement or Hook:

Introductory Topic Sentence:

Details:

NAME: _____

DATE: _____

Peer Review Checklist

Writer: _____ Reviewer: _____

Ideas	Does the writing explain the topic? ☐ Yes ☐ No	Does the writing include key ideas about the topic? ☐ Yes ☐ No	Does the writing include concrete facts and specific details? ☐ Yes ☐ No
Organization	Is there an introduction, body paragraphs, and conclusion? ☐ Yes ☐ No	Are the details grouped together in ways that make sense? ☐ Yes ☐ No ☐ Sometimes	
Language	Are the words used appropriate for the topic? ☐ Yes ☐ No ☐ Sometimes	Are the sentences complete and easy to read? ☐ Yes ☐ No ☐ Sometimes	Is there correct capitalization and punctuation? ☐ Yes ☐ No ☐ Sometimes
Compliment:			
Suggestion:			

NAME: _____

DATE: _____

Key Idea and Details

Key Idea:

Duke Ellington expressed _____ by
making _____ with his orchestra.

Details:	Details:	Details:
----------	----------	----------

NAME: _____

DATE: _____

KWL

Scott Joplin		
What I Know	What I Wonder	What I Learned

NAME: _____

DATE: _____

Presentation Map

Introductory Topic Statement:

Details:

Musician #1: Idea/Details: Visual Aid:	Musician #2: Idea/Details: Visual Aid:
Idea/Details: Visual Aid:	Idea/Details: Visual Aid:
Idea/Details: Visual Aid:	Idea/Details: Visual Aid:

Concluding Statement About the Topic:

NAME: _____

DATE: _____

Peer Review for Presentations

Presenter: _____ Peer Reviewer: _____

Ideas	Does the presentation explain the topic? ☐ Yes ☐ No	Does the presentation include key ideas about the topic? ☐ Yes ☐ No	Does the presentation include facts and specific details? ☐ Yes ☐ No
Organization	Are the details grouped together in ways that make sense? ☐ Yes ☐ No ☐ Sometimes	Do the visual aids support the content of the presentation? ☐ Yes ☐ No ☐ Sometimes	
Language	Are the words used appropriate for the topic? ☐ Yes ☐ No ☐ Sometimes	Does the speaker employ eye contact? ☐ Yes ☐ No ☐ Sometimes	Does the speaker enunciate words correctly at an appropriate volume? ☐ Yes ☐ No ☐ Sometimes
Compliment:			
Suggestion:			

End-of-Year Silent Reading Assessment

The Cat

Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place.

This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large, white bear and planned to present it to the King of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.

“I would let you stay,” said Franz, “but I can’t, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!”

“Oh,” said the hunter, “I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom.”

“Very well,” said Franz. “You may stay, at your own risk, but I must get the house ready for the trolls. If I don’t, they will be furious.”

Franz worked diligently to get his house ready for the trolls. He chopped wood and built a fire. He set the table with his best dishes and loaded them with porridge, assorted fruit, smoked fish, and delicious sausages. When he was done, he left the hunter and the bear in the house and went to stay with a friend.

At sunset, the trolls arrived. They stormed into the house and began a raucous celebration. They ate and drank, sang songs, and made a terrible mess.

One of the trolls caught a glimpse of the bear. It was lying under the stove, with only an ear sticking out.

“Look!” the troll said, “Franz has a cat!”

The troll cut off a bit of sausage and tossed it on the floor. Then, he kicked the bear in the ear and shouted, “Wake up, kitty! Get the sausage!”

The bear rose up on its hind legs, ripping the stove away from the floor. The stove was launched across the room. The bear, in a great fury, roared ferociously. The trolls were terrified. They screamed and ran for their lives.

Franz returned home the next day. He cleaned up the horrific mess the trolls had made, repaired the stove, and lived another year in his house. When the dreaded evening arrived once again the next year, he expected the trolls to come again. He went out into the yard to cut wood for them.

After a few minutes, he heard a voice calling, “Franz! Franz!”

Franz squinted into the woods but saw nothing but trees.

Then, he heard the voice again say, “Franz! Franz!”

“Yes?” Franz said. “What is it?”

“Have you still got that huge, ferocious cat?” the voice asked.

Franz thought for a minute. Then, he replied.

“Yes,” Franz said. “I still have the cat. It is lying under the stove, and, earlier this year, it had seven kittens. Now, all of the kittens have grown up. They are bigger and fiercer than their mother!”

“Egad!” said the voice. “Then, you will never see us again!”

Franz heard a rustling of feet in the woods. Then, there was silence.

After that, Franz went on with his life and the trolls never bothered him again.

NAME: _____

DATE: _____

1. Why did the author write this selection?
 - A. to tell the reader how kind trolls are
 - B. to tell the reader that cats are ferocious
 - C. to tell the reader that using your wits can make for a happy ending
 - D. to tell the reader that people from Denmark are clever

2. What is the meaning of the word **ferocious** in the following sentence

“Have you still got that huge, **ferocious** cat?”

- A. hungry
 - B. dangerous
 - C. enormous
 - D. furry
3. Using the numbers 1–5, put the following events in order as they occurred in the selection.
____ Franz told the voices in the forest that his cat had seven kittens.
____ On the exact same night each year, trolls drove Franz from his house and took over the place.
____ A troll threw a piece of sausage to the cat lying under the stove.
____ A hunter asked if he could stay at Franz’s house on his way to take the bear he had captured to the King of Denmark.
____ The bear roared ferociously and scared the trolls away.

4. What is the meaning of the word raucous in the following sentence?

They stormed into the house and began a raucous celebration.

- A. soft
 - B. friendly
 - C. loud
 - D. unfriendly
5. Which of the following describes an event that takes place in the story?
- A. A troll feeds a bear because he likes bears.
 - B. A cat feeds a troll because the troll is hungry.
 - C. A troll feeds a bear because he thinks it is a cat.
 - D. A troll feeds a cat because he thinks it is a bear.
6. Why did the trolls leave and never return?

7. Write a summary of this selection.

NAME: _____

DATE: _____

8. What is the meaning of the word **horrific** in the following sentence?

He cleaned up the **horrific** mess the trolls had made.

- A. huge
 - B. shocking
 - C. orderly
 - D. silly
9. At the end of the story, Franz talked to some creatures that were hiding in the woods. Who do you think these creatures were?

10. Why did Franz tell the mysterious creatures that his cat had seven kittens?

Invasive Species

In today's world, people are on the move. Salesmen jet from one city to another. Tourists visit foreign countries. Immigrants leave their homes and settle in new lands.

But did you know that animals are also on the move? Sometimes people bring exotic animals back from their trips. Sometimes, they buy exotic animals in pet shops. Other times, the animals travel by themselves. They may sneak into crates that are shipped from one country to another or they may find their way onto ships that cross the oceans.

This animal travel has caused some problems. Sometimes animals end up in a new place which is just right for them. The land is just right for them. The climate is perfect. There is lots of food. This is a good thing for them. But it may be a bad thing for other animals in the ecosystem. The newly arrived animals may settle in and have babies. They may disrupt the ecosystem by eating up or crowding out the native animals. When this happens, we say the ecosystem has a problem with “invasive species.” The ecosystem is being invaded by outsiders.

There are invasive species in many parts of the United States. In Florida, the invasive species that people are most worried about these days is the Burmese python. Burmese pythons are snakes that are native to Asia. They are big snakes. An average Burmese python is twelve feet long.

Burmese pythons like to live near water, but they can also slither up into trees. These snakes are carnivores. They eat small mammals like rats and mice. They also eat birds. The Burmese python is a constrictor. It bites its victim and holds it. Then, it wraps itself around the victim and squeezes it to death. Once the victim is dead, the snake swallows it whole.

So how did these Burmese pythons make their way to Florida? Some people like to keep snakes as pets. For a long time, you could buy a Burmese python for about twenty dollars. You could feed it mice and watch it grow. There was only one problem: the snake might eventually get too big for its cage. Experts think some pet owners set their snakes free when they got too big. Some pythons may also have escaped when a hurricane hit Florida in 1996.

NAME: _____

DATE: _____

A.1
CONTINUED

ASSESSMENT

In any case, thousands of Burmese pythons now make their home in the swamps of southern Florida. This part of Florida is warm, wet, and full of small mammals. At least, it used to be full of small mammals. A 2011 study found that lots of small mammals in these areas are in trouble. The pythons are gobbling up raccoons, rabbits, and opossums. They are even eating larger animals, including deer, bobcats, and alligators!

Experts are worried. They are afraid that the pythons may wipe out some of the endangered species that live in the area. A new law has made it illegal for pet shops in the United States to sell Burmese pythons. Another law has allowed hunters to hunt pythons. Officials are hoping these laws will help keep the python problem under control.

In the Midwest, people are worried about Asian carp. Asian carp are fish that are native to Asia. Some of them were brought to the United States in the 1970s. They got loose in the Mississippi River. Now, they are spreading like wildfire. The carp are not just in the Mississippi River. They have also been found in other rivers that feed into the Mississippi. People are worried that they may get into the Great Lakes.

Asian carp are big eaters. They gobble up food that other fish need. The carp get so big that other fish can't eat them. So, the arrival of Asian carp is bad news for other fish.

Asian carp are dangerous in another way, too. They are amazing jumpers. An Asian carp can jump eight to ten feet in the air.

Asian carp tend to be scared by boats. If you drive a motorboat past them, they may start to jump out of the water. You may see hundreds of flying fish. You may even be hit with a fish. A number of people have been injured by these jumping fish.

Invasive species, like the Burmese python and Asian carp, can harm environments they invade. Animals and plants suffer and some of the damage caused by these invasive species may be permanent.

11. What does the word exotic mean in the following sentence from the selection?

Sometimes people bring **exotic** animals back from their trips.

- A. tame
- B. intended as a pet in the home
- C. not living or growing naturally in a certain area
- D. not found in nature

12. How did Burmese pythons come to make their home in the swamps of southern Florida?

13. What might happen if Asian carp get into the Great Lakes?

14. List the ways that animals are on the move according to the selection.

- 1.

- 2.

- 3.

NAME: _____

DATE: _____

15. Circle the correct answer to fill in the blank in the following sentence:

Invasive species disrupt the _____ by eating up
or crowding out the native animals.

carnivores

wildfire

ecosystem

travelers

16. How are Asian carp dangerous to humans?

17. Why did the author write this selection?

- A. to describe the habitat of pythons
- B. to entertain with a story about animals
- C. to create panic about visiting Florida and areas near the Mississippi River
- D. to inform about how invasive species can be harmful

18. How have officials in Florida tried to keep the python problem under control?

19. What does the phrase spreading like wildfire mean in the following sentence from the selection?

They got loose in the Mississippi River. Now, they are **spreading like wildfire**.

- A. acts or moves quickly and intensely
- B. slows down so it is almost not noticeable
- C. moves at a steady pace
- D. acts as if in shock and stays in one place

20. Write a summary of this selection.

NAME: _____

DATE: _____

Grade 3 End-of-Year Assessment Summary

Student _____

Date: _____

Teacher _____

Recommended placement for next year (Check one)

_____ Above grade level

_____ On grade level

_____ Slightly below grade level

_____ Needs intensive remediation

*Fill in the information on this sheet and place this sheet in the Reading Folder for next year's teacher. Staple the actual student assessment worksheets to the back of this page.

A. Summary of Missed Letter-Sound Correspondences and Syllabication from Assessment A.4 (If administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Notes:

NAME: _____

DATE: _____

A.2
CONTINUED

ASSESSMENT

B. Fluency

W.C.P.M. Calculation Worksheet

Palabras Palabras leídas Errores sin corregir Palabras correctas 	Tiempo Minutos Segundos — — Hora final Hora inicial Tiempo transcurrido × 60 + = Tiempo en segundos
P. C. P. M. ÷ × 60 = Palabras correctas Tiempo en segundos P. C. P. M.	

Compare the student's W.C.P.M. score to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006):

W.C.P.M	National Percentiles for Spring, Grade 3
162	90th
137	75th
107	50th
78	25th
48	10th

Comprehension Total _____ / 5

Answers

Correct	Level
5	Independent comprehension level
4	Instructional comprehension level
2–3	Frustration comprehension level
0–1	Intensive remediation warranted for this student

C. Silent Reading Comprehension

Category of Questions	Score Required to meet Benchmark of 80%	Student Score
Author's Purpose	3/3	____/3
Inference	6/7	____/7
Literal	8/9	____/9
Main Idea	1/1	____/1
Sequencing	2/2	____/2
Summary	2/2	____/2
Words in Context	5/6	____/6

D. Grammar

Category of Questions	Score Required to meet Benchmark of 80%	Student Score
Parts of a paragraph	4/5	____/5
Parts of speech	4/4	____/4
Subject/Predicate	1/1	____/1
Conjunctions	3/3	____/3
Capitalization/ Punctuation	1/1	____/1
Punctuation	1/1	____/1
Verbs	2/2	____/2
Linking Words	4/5	____/5
Possessives	4/4	____/4
Comparative/ Superlative Adjectives	4/4	____/4

E. Morphology

Category of Questions	Score Required to meet Benchmark of 80%	Student Score
Prefixes	12/15	____/15
Suffixes	12/15	____/15

End-of Year Grammar Assessment

Read the following paragraph carefully, and then answer questions 1–4.

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky, we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive, so we can head toward the ocean again!

1. Which of the following is the topic sentence of the paragraph?
 - A. Our family always goes to the beach and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive so we can head toward the ocean again!
 - D. Summer is the very best time of year!

2. Which of the following is the concluding sentence of the paragraph?
 - A. Our family always goes to the beach and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive, so we can head toward the ocean again!
 - D. Summer is the very best time of year!

3. Which of the following is an irrelevant sentence in the paragraph?
- A. Our family always goes to the beach, and we play in the sand and surf for days.
 - B. Tulips bloom in the spring.
 - C. I can't wait for summer to arrive, so we can head toward the ocean again!
 - D. Summer is the very best time of year!
4. Which of the following would be the best title for the paragraph?
- A. Tulips are Beautiful
 - B. Summer Fun
 - C. Summer, Fall, Winter, and Spring
 - D. Dolphins Swim in the Surf
5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:
- A. _____ Mix the eggs with a splash of milk and a dash of salt and pepper.
 - B. _____ Get the eggs out of the refrigerator.
 - C. _____ Enjoy your warm scrambled eggs with toast and jam!
 - D. _____ Cook the eggs over a low heat so they don't burn.

Read the following sentences carefully and then answer questions 6–9.

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

NAME: _____

DATE: _____

6. Choose the answer with words that are nouns.
 - A. played, gym, early
 - B. game, seats, seconds
 - C. game, excited, gets
 - D. thrilled, gym, final

7. Choose the answer with words that are verbs.
 - A. thrilled, arrived, stayed
 - B. excited, early, best
 - C. thrilled, greatly, final
 - D. excited, gym, get

8. Choose the answer with words that are adjectives.
 - A. thrilled, large, best
 - B. game, early, final
 - C. large, best, climactic
 - D. all, large, until

9. Choose the answer with words that are adverbs.
 - A. excited, early, climactic
 - B. Elementary, early, stayed
 - C. greatly, enthusiastically, early
 - D. Scottsville, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.
The striped hot air balloon drifted high in the puffy clouds.
11. Which sentence uses the conjunction **but** correctly?
- A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
 - B. The child's picture was painted green, purple, but yellow.
 - C. Bob likes to read nonfiction, but Bill would rather read fiction.
 - D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"
12. Choose the sentence that uses the conjunction **because** correctly.
- A. Because we left the picnic early the thunderstorm drenched everyone's lunch.
 - B. Mom is baking a three layer birthday cake because Dad turns 30 years old today.
 - C. Because we spelled all of our spelling words correctly we practiced the words carefully.
 - D. We blew out all the candles in the room because it got very dark.
13. Which sentence uses the conjunction **so** correctly?
- A. My sister knocked over her glass of milk, so she helped clean it up.
 - B. We watched television inside, so the storm came up suddenly.
 - C. My friend was very excited, so he won the game.
 - D. We arrived at the movie on time, so we left the house early.

NAME: _____

DATE: _____

A.3
CONTINUED

ASSESSMENT

14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

16. Circle the letter of the sentence that uses the past tense of the verb correctly.

- A. Reggie eats more ice cream than all of his brothers.
- B. The threatening clouds will scare away the children.
- C. My trip to the ocean last weekend calmed and renewed my spirit.
- D. The department store is having a half price sale.

17. Write the correct verb on the blank.

The fussy baby will _____ lots of attention from her grandparents.
(have, has)

18. Choose the sentence that uses the linking words *for example* correctly.
- A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
 - B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
 - C. The shopper finds wonderful bargains at the store, for example.
 - D. Birds fly overhead, for example, singing their songs, moving from place to place and looking for food.
19. Choose the sentence that is true.
- A. To compare two things and to contrast two things is the same activity.
 - B. Comparing means to find what is different among things.
 - C. Contrasting means to find what is the same among things.
 - D. To compare two things and to contrast two things are opposite activities.
20. Which sentence uses the linking words *in the same way* correctly?
- A. We live on a farm in the country. In the same way, you live in downtown New York City.
 - B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
 - C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
 - D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.

NAME: _____

DATE: _____

21. The words ***in conclusion*** signal _____.
- A. two things are the same.
 - B. a summary is coming up next.
 - C. two things are different.
 - D. a cause and effect are coming up next.
22. Choose the sentence that uses the words ***in contrast*** correctly.
- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
 - B. Fairy tale giants are make-believe. In contrast, flying elephants are found in fiction.
 - C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
 - D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.
23. Write the correct singular possessive noun on the blank.
- We are all invited to _____ house for a party.
(the house of our teacher)
24. Which sentence uses the apostrophe correctly?
- A. The freshly baked cookies' were delicious.
 - B. The cookie frosting's was gooey and yummy.
 - C. Chocolate chip and peanut butter cookie's are my favorite!
 - D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correct.

- A. Lions, tigers, and bears are coming this way!
- B. The lions roars could be heard all over the zoo.
- C. The stripes on the tigers fur are orange and yellow.
- D. Do you see the bears claws scratching the tree?

26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow _____ banks?
(its, it's)

Write the correct form of the comparative or superlative adjective or adverb in the blank.

27. (thin) The apple slices on your plate are cut in _____ slices than the apple slices on my plate.

28. (unusual) The paintings in that museum are the _____ I've ever seen!

29. (close) Our grandmother lives _____ to the mall than we do.

30. (correctly) Our class recited multiplication tables _____ than the other class.

NAME: _____

DATE: _____

Word Reading in Isolation Assessment

1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Word Reading in Isolation Scoring Sheet

NAME: _____

DATE: _____

A.4
CONTINUED

ASSESSMENT

Word Reading in Isolation Scoring Sheet				
	a	b	c	d
1	steady	asphalt	oxygen	e
	/s/ /t/ /e/ /d/ • /ee/	/a/ /s/ • /t/ /aw/ /l/ /t/	/o/ /x/ • /i/ /j/ • /a/ /n/	birthplace
	closed • open	closed • digraph	closed • closed • ə	/b/ /er/ /th/ • /p/ /l/ /ae/ /s/
2	bravo	washtub	consume	r-controlled • digraph
	/b/ /r/ /o/ /v/ • /oe/	/w/ /aw/ /sh/ • /t/ /u/ /b/	closed • digraph	council
	closed • open	closed • closed	closed • digraph	/k/ /ou/ /n/ • /s/ /a/ /l/
3	accuse	riddle	trolley	digraph • ə
	/a/ /k/ • /k/ /ue/ /z/	/r/ /i/ /d/ • /d/ ə /l/	closed • digraph	cruise
	ə • digraph	closed • – le	closed • open	/k/ /r/ /oo/ /z/
4	marvelous	betrayal	freighter	r-controlled • r-controlled
	/m/ /ar/ • /v/ /a/ /l/ • /u/ /s/	/b/ /a/ • /t/ /r/ /ae/ • /a/ /l/	/f/ /r/ /ae/ /t/ • /er/	guarantee
	r-cont. • closed • digraph	ə • digraph • ə	digraph • r-controlled	/g/ /air/ • /a/ /n/ • /t/ /ee/
5	blizzard	prairie	concrete	r-cont. • closed • open
	/b/ /l/ /i/ /z/ • /z/ /er/ /d/	/p/ /r/ /air/ • /ee/	closed • r-controlled	bowful
	closed • r-controlled	r-controlled • open	closed • digraph	/b/ /oe/ /l/ • /f/ /a/ /l/
6	breakwater	peachy	spiffier	digraph • ə
	/b/ /r/ /ae/ /k/ • /w/ /o/ /t/ /er/	/p/ /ee/ /ch/ • /ee/	/s/ /p/ /i/ /f/ • /t/ /ee/ • /er/	qualify
	digraph • closed • r-controlled	digraph • open	closed • open • r-cont.	/k/ /w/ /o/ /l/ • /i/ /f/ • /ie/
7	yearning	exercise	loathe	closed • closed • open
	/y/ /er/ /n/ • /i/ /ng/	/e/ /x/ • /er/ • /s/ /ie/ /z/	/l/ /oe/ /th/	disprove
	r-controlled • closed	closed • r-cont. • digraph	open • r-cont. • open	/d/ /i/ /s/ • /p/ /r/ /oo/ /v/
				closed • digraph

8	audit	baboon		continue	taught	overdue
	/aw/ • /d/ /i/ /t/	/b/ /a/ /b/ • /oo/ /n/	/k/ /u/ /h/ • /t/ /i/ /n/ • /ue/	/t/ /aw/ /t/	/oe/ • /v/ /er/ • /d/ /oo/	
	digraph • closed	closed • digraph	closed • closed • open		open • r-cont. • digraph	
9	chasm	human	pulled	warning	worthless	
	/k/ /a/ /z/ • /ə/ /m/	/h/ /ue/ • /m/ /ə/ /n/	/p/ /oo/ /l/ /d/	/w/ /or/ /h/ • /i/ /ng/	/w/ /er/ /th/ • /l/ /e/ /s/	
	closed • ə	open • ə		r-controlled • closed	r-controlled • closed	
10	scowl	avoidance	paperboy	courses	woodchuck	
	/s/ /k/ /ou/ /l/	/ə/ • /v/ /oi/ /d/ • /ə/ /n/ /s/	/p/ /ae/ • /p/ /er/ • /b/ /oi/	/k/ /or/ /s/ • /e/ /z/	/w/ /oo/ /d/ • /ch/ /u/ /k/	
		ə • digraph • ə	open • r-cont. • digraph	r-controlled • closed	digraph • closed	
11	switch	crumb	whopper	sprinkle	knitting	
	/s/ /w/ /i/ /ch/	/k/ /r/ /u/ /m/	/w/ /o/ /p/ • /p/ /er/	/s/ /p/ /r/ /i/ /ng/ • /k/ /ə/ /l/	/n/ /i/ /t/ • /t/ /i/ /ng/	
			closed • r-controlled	closed • -le	closed • closed	
12	calculate	mustache	partridge	sing	assign	
	/k/ /a/ /l/ • /k/ /ue/ • /l/ /ae/ /t/	/m/ /u/ /s/ • /t/ /a/ /sh/	/p/ • /t/ /r/ /i/ /j/ /ar/	/s/ /i/ /n/ /i/	/ə/ /s/ • /s/ /ie/ /n/	
	closed • open • digraph	closed • closed	r-controlled • closed		ə • digraph	
13	wriggle	bizarre	recommit	youthful	mistletoe	
	/r/ /i/ /g/ • /g/ /ə/ /l/	/b/ /i/ /z/ • /z/ /ar/	/r/ /ee/ • /k/ /u/ /m/ • /m/ /i/ /t/	/y/ /oo/ /th/ • /f/ /ə/ /l/	/m/ /i/ /s/ • /ə/ /l/ • /t/ /	
	closed • -le	closed • r-controlled	open • closed • closed	digraph • ə	closed • -le • open	

NAME: _____

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A.4
CONTINUED

ASSESSMENT

Word Reading in Isolation Analysis

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included on the Syllabication Analysis.

Score required to meet benchmark of 80%	
Phonemes	
Consonants	164/204
/b/ /d/ /f/ /g/ /h/	
/j/ /k/ /l/ /m/ /n/	
/p/ /r/ /s/ /t/ /v/	
/w/ /x/ /y/ /z/ /ch/	
/sh/ /th/ /th/ /ng/	
Vowels (totals)	107/133
/a/ /e/ /i/ /o/ /u/	36/46
/ae/ /ee/ /ie/ /oe/ /ue/	24/30
/ə/ /oo/ /oo/ /aw/ /ou/	21/26
/oi/ /ar/ /er/ /or/ /air/ /ə+/l/	25/31
Syllabication (words with 2 or more syllables)	
Closed Syllable/short	38/47
Open Syllable/long	13/16
Magic E and Digraph Syllable	20/25
R-Controlled Syllable	19/21
ə Syllable	9/11
– le Syllable	4/4

NAME: _____

DATE: _____

The following sheets are provided for your use in directing remediation.

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Word Reading in Isolation Remediation Guide

Phonemes — Consonants

/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 6e, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c)
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)

/w/ (2b, 6a, 6e, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
/th/ (1e, 9e, 13d)	/th/ (7c)	/ng/ (7a, 9d, 11d, 11e)

Phonemes —Vowels		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
/o/ (1c, 2a, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 3a, 4a, 4b, 4e, 9a, 9b, 10b, 12e)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 2b, 8a, 8d)	/ou/ (2e, 10a)

NAME: _____

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CONTINUED

ASSESSMENT

/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 3d, 4d, 7d, 9d, 10d)	/air/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4b, 5e, 11d, 13a, 13d, 13e)

Syllabication (words with 2 or more syllables)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9d, 9e, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)	Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 7d, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4b, 5e, 9a, 9b, 10b, 12e, 13d)	–le Syllable (3b, 11d, 13a, 13e)

End-of-Year Fluency Assessment

The Elephant and the Ape

“Look at me!” cried Tusk the elephant. “See how big and strong I am!”	14
“Look at me!” cried his friend Nim the ape. “See how quick and clever I am!”	30
“It is better to be big and strong than quick and clever!” said Tusk.	44
“Not so,” answered Nim. “It is better to be quick and clever than big and strong.”	60
So the two friends began to argue.	67
“Let’s not argue,” said Nim. “Let’s go to Sage and ask him to settle the matter.”	83
“Agreed!” said Tusk and off they ran.	90
Sage was a wise old owl who lived in the darkest corner of an old tower.	106
Sage listened to what Tusk and Nim had to say.	116
“I see,” he said. “There is way to settle this. You must do just as I say. Then, I shall tell you which is better.”	136 141
“Agreed!” said Tusk.	144
“Agreed!” said Nim.	147
“Cross the river,” said Sage, “and pick me some of the mangoes that grow on the great tree.”	163 165
Tusk and Nim set off on their mission.	173
Soon, they came to the river, which was very wide and deep. Nim was afraid.	188
“I can’t cross that river!” he cried. “Let’s go back.”	198
Tusk laughed. “Didn’t I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river.”	217 229
Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.	246 249

Soon, they came to the mango tree. It was so tall that Tusk could not reach	265
the mangoes, even with his long trunk. He tried to knock the tree over but could	281
not do it.	284
“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to	300
go back without the mangoes.”	305
Nim laughed. “Didn’t I tell you it is better to be quick and clever than big	321
and strong? It is an easy thing for me to climb this tree.”	334
Nim scampered up the tree and tossed down a whole basketful of ripe	347
mangoes. Tusk picked them up. Then, the two of them the crossed the river as	362
before.	363
When they came again to Sage’s tower, Tusk said, “Here are your mangoes.	376
Now tell us which is better—to be big and strong or to be quick and clever?”	393
Sage answered, “I should think you would know that yourself. You crossed	405
the river, and Nim gathered the fruit. Sometimes it is better to be big and strong	421
and sometimes it is better to be quick and clever. Each thing in its place is best.”	438
“That is true,” answered Tusk.	443
“Indeed it is,” said Nim.	448
Then, away they went, and from that day on, they were better friends than	462
ever before.	464

NAME: _____

DATE: _____

End-of-Year Morphology Assessment

1. Which of the following words has the prefix *un-*, meaning “not,” as in the word ***unsafe***?
 - A. understand
 - B. unable
 - C. uncle
 - D. under

2. If someone is giving ***nonverbal*** signals, how are they giving signals?

-
3. If you want to ***rewrite*** something, what do you want to do?
 - A. write it above
 - B. write it below
 - C. write it again
 - D. write it big

4. Which of the following words correctly fits in the sentence below?

The recipe said to _____ the oven to 350° while prepping the food for baking.

- A. preheat
- B. preschool
- C. preview
- D. preselect

5. Choose the phrase that is an example of what the word **disobey** means.
- A. unplugging the printer from the computer
 - B. saying no thank you to a vegetable you don't like
 - C. sharing your toys with a younger sibling
 - D. not cleaning your room after your mom says you have to
6. When you add the prefix **mis-** to the verb **behave**, the new word is **misbehave**. What part of speech is **misbehave**?
-

7. Which of the following words have suffixes that both mean “a person who?”
- A. *dirty* and *coastal*
 - B. *farmer* and *actor*
 - C. *dangerous* and *decorative*
 - D. *stylish* and *loneliness*
8. What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: _____

Part of Speech of **counselor**: _____

NAME: _____

DATE: _____

9. An **artist** is a person who _____.
- A. erases art
 - B. makes or creates art
 - C. is full of art
 - D. lacks art
10. If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
- A. a cosmetician
 - B. a politician
 - C. a pediatrician
 - D. a musician
11. Circle the word that has the suffix **-y**, which means “full of or covered with,” correctly added to the root word?
- rusty sorry happy story
12. Which of the following choices is a **nutritional** food choice?
- A. potato chips
 - B. ice cream
 - C. a lollipop
 - D. asparagus

13. What word means “full of danger?”

14. Add the correct suffix or suffixes to the root word by writing on the blank to complete the sentence.

She humor_____ presented the results of her study and kept the audience interested and entertained.

—ous

—ive

—ly

—y

—al

15. If you are **creatively** decorating a room, how are you decorating a room?

16. The _____ cut on my hand hurt even more when Mom started to clean it.

A. painful

B. careless

C. hopeful

D. fearless

NAME: _____

DATE: _____

17. Which of the following words correctly fits in the sentence below?

I gave my mother a _____ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless

18. Complete this sentence:

My brother acted in a *selfish* way when he _____
_____.

19. Which of the following might cause loneliness to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a book club.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is _____
_____.

21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the root word and the new word?

flex Part of Speech: _____

flexible Part of Speech: _____

22. Which of the following words with the prefix *pro-* means “to move forward?”
- A. proceed
 - B. project
 - C. proposal
 - D. provide
23. If you need an ***antidote***, what might have happened?
- A. You might have eaten a salad for lunch.
 - B. You might have cut your finger on a thorn from a rosebush.
 - C. You might have fallen asleep on the couch.
 - D. You might have been bitten by a poisonous snake.
24. How many wheels does a ***unicycle*** have? _____
25. My father is ***bilingual*** so that means he can speak _____ languages.
26. Rachel’s favorite author just published a ***trilogy***, which is a series of _____ books.
27. What type of literature includes selections that reflect many cultures?
- A. multicultural
 - B. agricultural
 - C. subcultural
 - D. cultural

NAME: _____

DATE: _____

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would _____ on such a hot day.

- A. overeat
 - B. underestimate
 - C. overheat
 - D. underline
29. When adding the prefix *mid-* to the noun *field*, you create ***midfield***. What part of speech is the word *midfield*?
- A. noun
 - B. adjective
 - C. verb
 - D. adverb
30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?
- A. an overpowered camera
 - B. an underwater camera
 - C. an underpowered camera
 - D. an overfish camera

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**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

ALL THAT JAZZ
GRADE 3 UNIT 10 | ACTIVITY BOOK

EDITION 1

