

Standards Sweep SPELLING Tracking Sheet

Sheet 1 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE • MODULE 1 • TEKS (3.2)(B) • Consonant Digraphs sh, ch, th, wh

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the digraph.

Find the two letters that make one sound.



CHOOSE

Developing

Choose the correct spelling.

Which spelling begins with the sh sound?



SHOW

Independent

Show the rule.

Fill in the digraph for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the digraph for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why short starts with sh, then spell one digraph word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 2 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE • MODULE 2 • TEKS (3.2)(B) • Beginning and Ending Blends

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the blend.

Find the letters that blend together.



CHOOSE

Developing

Choose the correct spelling.

Which spelling begins with the bl blend?



SHOW

Independent

Show the rule.

Fill in the blend for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the blend for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why blew begins with bl, then spell one blend word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 3 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE • MODULE 3 • TEKS (3.2)(B) • Long Vowels with Silent e

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the silent e.

Find the silent e and the long vowel it makes.



CHOOSE

Developing

Choose the correct spelling.

Which spelling makes the vowel long?



SHOW

Independent

Show the rule.

Add the silent e to this word from the reading.



OWN

Advanced

Own the rule.

Add the silent e to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 4 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE • MODULE 4 • TEKS (3.2)(B) • Short Vowels and CVC Patterns

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the short vowel.

Find the consonant, vowel, consonant.



CHOOSE

Developing

Choose the correct spelling.

Which spelling has a short u sound?



SHOW

Independent

Show the rule.

Spell this short vowel word from the reading.



OWN

Advanced

Own the rule.

Spell this new short vowel word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why box has a short o, then spell one short vowel word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 5 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 1 • TEKS (3.2)(B) • Adding -ed to a Base Word

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the -ed ending.



CHOOSE

Developing

Choose the correct spelling.

Which one adds -ed to the base word correctly?



SHOW

Independent

Show the rule.

Add -ed to this base word from the reading.



OWN

Advanced

Own the rule.

Add -ed to a brand new base word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why needed ends in -ed, then spell one -ed word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 6 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 2 • TEKS (3.2)(B) • Plurals with -s and -es

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the plural ending.



CHOOSE

Developing

Choose the correct spelling.

Which one makes the base word wish plural correctly?



SHOW

Independent

Show the rule.

Make this base word from the reading plural.



OWN

Advanced

Own the rule.

Make this new base word plural on your own.



DEFEND

Reflective

Explain and transfer.

Explain why wishes needs -es, then spell one plural of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 7 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 3 • TEKS (3.2)(B) • Long e Spelled ee and ea

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel team.

Find the two vowels that spell the long e.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the long e team correctly?



SHOW

Independent

Show the rule.

Fill in the vowel team for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the vowel team for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain how you know sea uses ea, then spell one long e word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 8 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 1 • MODULE 4 • TEKS (3.2)(B) • Long Vowels with Silent e

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the silent e.

Find the silent e and the long vowel it makes.



CHOOSE

Developing

Choose the correct spelling.

Which spelling makes the vowel long?



SHOW

Independent

Show the rule.

Add the silent e to this word from the reading.



OWN

Advanced

Own the rule.

Add the silent e to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 9 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 1 • TEKS (3.2)(B) • R-Controlled Vowels (ar, er, ir, or, ur)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel and r.

Find the vowel that works together with r.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the vowel and r team in girl?



SHOW

Independent

Show the rule.

Fill in the vowel and r team for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the vowel and r team for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why farm uses ar, then spell one r-controlled word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 10 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 2 • TEKS (3.2)(B) • Adding -ing to a Base Word

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the -ing ending.



CHOOSE

Developing

Choose the correct spelling.

Which one adds -ing to write correctly?



SHOW

Independent

Show the rule.

Add -ing to this base word from the reading.



OWN

Advanced

Own the rule.

Add -ing to this new base word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why writing drops the e, then spell one -ing word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 11 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 3 • TEKS (3.2)(B) • Plurals: Change y to ies

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find where y changed to i and es was added.



CHOOSE

Developing

Choose the correct spelling.

Which one makes baby plural correctly?



SHOW

Independent

Show the rule.

Make this base word from the reading plural.



OWN

Advanced

Own the rule.

Make this new base word plural on your own.



DEFEND

Reflective

Explain and transfer.

Explain why baby becomes babies, then spell one y to ies plural of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 12 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 2 • MODULE 4 • TEKS (3.2)(B) • The Letter y Spelling Long e

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the y that spells the long e sound.



CHOOSE

Developing

Choose the correct spelling.

Which spelling ends with y for the long e sound?



SHOW

Independent

Show the rule.

Finish this word from the reading with a long e y.



OWN

Advanced

Own the rule.

Finish this new word with a long e y on your own.



DEFEND

Reflective

Explain and transfer.

Explain how y spells long e in busy, then spell one long e y word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 13 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 1 • TEKS (3.2)(B) • Diphthongs ou and ow

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel sound.

Find the letters that spell the sound in loud.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the sound in loud?



SHOW

Independent

Show the rule.

Fill in the letters for this word from the poem.



OWN

Advanced

Own the rule.

Fill in the letters for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why loud uses ou, then spell one ou or ow word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 14 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 2 • TEKS (3.2)(B) • Long a Spelled ai and ay

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel team.

Find the letters that spell the long a.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the long a at the end?



SHOW

Independent

Show the rule.

Fill in the team for this word from the poem.



OWN

Advanced

Own the rule.

Fill in the team for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why say ends in ay, then spell one long a word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 15 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 3 • TEKS (3.2)(B) • Words Ending in Consonant plus le

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the consonant and le that end the word.



CHOOSE

Developing

Choose the correct spelling.

Which one ends in a consonant plus le correctly?



SHOW

Independent

Show the rule.

Finish this word from the poem with the right ending.



OWN

Advanced

Own the rule.

Finish this new word with a consonant plus le on your own.



DEFEND

Reflective

Explain and transfer.

Explain how tumble ends in a consonant plus le, then spell one of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 16 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 3 • MODULE 4 • TEKS (3.2)(B) • The oo Sound Spelled oo, ew, and ue

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel sound.

Find the letters that spell the sound in food.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the sound in true?



SHOW

Independent

Show the rule.

Fill in the letters for this word from the poem.



OWN

Advanced

Own the rule.

Fill in the letters for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why true uses ue, then spell one oo, ew, or ue word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 17 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 1 • TEKS (3.2)(B) • The Suffix -tion (the shun sound)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the tion chunk that says shun.



CHOOSE

Developing

Choose the correct spelling.

Which one spells the shun sound at the end?



SHOW

Independent

Show the rule.

Add the tion chunk to this word from the reading.



OWN

Advanced

Own the rule.

Add the tion chunk to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why invention ends in tion, then spell one tion word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 18 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 2 • TEKS (3.2)(B) • R-Controlled Vowels (ar, er, ir, or, ur)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel and r.

Find the vowel that teams with r.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the vowel and r team in born?



SHOW

Independent

Show the rule.

Fill in the vowel and r team for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the vowel and r team for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why barns uses ar, then spell one r-controlled word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 19 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 3 • TEKS (3.2)(B) • Long Vowels with Silent e

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the silent e.

Find the silent e and the long vowel it makes.



CHOOSE

Developing

Choose the correct spelling.

Which spelling makes the vowel long?



SHOW

Independent

Show the rule.

Add the silent e to this word from the reading.



OWN

Advanced

Own the rule.

Add the silent e to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain how the silent e changes rid into ride, then spell one silent e word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 20 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 4 • MODULE 4 • TEKS (3.2)(B) • Adding -ed to a Base Word

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the -ed ending.



CHOOSE

Developing

Choose the correct spelling.

Which one adds -ed to place correctly?



SHOW

Independent

Show the rule.

Add -ed to this base word from the reading.



OWN

Advanced

Own the rule.

Add -ed to this new base word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why helped ends in -ed, then spell one -ed word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 21 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 1 • TEKS (3.2)(B) • Homophones (words that sound alike)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the sound-alikes.

Find two words that sound the same but look different.



CHOOSE

Developing

Choose the correct spelling.

Which spelling means to purchase something?



SHOW

Independent

Show the rule.

Choose the word from the reading that means to look.



OWN

Advanced

Own the rule.

Choose the homophone that means the number 1.



DEFEND

Reflective

Explain and transfer.

Explain why buy is spelled b-u-y here, then use one homophone pair of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 22 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 2 • TEKS (3.2)(B) • Comparative Endings -er and -est

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the compare ending.



CHOOSE

Developing

Choose the correct spelling.

Which one compares just two things?



SHOW

Independent

Show the rule.

Add -er to this base word from the reading.



OWN

Advanced

Own the rule.

Add -est to this new base word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why older ends in -er, then spell one compare word of your own.

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 3 • TEKS (3.2)(B) • Compound Words

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the two words.

Find the two smaller words inside.



CHOOSE

Developing

Choose the correct spelling.

Which one joins two words into one correctly?



SHOW

Independent

Show the rule.

Join these two words from the reading.



OWN

Advanced

Own the rule.

Join these two new words on your own.



DEFEND

Reflective

Explain and transfer.

Explain how businessman is two words, then make one compound of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 24 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 5 • MODULE 4 • TEKS (3.2)(B) • The Suffix -ly

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the -ly ending.



CHOOSE

Developing

Choose the correct spelling.

Which one adds -ly to slow correctly?



SHOW

Independent

Show the rule.

Add -ly to this base word from the reading.



OWN

Advanced

Own the rule.

Add -ly to this new base word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why quickly ends in -ly, then spell one -ly word of your own.

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 1 • TEKS (3.2)(B) • Contractions

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the apostrophe.

Find the two words and the missing letters.



CHOOSE

Developing

Choose the correct spelling.

Which one is the contraction for did not?



SHOW

Independent

Show the rule.

Make a contraction from these two words in the story.



OWN

Advanced

Own the rule.

Make a contraction from these two new words on your own.



DEFEND

Reflective

Explain and transfer.

Explain where the apostrophe goes in didn't, then write one contraction of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 26 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 2 • TEKS (3.2)(B) • Soft c and Soft g

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the soft sound.

Find the c or g that says a soft sound.



CHOOSE

Developing

Choose the correct spelling.

Which word has a soft c that says s?



SHOW

Independent

Show the rule.

Choose the soft-c word from the story that means to run fast.



OWN

Advanced

Own the rule.

Choose the soft-g word that means very big.



DEFEND

Reflective

Explain and transfer.

Explain why race has a soft c, then write one soft c or soft g word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 27 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 3 • TEKS (3.2)(B) • Silent Letters kn, wr, and mb

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the silent letter.

Find the letter you do not hear.



CHOOSE

Developing

Choose the correct spelling.

Which spelling of the word that means the joint in your leg is correct?



SHOW

Independent

Show the rule.

Add the silent letter to this word from the story.



OWN

Advanced

Own the rule.

Add the silent letter to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why know has a silent k, then write one silent letter word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 28 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 6 • MODULE 4 • TEKS (3.2)(B) • Abbreviations

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the short form.

Find the abbreviation and the word it stands for.



CHOOSE

Developing

Choose the correct spelling.

Which is the correct abbreviation for Mistress?



SHOW

Independent

Show the rule.

Write the abbreviation for the title in the story.



OWN

Advanced

Own the rule.

Write the abbreviation for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why Mrs. ends with a period, then write one abbreviation of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 29 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 1 • TEKS (3.2)(B) • Long i Spelled igh and y

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the long i spelling.

Find the letters that spell long i.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows long i with igh?



SHOW

Independent

Show the rule.

Fill in the letters for this long i word.



OWN

Advanced

Own the rule.

Fill in the letter for this new long i word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why night uses igh, then spell one long i word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 30 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 2 • TEKS (3.2)(B) • Prefixes un, re, and dis

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the prefix.

Find the prefix at the front of the word.



CHOOSE

Developing

Choose the correct spelling.

Which one means not fair?



SHOW

Independent

Show the rule.

Add a prefix to make the new meaning.



OWN

Advanced

Own the rule.

Add a prefix to make the new meaning on your own.



DEFEND

Reflective

Explain and transfer.

Explain how un changes fair into unfair, then make one prefix word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 31 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 3 • TEKS (3.2)(B) • Prefixes pre and mis

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the prefix.

Find the prefix pre or mis at the front.



CHOOSE

Developing

Choose the correct spelling.

Which one means to read something wrong?



SHOW

Independent

Show the rule.

Add a prefix to make the new meaning.



OWN

Advanced

Own the rule.

Add a prefix to make the new meaning on your own.



DEFEND

Reflective

Explain and transfer.

Explain how pre changes view into preview, then make one prefix word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 32 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 7 • MODULE 4 • TEKS (3.2)(B) • Suffixes ful, less, and ness

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the suffix.

Find the suffix ful, less, or ness.



CHOOSE

Developing

Choose the correct spelling.

Which one means full of hope?



SHOW

Independent

Show the rule.

Add a suffix to this word from the poem.



OWN

Advanced

Own the rule.

Add a suffix to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why hopeful ends in ful, then spell one suffix word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 33 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 1 • TEKS (3.2)(B) • Plurals Review (s, es, y to ies)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the ending.

Find the base word and the plural ending.



CHOOSE

Developing

Choose the correct spelling.

Which one makes city plural correctly?



SHOW

Independent

Show the rule.

Make this base word from the reading plural.



OWN

Advanced

Own the rule.

Make this new base word plural on your own.



DEFEND

Reflective

Explain and transfer.

Explain why city becomes cities, then spell one plural of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 34 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 2 • TEKS (3.2)(B) • R-Controlled Vowels Review (ar, er, ir, or, ur)

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the vowel and r.

Find the vowel that teams with r.



CHOOSE

Developing

Choose the correct spelling.

Which spelling shows the vowel and r team in work?



SHOW

Independent

Show the rule.

Fill in the vowel and r team for this word from the reading.



OWN

Advanced

Own the rule.

Fill in the vowel and r team for this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain why cars uses ar, then spell one r-controlled word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 35 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 3 • TEKS (3.2)(B) • Long Vowels with Silent e Review

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the silent e.

Find the silent e and the long vowel it makes.



CHOOSE

Developing

Choose the correct spelling.

Which spelling makes the vowel long?



SHOW

Independent

Show the rule.

Add the silent e to this word from the reading.



OWN

Advanced

Own the rule.

Add the silent e to this new word on your own.



DEFEND

Reflective

Explain and transfer.

Explain how the silent e changes hop into hope, then spell one silent e word of your own.

Standards Sweep SPELLING Tracking Sheet

Sheet 36 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • CLUSTER 8 • MODULE 4 • TEKS (3.2)(B) • Compound Words Review

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.



NOTICE

Foundational

Notice the two words.

Find the two smaller words inside.



CHOOSE

Developing

Choose the correct spelling.

Which one joins two words correctly?



SHOW

Independent

Show the rule.

Join these two words from the reading.



OWN

Advanced

Own the rule.

Join these two new words on your own.



DEFEND

Reflective

Explain and transfer.

Explain how seashell is two words, then make one compound of your own.