

Third Grade Word Study

Curriculum/Content Area: Word Study	Course Length: One Year
Course Title: Third Grade Literacy	Date last reviewed: N/A
Prerequisites: N/A	Board approval date:
<p>Primary Resource: TBD 3rd Grade Word Study Scope and Sequence <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Word Study is a conceptual, developmental approach to the teaching of phonics, spelling and vocabulary. Effective Word Study is more than just “word work”, because it is rooted in the conceptual foundations of English orthography and timed in accordance with students’ understanding of those concepts (Palmer & Invernizzi, 2015).

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers and writers understand that letters and sounds are related so that they can solve words efficiently. • Readers and writers develop knowledge of principles and patterns of words so that they can transfer this knowledge to words. • Readers and writers understand that some words do not follow a pattern and need to be recognized automatically. • Readers and writers understand the meaning of words in texts they read and write. • Readers and writers understand how words are related to each other and how they can be changes by adding letters, letter clusters, and larger word parts. • Readers and writers use a variety of strategies to solve unknown words. 	<ul style="list-style-type: none"> • How does using words help readers and writers communicate? • How do readers and writers use strategies to solve unknown words? • How does learning about how words work help readers and writers? • How does a writer’s spelling impact communication?

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences</p>

from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *K-12*

WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 3rd Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

WI.ELA.W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Standards

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use regular and irregular plural nouns.
- d. Form and use regular and irregular verbs.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

Supporting Standards

WI.ELA-LITERACY.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

WI.ELA-LITERACY.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Learning Targets

- I can form and use regular and irregular plural nouns (L.3.1b)
- I can form and use regular and irregular verbs. (L.3.1d)
- I can spell high frequency words correctly (L.3.2e)
- I can spell words with endings (ed, ing, es, ess) (L.3.2e)
- I can use what I know about spelling patterns and generalizations to help myself spell words (L.3.2f)
- I can determine the meaning of new words when known affixes are added (dis, un, less, pre) (L.3.4b)
- I can use roots of words to determine the meanings of words with similar roots. (L.3.4c)
- I can identify and know the meaning of the most common prefixes and suffixes. (F.3.3a)
- I can read words with common Latin suffixes. (F.3.3b)
- I can use many strategies to figure out tricky big words. (F.3.3c)
- I can read high frequency words. (F.3.3d)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students