

Word Study Overview Grade 3

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **School Year**
Status: **Published**

Summary of the Unit

The enclosed Word Study curriculum is intended for the General Education & Inclusion Classroom for students in the third grade. Many skills are addressed throughout the units which are vital for decoding words. Phonograms are introduced as spelling patterns that create a rime. Rimes are reinforced in one-syllable words as the ending part of the word that contains the letter that represent the vowel sound and the letters that follow. Onsets are also introduced as the part that precedes the vowel. Phonograms can also be thought of as the more familiar *word families*. The core of knowing high-frequency words is a valuable resource to help students build their reading and writing processes. As they notice the frequency of these words in their reading, their recognition becomes automatic. Though this process, the reading becomes more efficient and enables them to decode new words using phonics as well as attending to comprehension. In general, students learn the simpler words earlier and, in the process, develop efficient systems for learning words. Students also need to know the meaning of words they are learning to read and write and so through word meaning/vocabulary, students are introduced to concept words. The concept words have sets and subsets that are often used in the texts that students read and they will want to use these words in their own writing. Students will learn concept words and how they can form categories that will help them to retrieve these words when needed. The addition of synonyms and antonyms are included because related words will help students build more powerful systems for connecting and categorizing words. Recognition and use of compound words as well as the use of onsets and rimes to read words will be emphasized. Looking at the structure of words will help students learn how words are related to one another and how words can be changed through the addition of letters. The recognition of syllables helps students learn to break down words into smaller units that are easier to analyze. They can then build on this information in reading and writing. Word solving actions are also introduced as the strategic moves readers and writers make when they use their knowledge of the language system to solve words. Students will apply concepts in active ways through sorting, building, locating, reading, or writing. Lessons related to word-solving actions will demonstrate how to problem solve by working on words in isolation or while reading or writing continuous text. This all builds to rapid, automatic word solving which is an integral component of fluency and important for comprehension as it lessens the cognitive burden of the student in order to focus primarily on meaning and the language of the text. Many of these introductory skills and concepts will be addressed in depth in future grade levels. By the end of the year, most students will spell their High Frequency words when exposed to them regularly through the use of a living word wall, shared writing, and daily practice of challenging words. Throughout this curriculum, many lessons are labeled as "generative". These lessons can be modified to be used more than once to meet the needs of the students. All skills and concepts presented in Unit 1 should be taught to mastery.

Table of Contents

There are 3 units within the curriculum.

Unit 1- Consonant Clusters, Phonograms with VC, VCC, VCe, VVC patterns, High Frequency Words, Word Categories, Compound Words, and Syllable Parts

Unit 2- Plurals, Suffixes, Syllable Types, Antonyms, Synonyms, Open and Closed Sounds

Unit 3- Figurative Meanings, Literal Meanings, Prefixes, Suffixes, Cursive, Keyboarding Skills, High Frequency Words

Grade 3 Phonics/Word Study Unit 1

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **Trimester 1**
Status: **Published**

Summary of the Unit

Trimester one focuses on letter-sound relationships in order to learn the connections between sounds and letters as the gateway to understanding written language. The unit begins by exposing students to simple relationships following the connection of one phoneme to one grapheme or letter. This is proceeded by the addition of consonant clusters that blend two or three consonant sounds. Once students can recognize letter combinations as units, word solving becomes more efficient. Choose lessons from this curriculum that best meet the needs of your students. Determine the number of lessons you teach on each concept based on your students' progress. Choose 3 mini lessons per day (total) using the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Throughout this curriculum, you will see many lessons labeled as "Generative Lessons". These lessons can be modified to be used more than once to meet the needs of your students. The use of spelling patterns over spelling lists is highly encouraged. For example, encourage students to build at and an words rather than giving them a list of just 10 words. The students can be challenged to create their own list of real and nonsense words rather than having a list provided by the teacher. Most students will learn to spell their high frequency words when exposed to them regularly (word wall, shared writing) and encouraged to apply them in their writing. Lists can be provided to students who struggle with spelling. All skills and concepts taught in Unit 1 should be taught to mastery.

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell

Essential Questions

How can students apply grade-level phonics and word analysis skills in order to decoding and encoding words?

How can students engage effectively in a range of collaborative discussions?

How will students build on others' ideas and expressing their own clearly?

How accurately will students demonstrate grammar and usage when writing or speaking?

Summative Assessment and/or Summative Criteria

1st Trimester Benchmark

Resources

Fountas & Pinnell Phonics, Spelling and Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Launching Word Work			
<ul style="list-style-type: none"> 5 days of training followed by implementation 	<ul style="list-style-type: none"> Build stamina and develop independence while completing word work assignments List procedures for how to use word work materials 	<ul style="list-style-type: none"> Create an anchor chart with student expectations Gradual release model for all assignments Include letter magnets, dry erase boards, magnetic boards, dry erase markers in the word work center. 	<ul style="list-style-type: none"> Teacher Observation
Spelling			
<ul style="list-style-type: none"> One spelling pattern used in word work stations every two weeks 	<ul style="list-style-type: none"> SP 1 Recognize and use less common phonograms with a VC 	SP 1 <ul style="list-style-type: none"> Teach - Word Chart activity Apply - Make twenty words 	<ul style="list-style-type: none"> Spelling Pattern Assessments A, B, C, D

<p>6 days</p>	<p>Pattern</p> <p>-ib -em -ud -us</p> <ul style="list-style-type: none"> SP 2 Recognize and use Phonogram Patterns with a Short vowel sound in single-syllable words <p>chat, fell, trim, stock, dunk</p> <ul style="list-style-type: none"> SP 3 Recognize and use Phonograms with a vowel-consonant-silent e (VCe) pattern <p>escape, baseball, forgive</p> <ul style="list-style-type: none"> SP 4 Recognize and use Phonograms that end with a double consonant (VCC) <p>-ll, -ss, -ff, -dd, -nn</p> <ul style="list-style-type: none"> SP 5 Recognize and use Phonogram with Ending Consonant Clusters (VCC) <p>-and, -ent, ink, -ush</p> <ul style="list-style-type: none"> SP 6 Recognize and use Phonograms with a double vowel (VVC) <p>good, room</p>	<p>activity</p> <ul style="list-style-type: none"> Share <p>SP 2 (generative)</p> <ul style="list-style-type: none"> Teach - Word list activity Apply - Make ten word activity Share <p>SP 3</p> <ul style="list-style-type: none"> Teach - Pocket chart display Apply - Students will complete three column sort Share <p>SP 4</p> <ul style="list-style-type: none"> Teach - word chart activity Apply - make ten word activities Share <p>SP 5 (generative)</p> <ul style="list-style-type: none"> Teach - pocket chart display Apply - four way sort & list sheet Share <p>SP 6 (generative)</p> <ul style="list-style-type: none"> Teach - Notice parts activity Apply - Students will make words and sort them Share 	<ul style="list-style-type: none"> Spelling application in writing sample: <ul style="list-style-type: none"> -Make twenty word activity -make ten word activity -three column sort -four way sort -list sheet Spelling tests
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High Frequency Words			
3 days	<ul style="list-style-type: none"> • HFW 1,2 Recognize and use words with three or more letters • HFW 3 Recognize and use longer high-frequency words, some with more than one syllable 	<p>HFW 1 (generative)</p> <ul style="list-style-type: none"> • Teach - White board magnetic letters • Apply - Students will complete make-say-check-mix • Share <p>HFW 2 (generative)</p> <ul style="list-style-type: none"> • Teach - Words to know activity • Apply - Students will play concentration • Share <p>HFW 3 (generative)</p> <ul style="list-style-type: none"> • Teach - Words with similar patterns • Apply - word grid with partners • Share 	<p>HFW Assessment A, B, C</p> <p>Students ability to read HFW in texts</p> <p>Students ability to write HFW</p>
Phonics			
Letter Sound Relationships 9 days	<ul style="list-style-type: none"> • LSR 1 Recognize and say consonant clusters that blend two or three consonant sounds (Onsets) • LSR 2 Recognize and 	<p>LSR 1 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will make combinations of consonant clusters and word endings then record on a list sheet • Share <p>LSR 2</p> <ul style="list-style-type: none"> • Teach - 	<p>LSR 1, 7 Assessments A, C, F, G, or H</p> <p>LSR 2, 8 Assessments B, C, F, G, or H</p>

	<p>say consonant clusters (blends) at the end of a word</p> <ul style="list-style-type: none"> • LSR 3 Recognize and use y as a vowel sound • LSR 4 Recognize and use letter combinations that represent long vowel sounds • LSR 5 Recognize and use letter combinations that represent the /o/ vowel sound (as in saw) • LSR 6 Recognize and use letter combinations that represent two different vowel sounds • LSR 7 Recognize and use two consonant letters that usually represent one sound at the beginning of a 	<p>Notice parts activity</p> <ul style="list-style-type: none"> • Apply - word pairs, same final consonant cluster • Share <p>LSR 3</p> <ul style="list-style-type: none"> • Teach - say and sort activity • Apply - Students will complete two way sort using the words study and spy • Share <p>LSR 4</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will match word pairs by playing Crazy Eights • Share <p>LSR 5</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - sort and write on list sheet • Share <p>LSR 6</p> <ul style="list-style-type: none"> • Teach - say and sort with pocket chart • Apply - Two-way sort using letter combinations and vowel sounds • Share <p>LSR 7</p> <ul style="list-style-type: none"> • Teach - word 	<p>LSR 3 Dictate six-eight words that end with y in which y functions as a vowel</p> <p>LSR 4, 5, 6 Assessments E, I, J</p> <p>LSR 8 write three words on an index card and highlight the ending digraph</p> <p>LSR 9 Assessment D, G</p>
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	<p>word</p> <ul style="list-style-type: none"> • LSR 8 Recognize and use two consonant letters that usually represent one sound at the end of a word • LSR 9 Recognize and use middle consonant sounds sometimes represented by double consonant letters 	<p>sort on chart paper</p> <ul style="list-style-type: none"> • Apply - four-way sort ch-, th-, wh-,sh- • Share <p>LSR 8</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - students will play Lotto in groups of two to four. • Share <p>LSR 9</p> <ul style="list-style-type: none"> • Teach -Word lists activity • Apply - students will play word grid in pairs or groups of three using game board and game cards. • Share 	
<p>Word-solving actions 13 days</p>	<ul style="list-style-type: none"> • WSA 1, 2, 3 Recognize and use onsets and rimes to read words • WSA 4 Use 	<p>WSA 1 (generative)</p> <ul style="list-style-type: none"> • Teach -Word lists activity • Apply - students will play word grid looking for the same letter cluster or endings • Share <p>WSA 2 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - sort words into piles and read with a partner • Share <p>WSA 3 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - follow the path game 	<p>WSA 1, 2, 3, 4 Assessments A, B, C, E, or F</p>

	<p>onsets and rimes in known words to read and write other words with the same parts</p> <ul style="list-style-type: none"> • WSA 5 Break a word into syllables to decode manageable units • WSA 6 Recognize and use word parts to solve an unknown word and understand its meaning • WSA 7, 8 Use alphabetical order to locate information about words in a variety of reference tools • WSA 9 Use a dictionary to solve and find information about words • WSA 10 Use a routine to spell a word: choose, write, build, mix (partner study 1) • WSA 11 Use a study routine to spell a word: look, say, cover, 	<p>board, read and identify two parts</p> <ul style="list-style-type: none"> • Share <p>WSA 4 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - word ladder • Share <p>WSA 5 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - Syllable Race game board • Share <p>WSA 6 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - Choose 5 words cut apart and trade with a partner. • Share <p>WSA 7 (generative)</p> <ul style="list-style-type: none"> • Teach - say and sort activity • Apply - Put 20 cards in alphabetical order on the list sheet • Share <p>WSA 9 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts activity • Apply - two-way sort • Share <p>WSA 10</p> <ul style="list-style-type: none"> • Teach - make words activity • Apply - words to learn list • Share 	<p>WSA 5, 6 Assessments B, C, E, or F</p> <p>WSA 7 Assessments Give students words and see if they are able to place them in alphabetical order</p> <p>Have students find words in the dictionary</p> <p>WSA 10 Assessment B,D, or F</p> <p>WSA 11 Assessment Notice if students and writing the words accurately and quickly</p> <p>WSA 12 Assessment Review students overall writing</p>
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	<p>write, check (partner study 2)</p> <ul style="list-style-type: none"> • WSA 12 Use known words to spell an unknown words (partner study 3) • WSA 13 Attempt to spell an unknown word (partner study 4) 	<p>WSA 11</p> <ul style="list-style-type: none"> • Teach - make words activity • Apply -look, say, cover, write, check • Share <p>WSA 12</p> <ul style="list-style-type: none"> • Teach -notice parts activity • Apply - make connections with words I am learning to spell • Share <p>WSA 13</p> <ul style="list-style-type: none"> • Teach -letter boxes activity • Apply - hear, say, and write: letter boxes • Share 	<p>WSA 13 Assessments D or F</p>
Grammar			
<p>Word Meaning Vocabulary</p> <p>6 days</p>	<ul style="list-style-type: none"> • WMV 1, 2 Recognize and use concept words that can have sets and subsets • WMV 3, 4 Recognize that words can be related in many ways: category 	<p>WMV 1 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using a web • Apply - Map words using a web • Share <p>WMV 2 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using a web • Apply - four box sheet • Share <p>WMV 3 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using columns • Apply - two way sort • Share 	<p>WMV 1, 2 Assessments A or H</p> <p>WMV 3, 4 Assessments B or H</p>

<p style="text-align: center;">Word Structure 3 Days</p>	<ul style="list-style-type: none"> • WMV 5, 6 Recognize and use compound words • WS 1 Recognize and use compound words • WS 2 Recognize and use compound words that have frequently used words • WS 3 Recognize and use contractions with not 	<p>WMV 4 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using groups • Apply - three-way sort • Share <p>WMV 5 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make 20 compound words using a list sheet • Share <p>WMV 6 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - compound concentration • Share <p>WS 1</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - put words together to make one word • Share <p>WS 2 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - word and sentence sheet, students will make compound words and make a sentence • Share <p>WS 3 (generative)</p> <ul style="list-style-type: none"> • Teach - see and say • Apply - concentration 	<p>WMV 5, 6 Assessments C or H</p> <p>WS 1, 2 Assessments A or H</p> <p>WS 3 Assessments B or I</p>
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		<ul style="list-style-type: none"> with not • Share 	
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Standards

ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
ELA.L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
ELA.L.WF.3.2.C	Identify language of word origin, as noted in dictionaries.
ELA.L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers').
ELA.L.WF.3.2.E	Change y to i (cried) in words with suffixes, when required.
ELA.L.WF.3.2.F.i	Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
ELA.L.WF.3.2.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.SL.PE.3.1	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.
ELA.SL.PE.3.1.B	Follow agreed-upon norms 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).
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Special Education, ELL, and Gifted Students

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

Suggested Technology Innovations

- Smart Board
- YouTube videos
- Online games
- RAZ-kids.com
- Brainpop Jr.
- Spelling City

Cross-Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

Grade 3 Phonics/Word Study Unit 2

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **Trimester 2**
Status: **Published**

Summary of the Unit

The second trimester focuses on spelling patterns, high-frequency words, and word meaning/vocabulary. Phonograms are introduced as spelling patterns that create a rime. Rimes are reinforced in one-syllable words as the ending part of the word that contains the letter that represent the vowel sound and the letters that follow. Onsets are also introduced as the part that precedes the vowel. Phonograms can also be thought of as the more familiar *word families*. Each phonogram will not be needed to be taught individually as students will begin to note the patterns, how to look for them, and discover more of them for themselves. Included within the unit will also be the addition of high-frequency words. The core of knowing high-frequency words is a valuable resource to help students build their reading and writing processes. As they notice the frequency of these words in their reading, their recognition becomes automatic. Through this process, the reading becomes more efficient and enables them to decode new words using phonics as well as attending to comprehension. In general, students learn the simpler words earlier and in the process develop efficient systems for learning words. Students also need to know the meaning of words they are learning to read and write and so through word meaning/vocabulary, students are introduced to concept words. The concept words have sets and subsets that are often used in the texts that students read and they will want to use these words in their own writing. Students will learn concept words and how they can form categories that will help them to retrieve these words when needed. The addition of synonyms and antonyms are included because related words will help students build more powerful systems for connecting and categorizing words. When choosing a lesson you will be making your selection from 5 categories (spelling, high frequency words, letter-sound relationships, Word Meaning Vocabulary, and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly. As the children develop more independence, the high frequency activities can be completed solely during Daily 5 which will eliminate the need for partner work to follow the introduction of new high frequency word. Add new words to your word wall and provide ample opportunities for your students to use those words within their writing. The grammar skills introduced in this unit are merely an introduction and can be strengthened during the writers' workshop process. As in unit 1, it is recommended that you choose a total 15 mini lessons per week (3 per day) from the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Choose the lessons based on the needs of your students. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Refer to the Literacy Continuum to determine if your students have reached grade level mastery for each concept.

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell

Essential Questions

How can students apply grade-level phonics and word analysis skills in order to decoding and encoding words?

How can students engage effectively in a range of collaborative discussions?

How will students build on others' ideas and expressing their own clearly?

How accurately will students demonstrate grammar and usage when writing or speaking?

Summative Assessment and/or Summative Criteria

2nd Trimester Benchmark

Resources

Fountas & Pinnell Phonics, Spelling and Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry The Fountas & Pinnell Literacy Continuum

Unit Plans

Unit 2

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Spelling 6 days	SP7 Recognize and use phonograms with vowel combinations SP 8 Recognize and use phonogram patterns with a long vowel sound in single-syllable	SP 7 (generative) <ul style="list-style-type: none">• Teach - Say and sort• Apply - word ladder with the same vowel combination• Share SP 8 (generative) <ul style="list-style-type: none">• Teach - notice	SP 7, 8, 9, 10, 11, 12 Assessment A,B,C, or D

	<p>words</p> <ul style="list-style-type: none"> -oat, -one, -oll, -ay, -age, -ain <p>SP 9 Recognize and use phonogram patterns with the /u/ vowel sound in single syllable words</p> <ul style="list-style-type: none"> -ew, -ute, -ue, -oon, -oot, -oup, -uit <p>SP 10 Recognize and use phonogram patterns with the /u/ vowel sound in single syllable words</p> <p>-ood, -ook, -ould, -ull</p> <p>SP 11 Recognize and use phonogram patterns with the /o/ vowel sound (as in saw) in single syllable words</p> <p>SP 12 Recognize and use phonogram patterns with the /ou/ vowel sound in single syllable words</p> <p>-out, -our, -oul, -ouch, -ouse</p>	<p>parts using pocket chart</p> <ul style="list-style-type: none"> Apply - create words using the list sheet Share <p>SP 9 (generative)</p> <ul style="list-style-type: none"> Teach - notice parts using pocket chart Apply - create words using the list sheet Share <p>SP 10 (generative)</p> <ul style="list-style-type: none"> Teach - notice parts using pocket chart Apply - follow the path game board Share <p>SP 11 (generative)</p> <ul style="list-style-type: none"> Teach - notice parts using pocket chart Apply - concentration Share <p>SP 12 (generative)</p> <ul style="list-style-type: none"> Teach - notice parts using pocket chart Apply - make new words using word pairs sheet Share 	
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<p>High Frequency Words</p> <p>2 days</p>	<p>HFW 4 (generative)</p> <p>Recognize and use longer high-frequency</p>	<p>HFW 4 (generative)</p> <ul style="list-style-type: none"> Teach - White board 	<p>HFW Assessment A, B, C</p>
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	<p>words, some with more than one syllable</p> <p>HFW 5 (generative) Acquire a large core of high-frequency words</p>	<ul style="list-style-type: none"> • Apply - Students will complete lotto game board • Share <p>HFW 5 (generative)</p> <ul style="list-style-type: none"> • Teach - words to know high-frequency words • Apply - make-say-check-mix • Share 	<p>Students ability to read HFW in texts</p> <p>Students ability to write HFW</p>
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<p>Letter -sound relationships</p> <p>8 days</p>	<p>LSR 10 recognize and use constant letters that represent two or more different sounds at the end of a word</p> <p>LSR 11 recognize and use constant letters that represent no sound</p> <p>Silent b,k,l,t</p> <p>LSR 12 recognize and use constant letters that represent no sound</p> <p>Silent g,t</p> <p>LSR 13 Understand that some consonant sounds can be represented by several different letters or letter clusters /k/</p> <p>LSR 14 Recognize and use vowel sounds with r</p>	<p>LSR 10</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will make a list of final sounds and endings • Share <p>LSR 11</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will play follow the path game board • Share <p>LSR 12</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - make-say-check-mix • Share <p>LSR 13</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - magnet letters and list sheet • Share <p>LSR 14</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - two-way sort 	<p>LSR Assessments</p> <p>LSR 14 Assessments E, I, J</p>
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	<p>LSR 15 Recognize and use vowel sounds in closed syllables</p> <p>LSR 16 Recognize and use vowel sounds in open syllables</p> <p>LSR 17 Understand how to use capital letters correctly</p>	<ul style="list-style-type: none"> • Share <p>LSR 15</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - make words using list sheet • Share <p>LSR 16</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - make words using list sheet • Share <p>LSR 17</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - lotto game board • Share 	
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<p>Word Meaning Vocabulary</p> <p>10 days</p>	<p>WMV 7, 8 Recognize and use synonyms</p> <p>WMV 9, 10 Recognize and use antonyms</p>	<p>WMV 7 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using a pocket chart • Apply - Map words using synonym word parts • Share <p>WMV 8 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words by matching synonyms • Apply - go fish • Share <p>WMV 9 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words by matching antonyms • Apply - concentration • Share <p>WMV 10 (generative)</p> <ul style="list-style-type: none"> • Teach - see and say • Apply - lotto game board • Share 	<p>WMV 7 Assessments D, H</p> <p>WMV 9,10 Assessments E, H</p>
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	<p>WMV 11, 12 Recognize and use homophones</p>	<p>WMV 11 (generative)</p> <ul style="list-style-type: none"> • Teach - hear and say • Apply - sentence sheet • Share <p>WMV 12 (generative)</p> <ul style="list-style-type: none"> • Teach - hear and say • Apply -lotto game board • Share <p>WMV 13 (generative)</p> <ul style="list-style-type: none"> • Teach - hear and say • Apply - four box sheet • Share <p>WMV 14 (generative)</p> <ul style="list-style-type: none"> • Teach - hear and say • Apply - sentence sheet • Share 	<p>WMV 11,12 Assessments F, H</p>
	<p>WMV 13, 14 Recognize and use homographs</p>	<p>WMV 15 (generative)</p> <ul style="list-style-type: none"> • Teach - map words • Apply - four box sheet • Share <p>WMV 16 (generative)</p> <ul style="list-style-type: none"> • Teach - map words • Apply - four box sheet • Share 	<p>WMV 13,14 Assessments G, H</p>
	<p>WMV 15,16 Recognize and use words with multiple meanings</p>		

<p>Word Structure</p> <p>16 days</p>	<p>WS 4 Recognize and use syllables in words with double consonants</p> <p>WS 5 identify Syllables in words with three or more syllables</p>	<p>WS 4</p> <ul style="list-style-type: none"> • Teach - make words • Apply - put words together to make one word • Share <p>WS 5</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - three way sort 	<p>WS 4, 5, 6, 7, 8, 9, 10, 11 Assessments C, D, or J</p>
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		<ul style="list-style-type: none"> • Share 	
	WS 6 recognize and use open syllables	<p>WS 6</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make words using list sheets • Share 	
	WS 7 recognize and use closed syllables	<p>WS 7</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make words using list sheets • Share 	
	WS 8 recognize and use r- influenced syllables	<p>WS 8</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make words using list sheets • Share <p>WS 9</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make words using list sheets • Share 	
	WS 9 recognize and use vowel combination syllables	<p>WS 10</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - five way sort • Share 	
	WS 10 recognize and use VCe syllables	<p>WS 11</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - make words using list sheets • Share 	
	WS 11 recognize and use syllables in words with the VCCV pattern	<p>WS 12</p> <ul style="list-style-type: none"> • Teach - see and say • Apply - three-way sort • Share <p>WS 13</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - concentration & list sheet • Share 	
	WS 12 understand that ending -ed can represent several different sounds	<p>WS 14</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - plural list sheet • Share <p>WS 15</p>	

	<p>WS 13 recognize and use common abbreviations</p> <p>WS 14 recognize and use words that add -es to words that end with the letters ch,sh,s,x, or z</p> <p>WS 15 recognize and use plurals that add -es to words that end with a consonant and y</p> <p>WS 16 recognize and use plurals that add -es to words after changing the final f or fe to v</p> <p>WS 17 recognize and use plurals that add -s to words that end with o</p> <p>WS 18 recognize and use plurals that add -es to words that end with a consonant and o</p> <p>WS 19 recognize and use the suffixes -er and -est to show comparison</p>	<ul style="list-style-type: none"> • Teach - notice parts • Apply - two way sort • Share <p>WS 16</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - two way sort • Share <p>WS 17</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - three- way sort • Share <p>WS 18</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - three- way sort • Share <p>WS 19</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - three- way sort • Share 	<p>WS 14 ,15, 16, 17, 18 Assessments E, K</p> <p>WS 19 V F, L</p>
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Standards

ELA.L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
ELA.L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers').
ELA.L.WF.3.2.F.i	Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
ELA.L.WF.3.2.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
ELA.L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
ELA.L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
ELA.L.WF.3.3.B	Capitalize appropriate words in titles.
ELA.L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
ELA.L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA.L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA.L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
ELA.W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
ELA.SL.PE.3.1	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.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms 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).

ELA.SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ELA.SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
ELA.SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Special Education, ELL, and Gifted Students

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

Suggested Technology Innovations

- Smart Board
- YouTube videos
- Online games
- RAZ-kids.com
- Brainpop Jr.
- Spelling City

Cross-Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP11 Use technology to enhance productivity.

Grade 3 Phonics/Word Study Unit 3

Content Area: **Language Arts**
Course(s): **Language Arts**
Time Period:
Length: **Trimester 3**
Status: **Published**

Summary of the Unit

Trimester 3 will focus on continued mastery of skills taught in trimesters 1 and 2. In addition, new spelling patterns and concepts that go beyond the Literacy Continuum will be introduced. Recognition and use of compound words as well as the use of onsets and rimes to read words will be emphasized. Looking at the structure of words will help students learn how words are related to one another and how words can be changed through the addition of letters. The recognition of syllables helps students learn to break down words into smaller units that are easier to analyze. They can then build on this information in reading and writing. Word solving actions are also introduced as the strategic moves readers and writers make when they use their knowledge of the language system to solve words. Students will apply concepts in active ways through sorting, building, locating, reading, or writing. Lessons related to word-solving actions will demonstrate how to problem solve by working on words in isolation or while reading or writing continuous text. This all builds to rapid, automatic word solving which is an integral component of fluency and important for comprehension as it lessens the cognitive burden of the student in order to focus primarily on meaning and the language of the text. Many of these introductory skills and concepts will be addressed in depth in future grade levels. When choosing lesson from Unit 3, you will be making your selection from 5 categories (spelling, high frequency words, letter-sound relationships, word meaning vocabulary and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly.

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell

Essential Questions

How can students apply grade-level phonics and word analysis skills in order to decoding and encoding words?

How can students engage effectively in a range of collaborative discussions?

How will students build on others' ideas and expressing their own clearly?

How accurately will students demonstrate grammar and usage when writing or speaking?

Summative Assessment and/or Summative Criteria

Resources

Fountas & Pinnell Phonics, Spelling and Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>Spelling</p> <p>4 days</p>	<p>SP 13 Recognize and use phonogram patterns with the /oi/ vowel sound in single-syllable words</p> <p>SP 14 Recognize and use phonogram patterns with vowels and r in single-syllable words</p> <p>SP 15 understand that some words can have a double consonant</p> <p>SP 16,17 Recognize and use frequently appearing syllable patterns in multisyllable words</p>	<p>SP 13 (generative)</p> <ul style="list-style-type: none"> • Teach - word lists • Apply - concentration for same spelling pattern for /oi/ • Share <p>SP 14 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - follow the path game with a list sheet • Share <p>SP 15 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - two-way sort • Share <p>SP 16 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - word and sentence sheet • Share <p>SP 17 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - concentration game 	<p>Spelling Pattern 13,14,15 Assessments A,B,C,D</p> <p>Spelling Pattern 16 Assessment - dictate a few words with the a or be syllable pattern</p> <p>Spelling Pattern 17</p>

		matching ending syllables <ul style="list-style-type: none"> • Share 	Assessment - dictate a few words with the y, er, or consonant -le syllable pattern
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HFW 1 day	HFW 6 Read and write approximately 500 High-Frequency Words	HFW 6 (generative) <ul style="list-style-type: none"> • Teach - White board, words to know • Apply - make-say-check-mix • Share 	HFW Assessment A, B, C
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Letter -sound relationships 2 days	LSR 18 Understand how to use a computer keyboard LSR 19 Understand how to form cursive letters correctly, efficiently, and fluently	LSR 18 (Generative) <ul style="list-style-type: none"> • Teach -make words • Apply - Students will take turns getting to know the keyboard. Become familiar with the home then introduce new keys • Share LSR 19 (Generative) <ul style="list-style-type: none"> • Teach -make words • Apply - Students will practice one line of each letter and each group of letters on lined paper. • Share 	LSR assessment 18,19 <ul style="list-style-type: none"> • Students accuracy
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Word Meaning Vocabulary 5 days	WMV 17,18 Recognize and use compound words with common parts WMV 19 Recognize and use onomatopoeic words	WMV 17 (generative) <ul style="list-style-type: none"> • Teach - notice parts • Apply - four-way sort • Share WMV 18 (generative) <ul style="list-style-type: none"> • Teach - map words • Apply - word web • Share WMV 18 (generative) <ul style="list-style-type: none"> • Teach - hear and say • Apply -copy a poem and highlight the 	WMV 17,18 Assessments C,H WMV 19 Assessment Read and identify
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	<p>WMV 20, 21 Recognize that some words have literal and figurative meanings</p> <p>WMV 22 understand the concept of suffixes and recognize their use in determining the meaning of some english words.</p> <p>WMV 23 understand the concept of prefixes and recognize their use in determining the meaning of some english words.</p>	<p>onomatopoetic words in the poem</p> <ul style="list-style-type: none"> • Share <p>WMV 20 (generative)</p> <ul style="list-style-type: none"> • Teach - map words • Apply -two-way sort • Share <p>WMV 21 (generative)</p> <ul style="list-style-type: none"> • Teach - map words • Apply- sorting challenge for literal and figurative meanings • Share <p>WMV 22 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply- follow the path game board and four way sort • Share <p>WMV 23 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply- three-way sort • Share 	<p>onomatopoetic words</p> <p>WMV 20 Assessment Write new sets of sentences that use literal meaning and figurative meaning of a word</p> <p>WMV 21 Assessment Describe the literal and figurative meaning of words.</p> <p>WMV 22 Assessment Observation of how students recognize and solve words that have suffixes</p> <p>WMV 23 Assessment Observation of how students recognize and solve words that have prefixes</p>
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<p>WS 3 days</p>	<p>WS 20 recognize and use the suffixes -er, or, -ar, and -ist to form a noun</p> <p>WS 21 Recognize and use the prefix re-, meaning ?again?</p>	<p>WS 20 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - use word cards, magnetic letters and the list sheet to make 20 words • Share <p>WS 21 (generative)</p> <ul style="list-style-type: none"> • Teach - notice parts • Apply - follow the path game board • Share <p>WS 22 (generative)</p>	<p>WS 20 Assessments F, L</p> <p>WS 21,22 Assessments G, M</p>
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	WS 22 Recognize and use the prefix that means ?not?	<ul style="list-style-type: none"> • Teach - notice parts • Apply - four-way sort • Share 	
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ELA.L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
ELA.L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.3.2.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
ELA.L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
ELA.L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.SL.PE.3.1	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.
ELA.SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.3.1.B	Follow agreed-upon norms 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).
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ELA.SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELA.SL.UM.3.5

Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELA.SL.AS.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Special Education, ELL and Gifted Students

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