Grade level: 3

Course Title: Spelling

Topic/Concept: Syllable Pattern vc/cv, Inflectional Endings -ies, -es, Base Words & Endings -ing, -ed, -er, -est, Vowel Digraphs -ee, -ea, -ai, -ay, Dipthongs -ou, -ow, -oi, -oy

Time Allotment: 5 Weeks

Unit Sequence: Theme 1 Lesson 1-5

Major Concepts to be learned:

- Short Vowels /a/ *a,* /e/, *e,* /i/ , *i,* /o/, *o,* /u/, *u* - ed, - ing
- Long e /ee/, ea; long a/ai/, ay; long o/oa/, ow
- Plurals –s, -es

Expected Skills to be demonstrated:

- To recognize and blend short vowel sounds a, e, I, o, u
- To spell words correctly with orthographic patterns
- To blend words with short vowels and other known letter sounds
- To recognize plural forms
- To recognize and read words ening in – ed, and – ing
- To add – s to nouns to form the plural
- To spell words with endings – ed, and – ing

PA Standards/Anchors:

R1:1:3B
I-1.1

Eligible Content:

I-1.1.3.C

Instructional Strategies:

- Small Groups
- Spelling Activities
- Whole Group
- Work Book

Assessments:

- Pre Test
- Post Test
- Teacher Observation
- Homework

Grade level: 3

Course Title: Spelling

Topic/Concept: Syllable Pattern vc/cv & v/cv, R-Controlled Vowels, Compound Words, VCe Syllable Pattern Multisyllabic, Contractions

Time Allotment: 5 Weeks

Unit Sequence: Theme 2 Lesson 6-10

Major Concepts to be learned:

- Syllable Pattern vc/cv & v/cv
- R-Controlled Vowels
- Compound Words
- VCe Syllable Pattern Multisyllabic
- Contractions

Expected Skills to be demonstrated:

- To recognize, read, and spell compound words
- To determine the meanings of compound words
- To recognize letter patterns and sounds
- To associate different letter combinations
- To recognize , blend, and read words with letter patterns

PA Standards/Anchors:

R1:1:3B
I-1.1

Eligible Content:

I-1.1.3.C

Instructional Strategies:

- Small Groups
- Spelling Activities
- Whole Group
- Work Book

Assessments:

- Pre Test
- Post Test
- Teacher Observation
- Homework

Grade level: 3

Course Title: Spelling

Topic/Concept: Prefixes, Abbreviations, Suffixes, Vowel Teams -oo, -ew, -ue, -ui, -eu, Irregular Plural Pronouns

Time Allotment: 5 Weeks

Unit Sequence: Theme 3 Lessons 11-15

Major Concepts to be learned:

- Prefixes
- Abbreviations
- Suffixes
- Vowel Teams -oo, -ew, -ue, -ui, -eu
- Irregular Plural Pronouns

Expected Skills to be demonstrated:

- To read words
- To read words with letter combinations
- To use decoding strategies to clarify pronounciations
- To recognize and use syllable patterns in words

PA Standards/Anchors:

R1:1:3B
I-1.1

Eligible Content:

I-1.1.3.C

Instructional Strategies:

- Small Groups
- Spelling Activities
- Whole Group
- Work Book

Assessments:

Grade level: 3

Course Title: Spelling

Topic/Concept: R-controlled vowels: -ir, -er, -ur, -ear, VCCCV Syllable Pattern, Latin Suffixes -able, -ible, -ation, Homographs, Homophones

Time Allotment: 5 Weeks

Unit Sequence: Theme 4 Lesson 16-20

Major Concepts to be learned:

- R-controlled vowels: -ir, -er, -ur, -ear
- VCCCV Syllable Pattern
- Latin Suffixes -able, -ible, -ation
- Homographs
- Homophones

Expected Skills to be demonstrated:

- To read words with r controlled vowel / ộr/ /ộ/ or, ore, our, oar, ar
- To identify the sound /ûr/ in speech
- To spell words with suffixes - er, -est, - ly, - ful
- To spell words with Prefixes un-, re-, dis-

PA Standards/Anchors:

R3.A.1.2
R1:1:3B
I-1.1

Eligible Content:

R3.A.1.2:1
I-1.1.3.C

Instructional Strategies:

- Small Groups
- Spelling Activities
- Whole Group
- Work Book

Assessments:

- Pre Test
- Post Test
- Teacher Observation
- Homework

Grade level: 3

Course Title: Spelling

Topic/Concept: Vowel Patterns -au, -aw, -al, -augh, Vowel Patterns -ei, -eigh -ough, Suffix -en, Schwa Sound, Final stable syllables -le, -ture, -ive, -ize

Time Allotment: 5 Weeks

Unit Sequence: Theme 5 Lessons 21-25

Major Concepts to be learned:

- Vowel Patterns -au, -aw, -al, -augh, -ough
- Vowel Patterns -ei, -eigh
- Suffix -en
- Schwa Sound
- Final stable syllables -le, -ture, -ive, -ize

Expected Skills to be demonstrated:

- To identify and associate specific sound in words
- To recognize the sound and build words
- To use knowledge to decode words and determine meaning
- Accented and unaccented syllables

PA Standards/Anchors:

- R1:1:3B
- I-1.1

Eligible Content:

I-1.1.3.C

Instructional Strategies:

- Small Groups
- Spelling Activities
- Whole Group
- Work Book

Assessments:

- Pre Test
- Post Test
- Teacher Observation
- Homework