Grade 3 - Fundations - Word Work

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

Overview

As part of the district's balanced literacy program of Reader's Workshop, Writer's Workshop, interactive read alouds, shared reading, and shared writing, Fundations provides the critical word work component that helps students become phonemically aware of the words that they are reading and forming. The skills that students learn in word work will be used across the day in other content areas and serve as a solid foundation for their literacy.

The Fundations program is consistently taught from grades kindergarten through fourth grade, thereby ensuring a smooth continuum of skills development for students as well as a consistent language for instruction across the grade levels.

Standards

LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions

- What sound(s) does each letter make?
- How do closed syllables and open syllables effect the pronounciation of a word?
- How do you retell a story?
- What is echoing and choral reading?
- How do I segment sounds in words?
- How do I blend sounds to make words?
- How do I manipulate sounds in a word to make a new word?
- What are “trick words” and why do I need to learn them?
- How do I use proper expression and read fluently?
- How do I use story elements to retell a story?
- How can spelling pattern rules help me with writing?
- How do I write a proper sentence using correct capitalization and punctuation?

- Why is reading fluently and accurately important?

Scope and Sequence

Unit	Approximate Length and Pacing of Unit	Goals of the Unit
Orientation	1-2 weeks Early September	• Review concepts: drill sounds, blends, and digraphs • Lower-case cursive: l • Sound Alike Words: right/write
Unit 1	5 weeks September thru mid-October	• Closed syllable concept • Glued sounds: all an am • Glued sounds: ng/nk • Exceptions to closed syllable (olt, old, ost, ind, ild) • Ck and tch spelling • W and qu effect on a /ȯ/ • Lower-case cursive letters: l, e, h, b, f, k • Sample words: quilt, elf, shred, kick, crush, string, pitch, colt, squash • Sound Alike Words: know, no, which, witch
Unit 2	7 weeks End of October thru mid-December	• Review suffixes: -s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, -ment • Forming plurals with -s and -es • Irregular plurals • -ed: /ed/, /d/, /t/ • 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix) • Lower-case cursive letters:i, j p, r, s, t, u, w • Sample words: stronger, tallest, shipped, shipment • Sound Alike Words: son, sun, some, sum, banned, band, guest, guessed, missed, mist
Unit 3	3 weeks End of December thru early January	• Review vowel-consonant-e syllables • Spelling of /k/ in a v-e syllable • S saying /z/ between two vowels • Review division of multisyllabic words • Two-syllable words with closed and vowel-consonant-e syllables • Spelling multisyllabic words • Lower-case cursive letters: c, a, o • Sample words: rose, invent, splendid, theme, confuse, reptile • Sound Alike Words: plain, plane

Unit 4	5 weeks January - mid February	• ve at the end of a word (v never ends words in English) • ive as a suffix • Silent e spelling rule • Lower-case cursive letters: d,g,q • Sample words: captive, hoping, concluded,bravely • Sound Alike Words: mail, male, mind, mined, find, fined
Unit 5	5 weeks End of February - March	• Identifying schwa • Reading words with a schwa in an unaccented syllable • Spelling words with a schwa in an unaccented syllable • -et spelling at the end of words such as jacket • Dictionary skills • Lower-case cursive letters: n, m, v, y • Sample words: random, method, rockets • Sound Alike Words: weather, whether, father, farther
Unit 6	7 weeks End of March - mid-May	• Open syllable review • y as a vowel: /ī/ and /ē/ • Schwa in an open syllable with a • Schwa in an open syllable with i • Open syllable exception • Soft c: ce, ci, cy - reading • Soft g: ge, gi, gy - reading • Lower-case cursive letters: z, x • Sample words: music relate, cry, giant, Alaska, indicate, champion, recent • Sound Alike Words: hi, high, by, buy, bye, oh, owe
Unit 7	5 weeks End of May thru June	• Pluralizing words ending in y and o • Y and suffix spelling rule • Upper-case cursive letters: A, O, C, J, E • Sample words: happiest, studied, tries, duties, volcanoes • Sound Alike Words: flour, flower, thrown, throne
Bonus Unit (optional)	Review unit if time permits	• Review of closed syllables with emphasis on nonsense words • Concepts of prefixes and roots • Review of syllable division for multisyllabic words • Closed and Open Syllable Prefixes: con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, re • Closed Syllable Roots: dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, tract

Application of Skills: Students will be able to...

- acquire and use accurately grade level conversational and general academic words
- apply correct punctuation and capitalization rules for beginning of sentences and names of people
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- apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- apply spelling rules for adding suffixes to basewords that change (sliding)
- construct simple, compound and complex sentences using vocabulary words using proper capitalization, punctuation and incorporating coordinating and subordinating conjunctions
- determine and clarify the meaning of unknown and multiple meaning words (patient)
- form and use a comparative and superlative adjectives and adverbs as well as regular verbs
- form and use regular and irregular plural nouns
- identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- identify and know meaning of most common Latin suffixes
- identify parts of words (syllables, basewords, suffixes)
- identify real life connections between words and their use
- identify schwa
- identify the "exceptions" to these six syllable types
- identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- read and know meaning of Sound Alike Words (homophones)
- read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- read and spell phonetically regular words
- read and spell Trick Words or targeted high-frequency words
- read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- read and spell words with ph, nge, nce, tion,sion, ture, tu, ti, ci
- read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- read and spell words with short and long vowel sounds
- read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- read and spell words with suffixes added to unchanging basewords (strongest)
- read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, al, -ent, -an, -ward, -or)
- read and spell words with the unexpected vowel sound of schwa in unaccepted syllables
- read and spell words with these unexpected vowel sounds (exceptions)
- read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au,aw)
- read words with sound options for the grapheme representation
- segment syllables into sounds (phonemes) and divide multisyllabic words
- spell words with options for the grapheme representation for sounds with use of a spell checker or

dictionary

- use a known root word as a clue to the meaning of an unknown word with the same root
- use correct writing position and pencil grip
- use knowledge of language and its conventions when writing and reading
- use sentence-level context as a clue to the meaning of a word or phrase (Home Support Packet)
- write clear, legible cursive at an appropriate rate

Assessments

- Pre-assessment of skills for the upcoming unit
- Periodic spelling tests (depending on grade level)
- Unit assessment

Suggested Activities

- Drill sounds/Warm Up
- Word of the Day
- Dictation Dry Erase Board (unit words and sentences)
- Dictation (Composition Books)
- Make It Fun
- Echo/Find Letters and Words (magnetic Tiles)
- Word Talk
- Student Notebook
- Storytime
- Teach Trick Words
- Unit Test

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be

    - Break tests down in smaller increments
- Content specific modifications may include: for students with a language-based learning disability, Fundations instruction will be supplemented with a "double dose" of Fundations provided by the district's reading specialists.

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: spelling lists will be uniquely created for each unit.
- Fundations specific modifications may include:
    - integration of listening, speaking, reading, and writing
    - explicitly modeled skill and strategy instruction
    - verbal explanation for concepts enhanced by visual, physical, and kinesthetic involvement
    - opportunities for student interaction in supportive groups
    - procedures that ensure student engagement wit hands-on activities
    - clear and consistent directions and cuing systems
    - ample opportunities to reinforce skills
    - scaffolded instruction
    - repetition of vocabulary, including the vocabulary of word structure
    - assessment of content knowledge that is performance rather than language-based

Differentiation to extend learning for gifted students may include:

- Teachers will create differentiated words lists based on students specific needs.

Integrated/Cross-Disciplinary Instruction

Fundations is an integral part of the balanced literacy program. Skills and strategies from Fundations should be integrated into students' Reader's and Writer's Workshop lessons daily.

Resources

- Fundations Level 3 Teacher's Edition
- Letter Board
- Magnetic Letter Tiles

- Dry Erase Writing Tablet
- Student Notebook
- My Fundations Journal
- Desk Strip name tag
- Large and Standard Size Sound Cards
- Trick Words Cards
- Magnetic Strips
- Alphabet Wall Strips
- Activity Cue Cards
- Echo and Baby Owl Puppets

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Date of Board Approval

This curriculum was approved by the Green Brook Board of Education on March 6, 2017.