Yearlong - Gr.3: Spelling/Word Study

Content Area: **English**
Course(s):
Time Period: **September**
Length: **September to June**
Status: **Published**

Unit Overview

3rd Grade Spelling/Word Study:

This program is a developmental word study for phonics, vocabulary and spelling instruction. It is a research based, student-centered approach to meet the needs of every student at their developmental spelling level.

Enduring Understandings

A research-based developmental approach to phonics, vocabulary and spelling instruction identifies the individual's developmental spelling level and sequentially supports their continued growth along the developmental continuum.

Literacy depends on accurate meanings of words using students understanding of phonics, vocabulary and spelling.

21st century learners require foundations in phonics, vocabulary and word study in order to speak, write and read in the technological world of today.

Consistency and practice at identified developmental levels support growth of word study and application.

Essential Questions

What strategies can help students to learn about words?

How do word patterns help students identify and understand words?

How does word study improve reading and writing?

How do you apply phonics, vocabulary and word study skills to reading and writing?

What word study, spelling and vocabulary strategies can be utilized in today's technological world?

Instructional Strategies & Learning Activities

Explicit instruction according to developmental spelling level.

Child centered developmental leveled word sorts.

Independent centers supporting spelling focus providing practice and application for students.

Utilize technology by applying strategies with computers and online supports.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Computer and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

Students use online programs, like Spelling City, to practice and apply the skills focus every two weeks.

Students use Chrome books and apply their word study knowledge to all keyboarding across the curricula.

	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Application of vocabulary and spelling in all written work

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good

grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

This program is based on individual developmental spelling levels.

Groups are formed based on those individual levels.

Centers are provided to support those individual levels.

Teacher delivers small group instruction every week.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Meet the additional needs required of any student with an IEP.

This student-centered approach enables students to work independently at their own pace under teacher supervision.

Meet with students for support as needed.

Move students through the developmental stages as they progress.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Spelling Inventory

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Spelling Inventory to identify individual development spelling level and also to record growth throughout the year.

Developmental stage tests.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Completed bi-weekly student center work and homework.

Teacher observation both in spelling/word study work and also application in all across curriculum written

work.

Completed and accurate online word study activities.

Teacher observation during word study time to identify progress and move or retain as needed individually.

Instructional Materials

Bi-weekly homework packets

Individual word sorts every two weeks

Twenty different word centers

Spelling City online membership

Anchor Charts

Words Their Way or like materials

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.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.B	Use commas in addresses.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.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).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).