



West Windsor-Plainsboro Regional School District
Word Study Grade 3

WORD STUDY

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

Word study is an important part of Balanced Literacy instruction. It is a developmental approach to the teaching of phonics, spelling, and vocabulary that allows teachers to differentiate instruction based on careful and ongoing assessment of students' strengths and challenges. It teaches students through exposure to the three layers of English orthography: alphabet, patterns, and meaning. Students have opportunities to develop a deeper understanding of how the written word works, and allows them to generalize these understandings as they read and write independently.

Bear, Invernizzi, Templeton, and Johnston state: "Becoming fully literate is absolutely dependent on fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers and writers can focus their attention on making meaning." (*Words Their Way*, 2004, p. 4)

Recommended Pacing

Students will work in differentiated groups, and receive a new word sort/pattern approximately every 1-2 weeks based on ongoing assessment. Word study instruction may be scheduled as part of reading and/or writing workshop if necessary.

New Jersey Student Learning Standards

Standard RF.3 Reading: Foundational Skills

RF. 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3A Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3B Decode words with common Latin suffixes.

RF.3.3C Decode multisyllable words.

RF.3.3D Read grade-appropriate irregularly spelled words.

Standard L.3 Language

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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*).

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.

L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
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., <i>company, companion</i>).

Instructional Focus

Unit Enduring Understandings

- Readers and writers use all they know about words to figure out how to read, spell, and determine the meaning of unfamiliar words.
- Readers and writers recognize, analyze, and generalize patterns related to: sounds associated with letters and letter combinations; spelling patterns; and meaning, use and parts of speech.
- Readers and writers use their knowledge of the principles and patterns of words throughout the day and across content areas.

Unit Essential Questions

- How does having an understanding of our language system help us communicate?
- How do readers and writers use general knowledge about words (phonics/alphabet, spelling/patterns, and vocabulary/meaning) to increase their knowledge of specific words?
- How do readers and writers apply what they know about words as they read and write?

Objectives

Students will know:

- Words have patterns, and those patterns can be used to help them read, write, and determine the meanings of new/unfamiliar words.
- Some words are “oddballs” (e.g., do not fit the pattern) and have to be memorized.
- General knowledge about spelling patterns can be understood and learned through exploration and discussion.

Students will be able to:

- Work at their own level of word knowledge, building on what they already know to learn what they need to know next.
- Recognize, analyze and generalize patterns in their reading and writing across content areas.
- Manipulate and experiment with letters, patterns, and meaning in order to become “word detectives.”

Resources

Suggested Resources:

Bear, Donald R., et. Al. (2016). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.

Bear, Donald R., et. Al. (2016). *Words Their Way For Pre-K*. Pearson.

Bear, Donald R., et. Al. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.

Cunningham, Patricia M. & Hill, Dorothy P. (1994). *Making Words: Multilevel, Hands-on, Developmentally Appropriate Spelling and Phonics Activities*. McGraw-Hill.

Cunningham, Patricia M. & Hill, Dorothy P. (1997). *Month-by-Month Phonics: Systemic, Multilevel Instruction*. Carson-Dellosa.

Fountas, Irene C. & Pinnell, Gay Su. (2011). *Continuum of Literacy Learning*. Heinemann.

Fountas, Irene C. & Pinnell, Gay Su. (2003). *Phonics Lessons: Letters, Words, and How They Work*. Heinemann.

Fountas, Irene C. & Pinnell, Gay Su, ed. (1999). *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom*. Heinemann.

Ganske, Kathy. (2008). *Mindful of Words: Spelling and Vocabulary Explorations 4-8*. Guilford.

Ganske, Kathy. (2014). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford.

Ganske, Kathy. (2006). *Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3*. Guilford.

Marten, Cindy. (2003). *Word Crafting: Teaching Spelling, Grades K-6*. Heinemann.

Snowball, Diane & Bolton, Faye. (1999). *Spelling K-8: Planning and Teaching*. Stenhouse.

Teachers College Reading and Writing Project Curricular Calendars.