Grade level: **3**  
Course Title: **Spelling**  
Topic/Concept: Short Vowels, Digraphs, Plurals, Root word+ending  
Time Allotment: **Five Weeks**  
Unit Sequence: **1**

### Major Concepts to be learned:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Short Vowels /a/, /e/, /i/, /o/, /u/</td>
</tr>
<tr>
<td>2.</td>
<td>-ed, -ing</td>
</tr>
<tr>
<td>3.</td>
<td>Long e /ee/, ea; long a/ai/, ay; long o/oa/, ow</td>
</tr>
<tr>
<td>4.</td>
<td>Plurals</td>
</tr>
</tbody>
</table>

### Expected Skills to be demonstrated:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>To recognize and blend short vowel sounds a, e, i, o, u</td>
</tr>
<tr>
<td>2.</td>
<td>To spell words correctly with orthographic patterns</td>
</tr>
<tr>
<td>3.</td>
<td>To blend words with short vowels and other known letter sounds</td>
</tr>
<tr>
<td>4.</td>
<td>To recognize plural forms</td>
</tr>
<tr>
<td>5.</td>
<td>To recognize and read words ending in –ed, and –ing</td>
</tr>
<tr>
<td>6.</td>
<td>To add –s to nouns to form the plural</td>
</tr>
<tr>
<td>7.</td>
<td>To spell words with endings –ed, and –ing</td>
</tr>
</tbody>
</table>

### PA Standards/Anchors:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>R1:1:3B 1.1</td>
<td>1.1.3.C</td>
</tr>
</tbody>
</table>

### 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:** Compound Words, Digraphs, Diphthongs, Blends  

**Time Allotment:** Five Weeks  
**Unit Sequence:** 2  

### Major Concepts to be learned:

1. Compound Words  
2. Digraphs ch, tch, sh, wh  
3. Diphthongs ou, ow, oi, oy  
4. Consonant Blends str, scr, spr  

### Expected Skills to be demonstrated:

1. To recognize, read, and spell compound words  
2. To determine the meanings of compound words  
3. To recognize letter patterns and sounds in -ch, tch, sh, wh  
4. To associate different letter combinations with ou and oi  
5. To read words with ou, ow, oi, oy  
6. To recognize, blend, and read words with letter patterns with str, scr, and spr  

### PA Standards/Anchors:

| R1:1:3B | 1.1 | 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: C-le syllable, Digraphs, Consonants, V/CV & VC/V  
Time Allotment: Five Weeks  
Unit Sequence: 3  

Major Concepts to be learned:

1. C-le Syllable
2. Consonant Digraphs/n/ kn, gn; /r/ wr;/f/ gh
3. Consonants /s/ c;/j/ g,dge
4. V/CV and VC/V Syllable Pattern

Expected Skills to be demonstrated:

1. To read words with /əl/ le
2. To read words with silent letter combinations kn, gn, wr, gh
3. To use decoding strategies to clarify pronunciations
4. To recognize and use V/CV and VC/V syllable pattern in words

PA Standards/Anchors:  
R1:1:3B  
1.1

Eligible Content:

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: r-Controlled Vowels, Suffixes & Prefixes

### Time Allotment: Five Weeks

### Unit Sequence: 4

#### Major Concepts to be learned:

1. /ɔr/, ore, our, oar, ar
2. /ɜr/, er, ir, ur, or, ear
3. Suffixes - er, -est, -ly, -ful
4. Prefixes un-, re-, dis-

#### Expected Skills to be demonstrated:

1. To read words with r controlled vowel /ɔr/ /ɜr/ /ɔr/, ore, our, oar, ar
2. To identify the sound /ɜr/ in speech
3. To spell words with suffixes - er, -est, -ly, -ful
4. To spell words with Prefixes un-, re-, dis-

#### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>R3.A.1.2</th>
<th>R1:1:3B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

#### Eligible Content:

| R3.A.1.2:1 | 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 Variants, Prefixes, Accented & Unaccented  
Time Allotment: Five Weeks  
Unit Sequence: 5

Major Concepts to be learned:

1. Vowel Variants long /oo/ and short /oo/,  
2. Prefixes pre-, mis-, in-  
3. Accented and Unaccented Syllables

Expected Skills to be demonstrated:

1. To identify and associate the long /oo/ sound in words  
2. To recognize the sound and build words with the / ô/  
3. To use knowledge of prefixes to decode words and determine meaning  
4. To use prefixes to spell words  
5. Accented and unaccented syllables

PA Standards/Anchors:

| R1:1:3B  
| 1.1 |
| --- | --- |

Eligible Content:

| 1.1.3.C |

Instructional Strategies:

Small Groups  
Spelling Activities  
Whole Group  
Work Book

Assessments:

Pre Test  
Post Test  
Teacher Observation  
Homework
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<thead>
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</tr>
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</tr>
<tr>
<td>Time Allotment:</td>
<td>Five Weeks</td>
</tr>
<tr>
<td>Topic/Concept:</td>
<td>Suffixes, V/V Syllable Pattern, Prefixes</td>
</tr>
<tr>
<td>Unit Sequence:</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Concepts to be learned:**

1. Suffixes –tion, -sion, -able, -ible, -less, -ous
2. V/V syllable pattern
3. Prefixes bi-, non-, over-

**Expected Skills to be demonstrated:**

1. To review root words and introduce suffixes – tion, -sion
2. To divide and blend V/V syllable patterns
3. To recognize how suffixes – able, -ible, -less, -ous affect word meaning
4. To decode and understand words with the prefixes bi-, non-, over-

**PA Standards/Anchors:**

| R1:1:3B1.1 |

**Eligible Content:**

| 1.1.3.C |

**Instructional Strategies:**

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

**Assessments:**

- Pre-test
- Post-test
- Teacher Observation
- Homework