



Grade 3 Word Study Program 2015-2016

Grade 3 teachers will introduce some new components to their literacy block to address the area of word study. Teachers should allocate **15-25 minutes** into their daily schedule for the components. The new components were chosen to provide a more consistent program and build upon the skills the students bring from the Foundations program in grades K-2. The components include:

- Megawords Book 1** (syllable types and syllabication rules)
- Assessment and Instruction of High Frequency/Trick Words** (words that generally do not follow a phonetic pattern)
- LearnZillion language lessons** will be added at a later date because currently the site is being updating
- Handwriting**-The language used for the handwriting lines will be consistent with the Foundations program. (sky, plane, grass, worm lines) Teachers will also receive a large writing grid for modeling. You can continue to use the PAF language to teach the formation of letters.
- Fluency Drills** to progress monitor student ability to read fluently phonetically regular words, nonsense words, high frequency words, phrases and stories that contain the targeted words. Each teacher will receive a master copy. (FYI these are from the Foundations level 2 program). In addition, Megawords also provides fluency practice for reading words and is listed in the optional pages. These are intended to be used with a very small portion of your students based on individual needs. Teachers should use their discretion for fluency practice.

Megawords Book 1

Introduction to the Megawords Program

Megawords teaches reading, spelling, and contextual use of multisyllabic words through a systematic progression of skills as well as addresses vocabulary development. The multisensory teaching strategies for reading and spelling are uniform within the program and common phonetic or structural elements are the focus of the program. The goal for reading is to teach students word attack skills that they can apply to reading unfamiliar words. Students are presented with a large number of words to challenge their understanding of concepts taught. Fewer words are required for spelling mastery because spelling is a much more complex task. Students do not need to learn to spell all the words on the list for each unit and the words chosen can be differentiated for various groups of students. Students should learn how to spell useful words on the list. Those words are identified with an asterisk in the teacher's guide.

- Each student will receive a workbook and each teacher will have a Teacher's Guide. The Teacher's Guide provides direct, point of use instruction according to the six-step instructional plan as outlined in the teacher guide. Please refer to pages x-xii for specifics on the instructional plan.
- Do not use Check Test on page xiii in the Teacher's Guide.
- Teachers will be provided with a pacing guide for the program with mandated pages for each unit. The pacing guide is included in this document. The remaining pages can be used during the Enrichment/Intervention block to differentiate instruction, for a small group or to reteach or extend the learning for various learners. It is up to the discretion of the teachers how to use the non-mandated pages.

Content Clarification

- Megawords teaches the six basic syllable types and the students were exposed to all the syllable types in grade 2. The syllable types and syllabication rules can be found on page 161 in the Teacher's Guide.
- Megawords has the students use a slash to divide multisyllabic words. Foundations uses the term 'scooping'. Both slashing and scooping have the students divide the word into syllables. It is encouraged to have the students continue the scooping as it is less visually confusing than having a line through the word.
- Foundations Scooping looks like this:



Assessment and Instruction of High Frequency/Trick Words

High Frequency Words are words that generally do not follow a phonetic pattern and are referred to as trick words in the Foundations program. Teachers have been provided with the HF words that have been introduced in grades 1 and 2. Teachers will need to assess student knowledge of these words and track student progress. The pacing of this component will be based on student progress. It is suggested that this be used for homework.

The following documents are in the Word Study folder titled, "High Frequency-Trick Words" in the teacher share drive in the grade 3 ELA 2015-2016 folder:

- Activities for Learning High Frequency-Trick Words
- Assessment and Recording Sheets for High Frequency-Trick Words
- Spelling Websites

Pacing Guide for Megawords Book 1

Please note the students were introduced to the content on Word List 1,2 and 3 in grade 2 Foundations, which is why the pace may feel quick. As this is new, we will monitor the pacing and can make adjustments.

Megawords Book 1 Pacing Guide	Content (content is continually reviewed and combined with new knowledge. Only the new content for the word list are listed.	Student Workbook Mandated Pages	Optional Pages	Mandated Assessment	Progress Monitoring Options recording sheets are in the back of the student and teacher books
Trimester 1	Word List 1 -Compound Words	p. 2,3,4,6,8,9 (total 6 pages)	p.1,5,7,10	p. 11 Passage Comprehension	Repeated Reading of passage p. 11 OR Reading and Spelling Skill Check or Word proficiency (bottom of p.10)
	Word List 2 -Closed Syllables -VC/CV Syllabication Rule	p. 13,14,15,16,17,20,21,22,23,25,26,27,28 (total 13 pages)	p. 12, 18,19,24,29,30,31	p. 32 Passage Comprehension	Repeated Reading of passage p. 32 OR Reading and Spelling Skill Check or Word Proficiency (bottom p.31)
	Word List 3 -Silent-E Syllable (called Vowel Consonant E Syllable in	p. 34,35,36,38,40,41,43 (total 7 pages)	p. 33,37,39,42,44,45	p. 46 Passage Comprehension	Repeated Reading of passage p. 46 OR Reading and Spelling Skill Check

	Fundations)				or Word Proficiency (bottom p. 45)
	Word List 4 -R-Controlled Syllable	p. 48,49,50,51,53,55, 56,58,59,61 (total 10 pages)	p. 47, 52,54,57,60,62,63	p.64 Passage Comprehension	Repeated Reading of passage p. 64 OR Reading and Spelling Skill Check or Word Proficiency (bottom p. 63)
	Word List 1-4 Review	p. 66,67 (total 2 pages)	p. 65, 68		Reading and Spelling Assessment p. 65
Trimester 2	Word List 5 -Open Syllable -V/CV Syllabication Rule	p. 70,71,72,73,74,75, 78,79 (total 8 pages)	p. 69,76,77,80,81,82	p. 83 Passage Comprehension	Repeated Reading of passage p. 83 OR Reading and Spelling Skill Check or Word Proficiency (bottom p. 82)
	Word List 6 -VCV Syllabication Rule	p. 85, 86,87,88,89,91,93, 96 (total 8 pages)	p. 84,90,92,94,95,97, 98	p. 99 Passage Comprehension	Repeated Reading of passage p. 99 OR Reading and Spelling Skill Check or Word Proficiency (bottom p.98)
Trimester 3	Word List 7 -Consonant le Syllable	p. 101,102,103,104, 109,111 (total 6 pages)	p. 100, 105,106, 107, 108, 110, 112, 113	p. 114 Passage Comprehension	Repeated Reading of passage p. 114 OR

	-Double Vowel Syllable (Called D Syllable in Foundations) -Consonant le syllabication rule				Reading and Spelling Skill Check or Word Proficiency (bottom p.113)
	Word List 8 -V/V Syllabication Rule	pp. 116, 117, 119, 120, 122, 123, 127 (total 7 pages)	p. 115, 118, 121, 124, 125, 126, 128	p. 129 Passage Comprehension	Repeated Reading of passage p. 129 OR Reading and Spelling Skill Check or Word Proficiency (bottom p.128)
	Word List 1-8 Review	pp. 131, 132 (total 2 pages)	p. 133		