

Third Grade Word Study Scope and Sequence

Important Notes:

- Word Study occurs during the OLC Block and is reinforced during Reading and Writing small group instruction.
- Strikethrough: The portion of a TEKS that is not addressed during a specific week has been crossed out.

Word Wall Notes:

- The purpose of the 3rd Grade word wall is to help students learn high frequency words, frequently misspelled words, and phonetic rules addressed in the TEKS.
- Multisyllabic words on colored paper contain at least one rime that can be used to generate additional words.
- Words with an * are printed on manilla paper, cut in a rectangle, and placed below the alphabet on the word wall. The words do not have to be memorized by students but are meant to support them during writing.
- Teachers can choose up to 10 additional words to add to the word wall to meet the needs of students.

Resources:

- Glossary of Phonics/Spelling Terms (print one-sided; student copy and teacher copy)
- Student High Frequency Word List (print one-sided)
- Six Syllable Types Poster (best printed in color)
- Examples of Student Journals

Week	TEKS
1 2-day week	Teachers will have names of students written on manila paper—cut in a rectangle, not in configuration. Names will be introduced to students and added to the word wall below the alphabet. Names can be studied by identifying long and short vowels, blends, digraphs, common rime patterns, and vowel teams.
2	Each day this week, you will introduce 3 review word wall words from second grade for a total of 15 review words. After introducing the words, generate new words from the words on colored paper, and then add all words to the word wall. WW Words: Monday-kind, chill, because; Tuesday-other, could, friend; Wednesday-might, really, very; Thursday-quack, want, together; Friday-cell, again, any
3	3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; WW Words: until, limit, great, *favorite —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ff on word wall (Spelling Lesson/List 1/Journal)
4	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables; WW Words: topic, magic, people, *special —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall (Spelling Lesson/List 2/Journal)

5	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: began, student, finally, share (Spelling Lesson/List 3/Journal)
6	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: relax, hero, who, first (Spelling Lesson/List 4/Journal)
7	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: complete, locate, know, every (Spelling Lesson/List 5/Journal)
8	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: exclude, decide, through, what (Spelling Lesson/List 6/Journal)
9	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: away, agree, booklet, which (Spelling Lesson/List 7/Journal)
10	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: value, below, does, afternoon —on manilla paper; cut in a rectangle, not in configuration; placed below letter Aa on word wall (Spelling Lesson/List 8/Journal)
11	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: around, allow, sure, their (Spelling Lesson/2nd 9 Weeks List 1/Journal)
12	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: avoid, enjoy, only, some (Spelling Lesson/List 2/Journal)
13	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: over, later, though, while (Spelling Lesson/List 3/Journal)
14	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: apart, forgot, where, either (Spelling Lesson/List 4/Journal)
15	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables ; open syllables; VCe syllables ; vowel teams, including digraphs and diphthongs ; r-controlled syllables ; and final stable syllables ; WW Words: title, sample, usually, once (Spelling Lesson/List 5/Journal)

16	3.2(B)(i) demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; WW Word : division, picture, notice, *vacation —on manilla paper; cut in a rectangle, not in configuration; placed below letter Vv on word wall (Spelling Lesson/List 6 /Journal)
17	3.2(B)(ii) demonstrate and apply spelling knowledge by: spelling homophones. Teacher can make an anchor chart of homophones if needed. WW Words: brake, break, believe, *important —on manilla paper; cut in a rectangle, not in configuration; placed below letter li on word wall (Spelling Lesson/List 7/Journal)
18	No new spelling words or word wall words this week. Teachers may use this optional assessment to assess knowledge of phonics skills taught. Teachers can also access phonics and spelling knowledge through students' writing.
19 *1/4	No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.
20	3.2(B)(iii) demonstrate and apply spelling knowledge by: spelling compound words, contractions, and abbreviations; WW Words: outside, understand, since, *a lot —on manilla paper; cut in a rectangle, not in configuration; placed below letter Aa on word wall (Spelling Lesson/3rd 9 Weeks List 1/Journal)
21	3.2(B)(iii) demonstrate and apply spelling knowledge by: spelling compound words, contractions, and abbreviations; WW Words: you're, didn't, appoint, *caught —on manilla paper; cut in a rectangle, not in configuration; placed below letter Cc on word wall (Spelling Lesson/List 2/Journal)
22	3.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; WW Words: sudden, contest, *different —on manilla paper; cut in a rectangle, not in configuration; placed below letter Dd on word wall (Spelling Lesson/List 3/Journal)
23	3.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; WW Words: never, silent, *several —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall (Spelling Lesson/List 4/Journal)
24	3.2(B)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; WW Words: instant, partner, before (Spelling Lesson/List 5/Journal)
25	3.2(B)(iv) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns WW Words: expert, ready, *sunshine —on manilla paper; cut in a rectangle, not in configuration; placed below letter Ss on word wall (Spelling Lesson/List 6/Journal)
26	3.2(B)(iv) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns WW Words: inside, paper, table (Spelling Lesson/List 7/Journal)

27	3.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes WW Words: unable, invent, *terrible -- on manilla paper; cut in a rectangle, not in configuration; placed below letter Tt on word wall (Spelling Lesson/List 8/Journal)
28	3.2(C) alphabetize a series of words to the third letter No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.
29	3.2(B)(vi) demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes WW Words: report, between, *prepay -- on manilla paper; cut in a rectangle, not in configuration; placed below letter Pp on word wall (Spelling Lesson/4th 9 Weeks List 1/Journal) *3rd Grade Complete 4th 9 Weeks Spelling Lists and Journals; *3rd Grade Complete 4th 9 Weeks Spelling Lists and Journals (1 pagers)
30	3.2(B)(vii) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants WW Words: likely, calmer, looking (Spelling Lesson/List 2/Journal)
31	3.2(B)(vii) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants WW Words: getting, zipper, fought (Spelling Lesson/List 3/Journal)
32	3.2(B)(vii) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants WW Words: taken, hoping, *animal -- on manilla paper; cut in a rectangle, not in configuration; placed below letter Aa on word wall (Spelling Lesson/List 4/Journal)
33	3.2(B)(vii) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants WW Words: cries, spied, *copying -- on manilla paper; cut in a rectangle, not in configuration; placed below letter Cc on word wall (Spelling Lesson/List 5/Journal)
34	3.2(B)(iii) demonstrate and apply spelling knowledge by: spelling compound words, contractions, and abbreviations; No word wall words, instead the teacher will create an anchor chart with the abbreviations from the lesson. (Spelling Lesson/List 6/Journal)
35	3.2(B)(vii) demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants three sounds of /ed/ No word wall words, instead the teacher will create an anchor chart teaching the three sounds of -ed (ed), (t), or (d). (Spelling Lesson/List 7/Journal)
36	Teachers may use this Optional Word Study Assessment to assess knowledge of phonics skills taught.
37	No new words; No spelling test. Continue to reinforce students' use of the word wall as an important tool when writing and spelling.