

Teacher: Core Reading Working with Words Grade3

Year: 2011-12

Course: Working with Words Grade 3

Month: All Months

S e p t e m b e r	Decoding-Sept						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
	<p>R.3.1.0-Applies word identification/decoding strategies by</p> <p>R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.3.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior</p>		<p>2nd grade prefixes to review: re(return), un(undo), dis(disappear), non(nonviolent)</p> <p>2nd grade suffixes to review: <b>y to i</b> (prettier, prettiest), <b>ed</b> (looked), <b>y</b>(snowy)</p> <p>* Review basic phonemic patterns and elements: (i.e. long vowels, vowel teams, diphthongs)</p>	<p><b>NEW</b></p> <p><b>Identify prefix, base/root, suffix of multisyllabic words</b></p> <p><i>i.e. un-friendly</i></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues or dictionary</p> <p>*Recognize basic phonemic patterns and elements.</p>			

knowledge) (State)

Word Wall Words - Sept ~ **Four Blocks as Model of Instructional Delivery applies to each unit and r**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		List of 20 WWW to be provided by 2nd grade teachers	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		"ReadingGLEs." DerryCooperative School District. Derry Cooperative School District. 6 May 2009.  Fry,Ph.D., Edward Bernard., Kress, Ed.D., Jacqueline E., Fountoukidis, Ed.D. DonaLee TheReading Teacher's Book of Lists. 4th. San Francisco: Jossey-Bass, 2000. Print.  Cunningham,Patricia M.. SystematicSequential Phonics They Use. For Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.  Rasinski,Ph.D, Timothy. Makingand Writing Words.Grades 3-6. Greensboro: Carson-Dellosa Publishing Company, 2001. Print.  Cunningham,Patricia M.. BigWords for

						<p>Big Kids, Systematic Sequential Phonics and Spelling. Carson-Dellosa, 2003.Print.</p> <p>Cunningham, Patricia M., Hall, Dorothy P. Month-By-Moth Phonics Grade 3. Greensboro:Carson-Dellosa Publishing Company, 1998. Print.</p>
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Decoding-Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.3.1.0-Applies word identification/decoding strategies by</p> <p>R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.3.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.3.2.1-Using strategies to unlock meaning (e.g.,</p>		<p>Prefixes: <b>mis</b> (mistake), <b>ex</b> (ex-president)</p> <p>Suffixes: <b>er</b>(smarter), <b>est</b>(smartest),<b>ing</b>(running)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words</p> <p><b>i.e un-friend-ly</b></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix base/root,</p>		

knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)			context clues, or dictionary		
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R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)

R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)

Syllabication of October's WWW and decoding words

Reviewing rules for dividing words with VC/CV patterns between consonants i.e. traf/fic, in/sect

Word Meaning - Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating		Any of October's WWW and decoding words that may be good examples of antonyms, synonyms,	Generate synonyms and antonyms Generate homophones/homonyms		

understanding of word meanings or relationships by R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		homophones/homonyms, or shades of meaning.	Discuss shades of meaning ( tired, exhausted)		
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Word Wall Words - Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		24 WWW from list and 8 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	

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Decoding-Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resource
R.3.1.0- Applies word identification/decoding strategies by R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for		Prefixes: <b>sub</b> (submarine), <b>trans</b> (transport) Suffixes: <b>ful</b> (hopeful), <b>less</b> (hopeless)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friend-ly</b> Decode multisyllabic words by		

<p>consonants or vowels, e.g., bought) (State)  R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)  R.3.2.0-Students identify the meaning of unfamiliar vocabulary by  R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>phonic rules  Read multisyllabic words  Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root, context clues, or dictionary</p>		
<p>R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)  R.3.1.2- Reading regularly</p>		<p>Syllabication of November's WWW and decoding words</p>	<p>Review rules for deciding if a word with VCV pattern should be divided after the first vowel (V/CV i.e. pi/lot) or after the first consonant (VC/V i.e. cab/in)</p>		

spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)						
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Word Meaning - Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.B.3.3.0- Research* by reading multiple sources (including print and non-print texts) to report information by R.B.3.3.1- Using sources provided (Local)		Any of November's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)		

Word Wall Words - Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate,		18 WWW from list and 6 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of	

	high-frequency words (including irregularly spelled words) (Local)					this map.	
D e c o d e r	Decoding-Dec						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	
	<p>R.3.1.0-Applies word identification/decoding strategies by</p> <p>R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.3.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries,</p>		<p>Prefixes: <b>inter</b>(interrupt), <b>under</b>(underground)</p> <p>Suffixes: <b>ness</b>(kindness),<b>ship</b>(friendship)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words</p> <p><b>i.e. un-friend-ly</b></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root, context clues, or dictionary</p>			

glossaries; or prior knowledge) (State)					
R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)		Syllabication of December's WWW and decoding words	Review rules for dividing compound words between words i.e. root/beer, dog/house		
R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)					

Word Meaning - Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		Any of December's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)		

Word Wall Words - Dec						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		18 WWW from list and 6 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	

J a n u a r y	Decoding-Jan					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.3.1.0- Applies word identification/decoding strategies by R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State) R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns		Prefixes: <b>multi</b> (multiply), <b>super</b> (supermarket) Suffixes: <b>ly</b> (friendly), <b>en</b> (fasten)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friend-ly</b> Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by		

<p>(Local)  R.3.2.0-Students identify the meaning of unfamiliar vocabulary by  R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			using one of the following strategies: word structure, prefix, base/root, suffix, context clues, dictionary		
R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State) R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)		Syllabication of January's WWW and decoding words	Introduce dividing words VC/CCV (blends and digraphs) after first consonant i.e. pil/grim, in/struct		

Word Meaning - Jan						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by using generalizations and morphological patterns. R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		Any of January's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)			
Word Wall Words - Jan						
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4-Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		24 WWW from list and 8 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	
F e b r u a r	Decoding - Feb					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.3.1.0-Applies word identification/decoding		Prefixes: <b>pro</b> (progress),	Identify prefix,		

y	<p>strategies by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.3.2.0-Students identify the meaning of unfamiliar vocabulary by using knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>		<p><b>over</b>(overdo)  Suffixes:  <b>like</b>(childlike),  <b>ish</b>(childish)</p>	<p>base/root, suffix of multisyllabic words  <b>i.e. un-friendly</b>  Decode multisyllabic words by phonics rules  Read multisyllabic words  Define meaning of words by using one of the following strategies:  word structure, prefix, suffix, base/root, context clues, or dictionary</p>		
	<p>R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes,</p>		<p>Syllabication of February's WWW and decoding words</p>	<p>Introduce dividing words with VC/CCCV (3 letter blends after the first consonant i.e. in/struct</p>		

<p>suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p>						
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Word Meaning - Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by using context clues</p> <p>R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)</p>		<p>Any of February's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.</p>	<p>Generate synonyms and antonyms</p> <p>Generate homophones/homonyms</p> <p>Discuss shades of meaning ( tired, exhausted)</p>		

Word Wall Words - Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity</p>		<p>18 WWW from list and 6 teacher choice words taken from weaknesses in student writing. Recommended</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the</p>		<p>Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional</p>	

(Local) R.3.1.4- Reading grade- appropriate, high-frequency words (including irregularly spelled words) (Local)		6 from list and 2 teacher choice introduced per week.	curriculum		Resources are posted in the month of September of this map.	
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Decoding - Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
R.3.1.0-Applies word identification/decoding strategies by R.3.1.1-Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State) R.3.1.2-Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local) R.3.2.0-Students identify the meaning of unfamiliar vocabulary by R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as		Prefixes: <b>bi</b> (bicycle), <b>tri</b> (tricycle) Suffixes: <b>tion</b> (caution, <b>sion</b> (tension)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, context clues, or dictionary			

""un-covered;"" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)						
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R.B.3.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local) R.B.3.1.2- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)		Syllabication of March's WWW and decoding words	Introduce dividing words with prefixes after the prefix (re/view) and words with a suffix before the suffix (play/ing)			
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Word Meaning - Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		Any of March's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)		

Word Wall Words - Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		24 WWW from list and 8 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	

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Decoding - Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
R.B.3.1.0- Demonstrates the habit of reading widely and extensively* byâ€ R.B.3.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local) R.B.3.1.2- Reading from a wide range of genres/ kinds of text and a variety of		Prefixes: <b>pre</b> (prefix), <b>post</b> (postpone) Suffixes: <b>y</b> (sunny), <b>ist</b> (artist)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix,			

<p>authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A) R.B.3.2.0- Demonstrates participation in a literate community by</p> <p>R.B.3.2.1-Self-selecting reading materials aligned with reading ability and personal interests (Local)</p>			<p>base/root, context clues, or dictionary</p>			
<p>R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of</p>		<p>Syllabication of April's WWW and decoding words</p>	<p>Introduce dividing words ending in <b>le</b> before the consonant preceding the <b>le</b> i.e. pur/ple, ta/ble</p>			

sounds, syllable types, or word patterns (Local)						
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Word Meaning - Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		Any of April's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.	Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)		

Word Wall Words - Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		18 WWW from list and 6 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	

May

Decoding - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
<p>R.B.3.1.0- Demonstrates the habit of reading widely and extensively* by</p> <p>R.B.3.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local)</p> <p>R.B.3.1.2- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p> <p>R.B.3.2.0- Demonstrates participation in a literate community by</p> <p>R.B.3.2.1-Self-selecting reading materials aligned with reading ability and personal interests (Local)</p>		<p>Prefixes:  <b>tele</b>(telephone),  <b>out</b>(outdo)  Suffixes:  <b>able</b>(capable),  <b>ible</b>(invisible),  <b>ment</b>(experiment)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words  <b>i.e. un-friend-ly</b>  Decode multisyllabic words by using phonics rules  Read multisyllabic words    Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root, content clues, or dictionary</p>			

<p>R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State)</p> <p>R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of May's WWW and decoding words</p>	<p>Review syllabication rules from previous months as needed (October through April)</p>			
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Word Meaning - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p> <p>R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)</p>		<p>Any of May's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning.</p>	<p>Generate synonyms and antonyms Generate homophones/homonyms Discuss shades of meaning ( tired, exhausted)</p>		

Word Wall Words - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		24 WWW from list and 8 teacher choice words taken from weaknesses in student writing. Recommended 6 from list and 2 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	

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Decoding - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.1.0- Applies word identification/decoding strategies by R.3.1.1- Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State) R.3.1.2- Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local) R.3.2.0- Students		Prefixes: <b>hemi</b> (hemisphere), <b>mid</b> (midair) Suffixes: <b>ar</b> (liar), <b>er</b> (painter), <b>or</b> (doctor)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friend-ly</b> Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the		

<p>identify the meaning of unfamiliar vocabulary by using R.3.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>following strategies: word structure, prefix, suffix, base/root, context clues, or dictionary</p>		
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<p>R.B.3.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local) R.B.3.1.2- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p>		<p>Syllabication of June's WWW and decoding words</p>	<p>Review syllabication rules from previous months <b>as needed</b> (October through April)</p>			
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Word Meaning - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.3.3.0-Shows breadth of vocabulary knowledge, demonstrating		Any of June's WWW and decoding words that may be good examples of antonyms, synonyms,	Generate synonyms and antonyms Generate homophones/homonyms		

understanding of word meanings or relationships by R.3.3.1-Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words (State)		homophones/homonyms, or shades of meaning.	Discuss shades of meaning ( tired, exhausted)		
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Word Wall Words - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.3.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.3.1.4- Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)		Review based on formal and informal reading and writing assessments.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 3 Word Wall Words are posted under Assessments in the month of September. Additional Resources are posted in the month of September of this map.	