

NCSU Grade 3 Scope and Sequence

[Word Study Best Practice, NCSU](#)

Lesson Templates: <ul style="list-style-type: none"> • Heidi Mesmer • Six Shifts • LETRS 	Trimester 1	Trimester 2	Trimester 3
LETTER SOUND RELATIONSHIPS: Sounds are connected to individual letters and groups of letters. SPELLING PATTERNS: Knowing spelling patterns helps students notice and use larger parts of words, thus making word solving faster and easier.			
<p>This recommendation is a moderate pace sequence. Follow a pace that is specifically comfortable for your students. Review the sounds previously introduced daily. Sounds are introduced in 4 categories: quiet and noisy consonants, consonants with shared features, singles, and vowel groups.</p> <p>Depending on the program your school uses, the pacing may differ.</p> <p>Patterns include: CVC, CCVC, CVCC, CCVCC, CCCVC, VCe, LONG VCC</p>	<p>Review: Letter Sound Knowledge</p> <p>3 consonant blends and blends with digraphs (squ, str, scr, thr, shr)</p> <p>Two sounds of s</p> <p>Hard and soft c and g</p> <p>Common vowel teams: ee, ea, ai, ay, oa, ou, ow, oe, igh, oi, oy, au, aw, oo, u</p> <p>Vowel -r combinations er, ar, ir, ur, or</p> <p>Digraphs: ph, ch (/k/ and /sh/)</p> <p>Trigraph:- tch and -dge</p> <p>Silent letter combinations (knew, calm, comb, ghost, write)</p>	<p>Other vowel r combinations: are, air, our, ore, ear, eer, ure, ier, ire</p> <p>-</p>	
HIGH FREQUENCY WORDS: Words that are high leverage because of how often they are used in text. Use the Fry Sight Word list to select words for instruction.			
<p>Decodable: i.e. <i>but, him, yes</i></p> <ul style="list-style-type: none"> • Teach during phonics lessons when aligned with scope and sequence • Allows students to make sense of spelling pattern 			

<div>within the words</div> <ul style="list-style-type: none">● Unless...students are not at that stage		
<div>Irregular i.e. <i>said, you, from</i></div> <ul style="list-style-type: none">● Teach only 1-3 at a time● Contain some sounds that students know within word● Parts need to be memorized		
<div>Irregular but Similar</div> <ul style="list-style-type: none">● Words that share the same irregularity and can be taught at the same time.● <i>Could, should, would</i>● <i>Have, love, live</i>		
WORD STRUCTURE: Words are related to one another and can be changed by adding letters, letter clusters and larger word parts. The understanding of base words, affixes and word roots (Greek or Latin origins) as well as the meaning and structure of syllables, compound words, contractions, plurals and possessives....		
	<div>Review</div> <ul style="list-style-type: none">● Syllables: Closed, open, vowel-consonant e, vowel -r combinations, vowel teams and consonant -le●● Syllable division rules: VC/CV (trum/pet)<ul style="list-style-type: none">○ VC/CCV (os/trich)○ VCC/CV (ath/lete)○ VCC/CCV (lamp/shade)● Contractions● Plurals that add -s to words that end with a vowel and y● Plurals that add-es to words that end with a consonant and y● Possessives-apostrophe and s to singular nouns including proper nouns● Suffixes-rules: some have no changes, vowel suffix, consonant suffix, doubling the consonant when adding a suffix end with a single vowel and one consonant● Comparative endings -er and -est● -er,-or, -ar, -ist to name a person or thing that does	<div>Common derivational suffixes: y, ly, ful, ment, hood, less, ness, er, or, en</div> <div>Plurals: Add -es to words after changing the final f or fe to v: scarves, wolves</div> <div>Add -s to words that end in o: pianos</div> <div>Add -s to words that end in consonant and o: heroes</div> <div>Irregular plurals: goose/geese, mouse/mice Deer, moose, sheep</div> <div>Possessives-apostrophe and s to singular nouns including proper nouns) that end with s (princess's closet)</div>

	<p>something (visitor)</p> <ul style="list-style-type: none">Common prefixes: un-, dis-, in-, re-, pre-, mis-, non-, ex-	<p>Less common prefixes: fore-, pro-, intra-, intere-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post</p> <p>Common latin roots: port, form, ject, spect, dict, tend, fer</p>
WORD MEANING: Students need to know the meaning of the words in texts they read, and they need a continually expanding vocabulary to use when speaking and writing.		
	<p>Homophones</p> <p>Homographs</p> <p>Words with multiple meanings</p>	
HANDWRITING:		
	<p>Use efficient and consistent motions to form letters in cursive writing</p>	
WRITING APPLICATION		
	<p>Interactive Writing</p>	