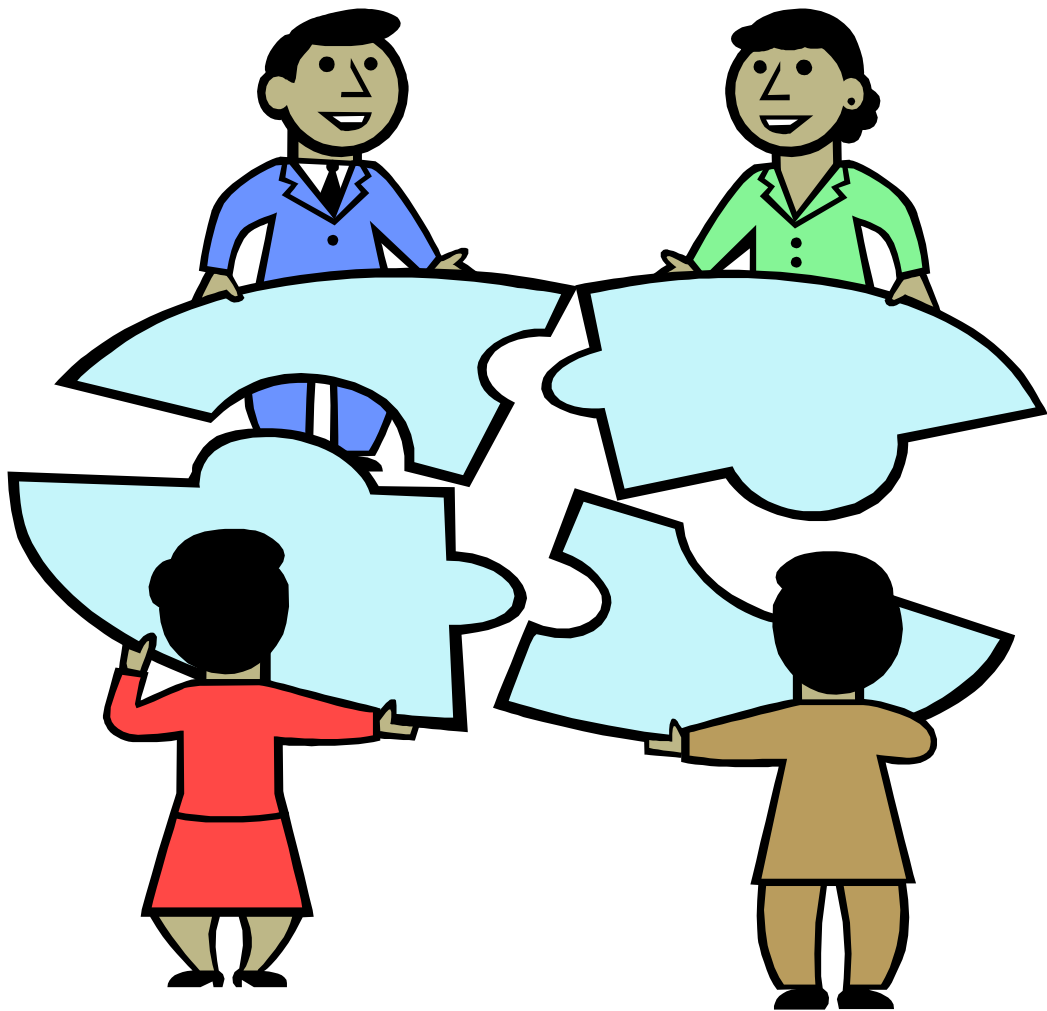


Glencoe School District 35

Word Study in Grades 3, 4, 5, 6



Word Study in Grades 3-6

In April 2007, several Glencoe teachers and administrators attended the State Council of the International Reading Association (SCIRA) to meet professors/authors Dr. Shane Templeton and Dr. Donald Bear. These two educators/researchers are most famous for writing *Words Their Way*, a guide to improving reading instruction. Educators attended the meeting to hear about their most recent research on spelling and vocabulary development. The program, being published by Houghton Mifflin, is a research-based program that expands the usual spelling instruction to include components of vocabulary and the foundations for language. It includes upper grades in its scope and sequence.

Glencoe teachers in grades 3,4,5 and 6 piloted the program in 2007-08 with great success. The approach to studying words – their meanings, spellings, and foundations – is different than the prior spelling programs of years past. Word knowledge supports reading and transfers to writing. *Reading skills* include phonics, word structure, word recognition, and word meaning. *Writing skills* include spelling, vocabulary, usage and syntax, and conventions. All are included in this program.

Developmental phases of spelling instruction are highlighted in each grade. Third graders learn “within word patterns” and begin “syllables and affixes.” Fourth graders continue “syllables and affixes” throughout the year. Students are learning vowel patterns, consonant blends, complex consonants, compound words, homophones, syllable patterns, homographs, vowel patterns in accented and unaccented syllables, and base words with common prefixes and suffixes.

Fifth graders continue “syllables and affixes” and move into “derivational relations.” Sixth graders continue “derivational relations” throughout the school year. Students in fifth and sixth are learning spelling-meaning connections, Greek and Latin elements, and assimilated/absorbed prefixes.

Students in this program move from *transitional literacy* in third grade to *intermediate literacy* in fourth grade. Fifth graders move from *intermediate literacy* to *advanced literacy* by the end of sixth grade.

In K-2, students study words using Dr. Michael Heggerty’s approach to phonemic awareness and phonics. Their careful program incorporates oral language and written language. Students are well prepared to transition to the new 3-6 program following their strong primary experiences.

**Research on developmental stages of literacy forms the basis
of the new word study program in grades 3-6.**

| Developmental Phases of Spelling Instruction | | | | | |
|---|---|-----------------------|--|---------------------------------|--|
| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| Alphabetical/Letter Name | | | | | |
| | Within-Word Pattern | | | | |
| | | Syllables and Affixes | | | |
| | | | | Derivational Relations | |
| Alphabetic, Letter Name | Within-Word Pattern | | Syllables and Affixes | | Derivational Relations |
| Beginning single consonants | Common long vowel patterns | | Inflectional suffixes -ed, -ing | | Spelling-Meaning Connection: <i>sign</i> <i>signal</i> <i>music</i> <i>musician</i> <i>ignite</i> <i>Ignition</i> <i>reside</i> <i>resident</i> <i>mental</i> <i>mentality</i> Greek and Latin elements: <i>-therm-</i> <i>-spect-</i> <i>-photo-</i> <i>-dic-</i> Assimilated, Absorbed Prefixes: <i>in+mobile=</i> <i>immobile</i> <i>ad+tract=</i> <i>attract</i> |
| Consonant digraphs | <i>r-</i> and <i>l-</i> influenced words | | Plural endings | | |
| Consonant blends | Three-letter consonant blends | | Changing final <i>y</i> to <i>i</i> | | |
| Short vowel patterns | Complex consonants: Final sound of /k/ Final /ch/: <i>ch, tch</i> /j/: <i>dge, Vge</i> | | Syllable patterns: VCCV <i>bas ket, rab bit</i> VCV <i>open hu man</i> VCV closed <i>cab in</i> | | |
| | Common spellings of diphthongs /ou/, /oi/ | | Less frequent vowel patterns | | |
| | Compound words | | 2-syllable homophones: <i>peddle/pedal</i> | | |
| | Homophones: <i>sail/sale, beat/beet</i> | | 2-syllable homographs: <i>RECORD/reCORD</i> | | |
| | | | Vowel patterns in accented and unaccented syllables | | |
| | | | Base words + common prefixes and suffixes | | |
| Beginning Literacy | Beginning, Transitional Literacy | Transitional Literacy | Intermediate Literacy | Intermediate, Advanced Literacy | Advanced Literacy |

Unit Study by Grade Level

| Grade 3 Contents | |
|--|--|
| Cycle One | Cycle Two |
| Unit 1 – Short Vowels | Unit 7 – Short and Long Vowels |
| Unit 2 – Vowel-Consonant- <i>e</i> | Unit 8 – Three-Letter Clusters |
| Unit 3 – More Long <i>a</i> and Long <i>e</i> Words | Unit 9 – Unexpected Consonant Patterns |
| Unit 4 – More Long <i>o</i> Words | Unit 10- Vowel Sound in <i>clown</i> |
| Unit 5 – More Long <i>i</i> Words | Unit 11- Vowel Sound in <i>lawn</i> |
| Unit 6 – Review | Unit 12- Review |
| Cycle Three | Cycle Four |
| Unit 13 – Vowel Sound in <i>joy</i> | Unit 19 - Homophones |
| Unit 14 – Vowel + /r/ Sounds | Unit 20 – Spelling /j/ and /s/ |
| Unit 15 – Vowel + /r/ Sounds in <i>nurse</i> | Unit 21 – Spelling /k/ and /kw/ |
| Unit 16 – Vowel + /r/ Sounds in <i>air</i> | Unit 22 – Compound Words |
| Unit 17 – Vowel Sounds in <i>spoon</i> and <i>wood</i> | Unit 23 - Contractions |
| Unit 18 – Review | Unit 24 – Review |
| Cycle Five | Cycle Six |
| Unit 25 – Words Ending with <i>-ed</i> or <i>-ing</i> | Unit 31 – VCCV Pattern |
| Unit 26 – Changing Final <i>y</i> to <i>i</i> | Unit 32 – Double Consonants |
| Unit 27 – Prefixes <i>re-</i> and <i>-un</i> | Unit 33 – Words with <i>ough</i> , <i>ugh</i> |
| Unit 28 – Suffixes <i>-ful</i> , <i>-ly</i> , <i>-er</i> | Unit 34 – Words Ending with <i>er</i> or <i>le</i> |
| Unit 29 – Suffixes <i>-less</i> , <i>-ness</i> | Unit 35 – Beginning with <i>a</i> or <i>be</i> |
| Unit 30 – Review | Unit 36 – Review |

“As they are learning new vowel patterns, students discover that meaning also matters. The meaning connection is emphasized in the study of homophones (*meet* and *meat*) and homographs (*tear*). Students explore adding prefixes and suffixes to base words.” – Dr. Shane Templeton, Dr. Donald Bear

Grade 4 Contents

Cycle One

Unit 1 – Short *a* and Long *a*

Unit 2 – Long *a* and Long *e*

Unit 3 – Short *i* and Long *i*

Unit 4 – Short *o* and Long *o*

Unit 5 – Homophones

Unit 6 – Review

Cycle Two

Unit 7 – Vowel Sounds: /u/, /yoo/, /oo/

Unit 8 – Vowel Sounds: /oo/

Unit 9 – Vowel Sounds: /ou/, /o/

Unit 10 – Vowel + /r/ Sounds

Unit 11 – More Vowel + /r/ Sounds

Unit 12 – Review

Cycle Three

Unit 13 – Compound Words

Unit 14 – Words with -ed or -ing

Unit 15 – More Words with -ed,-ing

Unit 16 – Final Long *e*

Unit 17 – Changing Final *y* to *i*

Unit 18 – Review

Cycle Four

Unit 19 – Spelling /k/, /ng/, /kw/

Unit 20 – Spelling Final /j/, /s/

Unit 21 – Prefixes: *re-*, *un-*, *dis-*

Unit 22 – Suffixes: *-ful*, *-less*, *-ness*, *-ment*

Unit 23 – VCCV Pattern

Unit 24 – Review

Cycle Five

Unit 25 – VCV Pattern

Unit 26 – VCCV and VCV Patterns

Unit 27 – VCCV Pattern

Unit 28 – VCCCV Pattern

Unit 29 – VV Pattern

Unit 30 – Review

Cycle Six

Unit 31 – Final Schwa + /r/ Sounds

Unit 32 – Final Schwa + /l/ Sounds

Unit 33 – Three-Syllable Words

Unit 34 – Silent Consonants

Unit 35 – Unusual Spellings

Unit 36 – Review

“Knowledge of vowel and consonant patterns within single-syllable words builds a foundation for the polysyllabic words of intermediate word study in much the same way that basic math skills build a foundation for long division. Students are now ready to study syllables, affixes, base words, and how they combine. “

– Dr. Shane Templeton, Dr. Donald Bear

Grade 5 Contents

Cycle One

Unit 1 – Short Vowels

Unit 2 – Long *a* and Long *e*

Unit 3 – Long *i* and Long *o*

Unit 4 – Vowel Sounds: /oo/, /yoo/

Unit 5 – Vowel Sounds: /ou/, /o/, /oi/

Unit 6 – Review

Cycle Two

Unit 7 – Vowel + /r/ Sounds

Unit 8 – More Vowel + /r/

Unit 9 – Homophones

Unit 10 – Compound Words

Unit 11 – Final Schwa + /r/

Unit 12 – Review

Cycle Three

Unit 13 – VCCV Pattern

Unit 14 – VCV Pattern

Unit 15 – VCCCV Pattern

Unit 16 – VV Pattern

Unit 17 – Final Schwa + /l/ Sounds

Unit 18 – Review

Cycle Four

Unit 19 – Words with *-ed*, *-ing*

Unit 20 – More with *-ed*, *-ing*

Unit 21 – Changing Final *y* to *i*

Unit 22 – Suffixes: *-ful*, *-ly*, *-ness*, *-less*, *-ment*

Unit 23 – Words from Other Languages

Unit 24 – Review

Cycle Five

Unit 25 – Final /n/, / n/, /ch r/, /zh r/

Unit 26 – Final /ij/, /iv/, /is/

Unit 27 – Unstressed Syllables

Unit 28 – Prefixes: *in-*, *un-*, *dis-*, *mis-*

Unit 29 – Suffix: *-ion*

Unit 30 – Review

Cycle Six

Unit 31 – Prefixes: *com-*, *con-*, *pre-*, *pro-*

Unit 32 – Suffixes: *-ent*, *-ant*, *-able*, *-ible*

Unit 33 – Greek Word Parts

Unit 34 – Latin Word Roots

Unit 35 – More Words from Other Languages

Unit 36 – Review

“Grammar is an important part of spelling instruction. There are grammatical shifts once syllables such as *-ed*, *-s*, *-ic*, and *-io* are added to base words. Spelling is linked to grammar when students examine base words and word roots.” – Dr. Shane Templeton, Dr. Donald Bear

Grade Six Contents

Cycle One

Unit 1 – Short Vowels
Unit 2 – Long Vowels
Unit 3 – Vowel Sounds
Unit 4 – Vowel + /r/ Sounds
Unit 5 – Homophones
Unit 6 – Review

Cycle Two

Unit 7 – Words with *ie* or *ei*
Unit 8 – Final sounds
Unit 9 – Final sounds
Unit 10 – Words with *-ed,-ing*
Unit 11 – Endings and Suffixes
Unit 12 – Review

Cycle Three

Unit 13 – Suffix: *-ion, -ation*
Unit 14 – More Words with *-ion*
Unit 15 – Prefix: *in-*
Unit 16 – Prefix: *com-*
Unit 17 – Final /*iz/*, /*iv/*, /*ij/*
Unit 18 – Review

Cycle Four

Unit 19 – Suffixes: *-ent, -ant*
Unit 20 – Suffixes: *-able,-ible,-ate*
Unit 21 – Spelling /*sh/*
Unit 22 – Plurals
Unit 23 – Prefixes: *dis-, ex-, inter-*
Unit 24 – Review

Cycle Five

Unit 25 – Prefixes: *per-,pre-, pro-*
Unit 26 – Prefix: *ad-*
Unit 27 – Suffixes: *-ic,-ure,-ous*
Unit 28 – Word Parts
Unit 29 – Prefixes: *de-, trans-*
Unit 30 – Review

Cycle Six

Unit 31 – Words from Other Languages
Unit 32 – Greek Word Parts
Unit 33 – Latin Word Roots
Unit 34 – Absorbed Prefixes
Unit 35 – Words Often Confused
Unit 36 – Review

“We begin to focus on the meaning connection among words. ‘I wonder what parts *obstruct*, *construct*, and *deconstruct* have in common?’ This question is a great beginning for a discussion about the meaning of *struct*. Clearly, this type of word study structures our thinking.” – Dr. Shane Templeton, Dr. Donald Bear