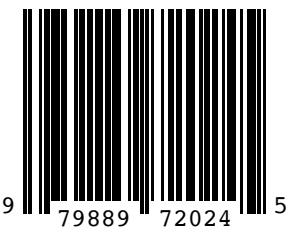


GRADE 3 FOUNDATIONAL SKILLS UNIT 1

Digital Components

EDITION 1



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Grade 3

Foundational Skills 1

Digital Components

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

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Speak and Spell

Write the word you hear, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

| # | First Syllable | Second Syllable | Third Syllable |
|----|----------------|-----------------|----------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Write the sentences you hear your teacher recite. Write neatly in cursive, leaving spaces between words.

1.
2.

ck or 'k' Spelling Rules

Rules for when to use the *ck* or 'k' spelling pattern at the end of a syllable.

- Use *ck* if the /k/ sound comes after:
 - a short vowel sound
 - › Examples: sick, black, shock
- Use 'k' if the /k/sound comes after:
 - a long vowel sound
 - › Examples: oak, peak, seek
 - an r-controlled pattern (a vowel followed by 'r')
 - › Examples: shark, lurk, work
 - another consonant
 - › Examples: dunk, brisk, drink

ch or *tch* Spelling Rules

Rules for when to use the *ch* or *tch* spelling pattern at the end of a syllable.

- Use *tch* if the /ch/ sound comes after:
 - a short vowel sound
 - › Examples: itch, match
- Use *ch* if the /ch/ sound comes after:
 - a long vowel sound
 - › Examples: teach, coach
 - an r-controlled pattern (a vowel followed by ‘r’)
 - › Examples: starch, church
 - another consonant
 - › Examples: branch, mulch

ge or *dge* Spelling Rules

Rules for when to use the *ge* or *dge* spelling pattern at the end of a syllable.

- Use *dge* if the /j/ sound comes after:
 - a short vowel sound
 - › Examples: dislodge, pledging
- Use *ge* if the /j/ sound comes after:
 - a long vowel sound
 - › Examples: ages, cages
 - an r-controlled pattern (a vowel followed by ‘r’)
 - › Examples: enlarge, diverge
 - another consonant
 - › Examples: revenge, indulge
 - a schwa sound
 - › Examples: marriage, village

Consonant Trigraphs: *igh, ear, eer, ere, ore*

| Spelling | Sound | Examples |
|----------|-------|----------------------------|
| igh | /ī/ | night, highway, delightful |
| ear | /ēr/ | fear, hearing, disappear |
| eer | /ēr/ | steer, cheering, volunteer |
| ere | /ēr/ | here, cashmere, interfere |
| ore | /ōr/ | bore, ignore, furthermore |

Partner Reading Feedback

Use these sentence frames to share feedback with your reading partner:

You did a great job when you _____.

I like how you _____.

I liked it when you _____.

You corrected yourself when _____.

The best part of your reading was when you _____.

Consonant Trigraphs: *ear, ere, air, are*

| Spelling | Sound | Examples |
|----------|-------|---------------------------------|
| ear | /āṛ/ | bear, tearing, overbearing |
| ere | /āṛ/ | there, nowhere |
| air | /āṛ/ | pair, wheelchair, haircutter |
| are | /āṛ/ | square, prepare, unaware |

VC/V Syllable Pattern

VC/V Syllable Pattern

- The word has a syllable that ends with a consonant (closed syllable).
- The closed syllable creates a short vowel sound.
- The word's syllables are divided after the consonant.
 - Example: punish; pun/ish
 - valid
 - robin
 - lavish
 - vanish

VCCCV Syllable Pattern

When a word contains two single vowel sounds separated by three consonants, separate the syllables after the first single consonant unless the first two consonants function as a blend or digraph.

Steps to Syllabicate:

- Label each vowel sound with a ‘V’.
- Label each consonant between the vowel sounds with a ‘C’.
- Identify and underline a digraph or blend (if present).
- Split the syllable after the first single consonant or consonant blend/digraph.

| VC/CCV (split after the first consonant) | VCC/CV (split after the first two consonants) |
|--|---|
| h u n / <u>d r e d</u> V C C C V | k i n g / d o m V C C C V |
| kitchen | mushroom |
| children | pumpkin |

Syllable Patterns

VC/CV Syllable Pattern

- The word has two vowel sounds with two consonants in between.
- The word's syllables are divided between the consonants.
 - Example: happen: h a p / p e n

VC/V Syllable Pattern

- The word has a syllable that ends with a consonant (closed syllable).
- The closed syllable creates a short vowel sound.
- The word's syllables are divided after the consonant.
 - Example: punish: p u n / i s h

VCCCV Syllable Pattern

- The word contains two vowel sounds with three consonants in between.
- The word's syllables are divided after the first single consonant or consonant blend/digraph.
 - Examples:
 - › kingdom: k i n g / d o m
 - › hundred: h u n / d r e d

Steps to Syllabicate Words with More than Two Syllables:

- Label the word:
 - Label each vowel sound with a 'V'.
 - Label each consonant between the vowel sounds with a 'C'.
 - Identify and underline a digraph or blend (if present).
- Identify the VCCV, VCV, or VCCCV syllable patterns and follow the rules on this page to divide the syllables.

Examples:

ath/let/ic
V C C C V C V

dis/in/fect
V C V C C V

Teacher Resources

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