

Kenilworth Public Schools

Curriculum Guide

Content Area: Orton Gillingham

Grade: 3

BOE Approved: 10/11/22

Revision Date: N/A

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BOE Revision Approved: N/A

Third Grade IMSE OG
July 2022

Concept 1- Review Vowels Short vowels- 1 day Magic e- 2 days Vowel teams (ai, ay, ea, ee, oa, oe) 2 days	Concept 2- bossy r (er, ir, ur)	Concept 3- ow/ou	Concept 4- igh	Concept 5- consonant-le	Concept 6- REVIEW
Week 1	Weeks 2	Weeks 3	Weeks 4	Week5	Weeks 6
<p><i>Unit Description:</i> When vowels are next to each other, the first is pronounced with a long sound and the second vowel is silent. In a VCe word, the first vowel is pronounced with a long sound and the e is silent.</p>	<p><i>Unit Description:</i> A vowel followed by an r changes the pronunciation of the vowel making it neither long or short. “Bossy r” Remind students all three make the same sound, use in order of most common to least.</p>	<p><i>Unit Description:</i> Two vowels together can create a new sound when they are put together. This vowel sound is neither long nor short. This is called a diphthong. Both ow and ou make the same sound.</p>	<p><i>Unit Description:</i> Three letters together can form one sound. “igh” together creates a long i sound. Example: light, fight, high</p>	<p><i>Unit Description:</i> These three letters are present at the end of the word. The consonant and l are pronounced. The “e” is silent. When the consonant -le endings follow a short vowel sound, the first letter of the ending is usually doubled. “rule of twins”</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: bye, almost, said ● Suggested Word List: Teacher Created based on Student Need ● Suggested Dictation: Teacher Created based on Student Need 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: talk, know, where ● Suggested Word List: herd, verb, stir, third, hurt, burn ● Suggested Dictation: - My sister is under the fern. - Did you hear the bird chirp in the fir tree? 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words :people, always,knock ● Suggested Word List: owl, crown, shower, ouch, shout ● Suggested Dictation: - A clown frowns just for fun. - We will fish for trout in the south. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words:each, parent, above ● Suggested Word List:high, light, right, bright, sigh ● Suggested Dictation: - Is the light off at night? 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: show, friend, page ● Suggested Word List: giggle, middle, bubble, cable, staple ● Suggested Dictation: - Can you juggle an apple and a pebble? 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: Review previously taught words ● Suggested Word List:Use lists a-d in the Teacher manual. ● Suggested Dictation: Use review dictation sentences provided in manual

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<ul style="list-style-type: none"> Resources: Teacher created 	<ul style="list-style-type: none"> - Turn the butter in the churn. Resources: Recipe for Reading pg. 135 Note: this is an additional concept not in the student dictation book. 	<ul style="list-style-type: none"> Resources: IMSE Teacher Manual pg. 1,2, Recipe for Reading pg. 142,144 	<ul style="list-style-type: none"> - I sigh at the sight of a fight. Resources: IMSE Teacher Manual pg. 3, Recipe for Reading pg. 146 	<ul style="list-style-type: none"> - Settle the tot in the cradle with her bottle. Resources: IMSE Teacher Manual pg. 4, Recipe for Reading pg. 146 	<ul style="list-style-type: none"> Resources: IMSE Teacher Manual pg. 5
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Concept 7- "Kind Old" Words	Concept 8- ar/or	Concept 9- oo	Concept 10- REVIEW	Concept 11- y as a vowel	Concept 12- Soft c/Soft g
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Week 7	Weeks 8	Week 9	Week 10	Week 11	Week 12
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<p><i>Unit Description:</i> These special patterns have a long vowel sound before the final blend.</p>	<p><i>Unit Description:</i> A vowel followed by an r changes the pronunciation of the vowel making it neither long or short. "Bossy r"</p>	<p><i>Unit Description:</i> Two vowels together can create a new sound when they are put together. This vowel sound is neither long nor short. This is called a diphthong.</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>	<p><i>Unit Description:</i> The letter y functions both as a consonant and a vowel. It acts as a consonant only in the initial position of a word or syllable. As a vowel it can make three sounds. Long e as an open syllable, long i as an open syllable, or short i in a closed syllable.</p>	<p><i>Unit Description:</i> "Gentle Cindy" C will make the sound /s/ when followed by the vowel e, i, y. G will make the sound /j/ when followed by the vowel e, i, y.</p>
<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>

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<ul style="list-style-type: none"> Red Words: altogether, because, another Suggested Word List: child, hold, kind, colt, most Suggested Dictation: -A colt may bolt if you scold him. - The bold old man sold the gold. Resources: IMSE Teacher Manual pg. 6, Recipe for Reading pg. 153 	<ul style="list-style-type: none"> Red Words:buy, there, odd Suggested Word List: card, march, dark, sort, thorn Suggested Dictation: - The cart is in a barn on that farm. - A stork was born in the morn. Resources: IMSE Teacher Manual pg. 7,8, Recipe for Reading pg. 154,156 	<ul style="list-style-type: none"> Red Words:listen, arctic, toward Suggested Word List: room, soon, zoo, noodle, scoop Suggested Dictation: - It is cool in the pool. - The plant on the stool is in bloom. Resources: IMSE Teacher Manual pg. 9, Recipe for Reading pg. 158 	<ul style="list-style-type: none"> Red Words: Review previously taught words. Suggested Word List: Use lists a-d in the Teacher manual. Suggested Dictation: Use review dictation sentences provided in manual Resources: IMSE Teacher Manual pg. 10 	<ul style="list-style-type: none"> Red Words: great, caught, much Suggested Word List:dry, sky, baby, lady, gym Suggested Dictation: - - Pam is shy and may cry. - The frisky puppy did not jump up on the pony Resources:IMS E Teacher Manual pg. 11, Recipe for Reading pg. 159 	<ul style="list-style-type: none"> Red Words:already, world, enough Suggested Word List: face, mice, center, gem, age, margin Suggested Dictation: - What is the price of that ice? - This class will sit on the stage twice. Resources:IMS E Teacher Manual pg. 12,13, Recipe for Reading pg. 162,164
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Concept 13- ge/dge	Concept 14- REVIEW	Concept 15- au/aw	Concept 16- oi/oy	Concept 17- Dividing Between two vowels	Concept 18- ing as an ending
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Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
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<p><i>Unit Description:</i> The /j/ sound at the end of the word is usually spelled with <u>ge</u> or <u>dge</u>. Use <u>ge</u> after a long vowel. Use <u>ge</u> when a consonant comes before the /j/ sound Use <u>dge</u> after a short vowel 1:1:1 rule.</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>	<p><i>Unit Description:</i> Two vowels together can create a new sound when they are put together. This vowel sound is neither long nor short. This is called a diphthong. <u>Aw</u> is often at the word or syllable. Many words have <u>aw</u> in the middle before <u>n</u> or <u>l</u>.</p>	<p><i>Unit Description:</i> Two vowels together can create a new sound when they are put together. This vowel sound is neither long nor short. This is called a diphthong.<u>oy</u> tends to be found at the end of a word.</p>	<p><i>Unit Description:</i> Some words contain two vowels next to each other that need to be separated when pronouncing the word. Example: poet, create. Teach syllable division between two vowels. "Lion Words"</p>	<p><i>Unit Description:</i> If the vowel is short, the final consonant may need to be doubled to keep the vowel short. In a Magic e word, drop the e and add ing.</p>
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		<u>Au</u> occurs at the beginning or middle of a word.			
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words:rough, brother, door ● Suggested Word List:cage, large, plunge, ridge, bridge ● Suggested Dictation: - The huge ape was on the edge of the cliff. - The fudge made a smudge on the page. ● Resources: IMSE Teacher Manual pg. 14 <i>Teach only ge/dge tch concept will be taught later.</i> Recipe for Reading pg. 166 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words:Review previously taught words ● Suggested Word List: Use lists a-d in the Teacher manual. ● Suggested Dictation: Use review dictation sentences provided in manual ● Resources: IMSE Teacher Manual pg. 15 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words:sure, mother, bought ● Suggested Word List:law, claw, yawn, haul, launch ● Suggested Dictation: - He left the straw on the lawn. - Paul left the cash in the vault. ● Resources: IMSE Teacher Manual pg. 16/17, Recipe for Reading pg. 168,170 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words:shoe, thought, sister ● Suggested Word List:oil, void, point, enjoy, destroy ● Suggested Dictation: - Join the pipe at the joint. -If you annoy him, he may destroy your toy. ● Resources:IMS E Teacher Manual pg. 18,19, Recipe for Reading pg. 172 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: you're, sound, weren't ● Suggested Word List:leotard, video, create, pioneer, diagonal ● Suggested Dictation: - Our plans for graduation day are incomplete. - The hyacinth bulbs will bloom next month. ● Resources:Recipe for Reading pg. 172 <p>Note: this is an additional concept not in the student dictation book.</p>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: father, shall, false ● Suggested Word List:pressing, helping, planting, drinking, eating ● Suggested Dictation: -We were standing when the bell was ringing and clanging. - Are you wishing to go camping in August? ● Resources:Recipe for Reading pg. 178 <p>Note: this is an additional concept not in the student dictation book.</p>

Concept 19- VCV / VCe rules (Doubling and drop the e rule)	Concept 20- ew	Concept 21- eigh & ei	Concept 22- ie	Concept 23- REVIEW	Concept 24- ue (/u/ & /oo/)
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24

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<p><i>Unit Description:</i> When adding a vowel suffix to a root word, you may need to double the final consonant of the root word. When adding a vowel suffix to a VCe word, you may need to drop the e. If the suffix begins with a consonant, you keep the final e in the root word. Ex: run(n)ing, safer, careless</p>	<p><i>Unit Description:</i> Many words have one more than one pronunciation, spelling or meaning. That is the case with ew. It can say /oo/ or it can say /u/. This spelling is usually at the end of a word or end of a syllable.</p>	<p><i>Unit Description:</i> There are several ways to spell /a/. eigh and ei are two more ways to spell /a/.</p>	<p><i>Unit Description:</i> There are several ways to spell /e/. This is another way to spell /e/.</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>	<p><i>Unit Description:</i> A limited number of words have this spelling for these sounds.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: machine, they're, cousin ● Suggested Word List: biggest, dropping, sunny, timing, skated, peaceful, later ● Suggested Dictation: - Jack slipped while running to get the shopping cart. <p>-It was hard to fix the gaping whole.</p> <ul style="list-style-type: none"> ● Resources: Recipe for Reading pg. 183-189 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: tomorrow, promise, sign ● Suggested Word List: crew, blew, chew, curfew, review, nephew ● Suggested Dictation: -Can you unscrew the lock and fix it? <p>-A pewter pitcher is pretty to look at</p> <ul style="list-style-type: none"> ● Resources: IMSE Teachers manual pg. 21, Recipe for Reading pg. 191-192 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: muscle, guide, even ● Suggested Word List: eight, sleigh, weigh, reindeer, vein, veil ● Suggested Dictation: - Her neighbor has eight sleighs. <p>-The veil cast a shadow on her face.</p> <ul style="list-style-type: none"> ● Resources: IMSE Teachers manual pg. 22, Recipe for Reading pg. 194-195 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: walk, against, brought ● Suggested Word List: chief, piece, believe, cashier ● Suggested Dictation: -He left his shield in the field. -Neither Tom nor Sam had time for leisure. ● Resources: IMS E Teachers manual pg. 23, Recipe for Reading pg. 196 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: Review previously taught words ● Suggested Word List: ● Suggested Dictation: Use review dictation sentences provided in manual ● Resources: IMS E Teacher Manual pg. 15? 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: answer, don't, ghost ● Suggested Word List: argue, rescue, tissue, glue, true, sue ● Suggested Dictation: - Do not argue while driving on the avenue. <p>-Is it true that the stream is blue?</p> <ul style="list-style-type: none"> ● Resources: Note : this is an additional concept not in the student dictation book

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Note: this is an additional concept not in the student dictation book.					Recipe for Reading pg. 198-199
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Concept 25- Schwa Sound	Concept 26- tion /shun/	Concept 27- sion /shun/ /zhun/	Concept 28- REVIEW	Concept 29- ow (long o)	Concept 30- ea (short e, long a)
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Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
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<p><i>Unit Description:</i> The “schwa” sound is a vowel sound that usually occurs in an unaccented syllable. Any vowel letter can record the schwa sound, which sounds a lot like a short u, but the letter a is most frequently used to record the schwa sound.</p>	<p><i>Unit Description:</i> There are two ways to spell the /shun/ sound. tion is the most common. When decoding “cut off” the tion ending and read the word.</p>	<p><i>Unit Description:</i> sion is the second choice in spelling the /shun/ sound. /chin/ is the second pronunciation to sion. Typical rule of thumb: If the root word ends in d or se the /shun/ spelling is sion. Ex: tense - tension divide - division</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>	<p><i>Unit Description:</i> Students have already learned one sound for ow /ow/ as in clown. The ow spelling for long o is usually found at the end of a word or syllable, or after the letters n and l.</p>	<p><i>Unit Description:</i> Students have already learned one sound for ea (long e). They are going to learn 2 new ways.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: anyone, love, though ● Suggested Word List: amaze, ultra, comma, majestic, galore 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: oil, these, whom ● Suggested Word List: action, lotion, caution, direction, friction ● Suggested Dictation: -A big 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: around, today, tough ● Suggested Word List: confusion, vision, explosion, pension, permission, extension 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: Review previously taught words ● Suggested Word List: Use review dictation sentences provided in manual 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: across, thorough, clothes ● Suggested Word List: show, pillow, glow, thrown, window 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: guess, copy, wear ● Suggested Word List: read, dead, wealth, great, steak, break

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<ul style="list-style-type: none"> ● Suggested Dictation: -The men went to Japan to see the majestic church. -I will permit him to make cinnamon toast this Saturday. ● Resources: Note: this is an additional concept not in the student dictation book. <p>Recipe for Reading pg. 201</p>	<p>section of the station fell.</p> <p>-We went fishing during our vacation.</p> <ul style="list-style-type: none"> ● Resources: IMSE Teachers manual pg. 25, Recipe for Reading pg. 202 	<ul style="list-style-type: none"> ● Suggested Dictation: -I saw my sister on the television newscast. -A sad expression was on the puppy’s face. ● Resources: IMSE Teachers manual pg. 26, Recipe for Reading pg. 204-205 	<ul style="list-style-type: none"> ● Suggested Dictation: Use review dictation sentences provided in manual ● Resources:IMS E Teacher Manual pg. 27 	<ul style="list-style-type: none"> ● Suggested Dictation: -The bowl made a shadow on the desk. - If you throw grass seed on the snow, will it grow? ● Resources:IMS E Teachers manual pg. 28, Recipe for Reading pg. 206 	<ul style="list-style-type: none"> ● Suggested Dictation: -Jan meant to get the heavy thread. - Do you think it is great to cook steak on a grill? ● Resources:IMS E Teachers manual pg. 29, Recipe for Reading pg. 207-208
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Concept 31- oo	Concept 32- ou /oo/	Concept 33- ch (school and machine)	Concept 34- s /z/	Concept 35- REVIEW
Week 32	Week 32	Week 33	Week 34	Week 35
<p><i>Unit Description:</i> Students have already learned one sound for oo (zoo). This is another sound as in (good).</p>	<p><i>Unit Description:</i> Students have learned one sound for ou /ow/. This is another sound for /oo/.</p>	<p><i>Unit Description:</i> Students already know one sound for ch /ch/ like in chin.</p> <p>They are going to learn 2 new sounds, /k/ and /sh/</p> <p>/k/ is the second choice in pronunciation for ch.</p>	<p><i>Unit Description:</i> Students may have already encountered words that have the /z/ ending spelled with an s. There is no spelling generalization to determine when to use s vs. z, but s is more common.</p>	<p><i>Unit Description:</i> Review previously taught concept rules.</p>

		/sh/ is an unusual sound derived from French - Learned for Reading purposes only!		
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: promise, study, floor ● Suggested Word List: hook, cook, stood, crook, brook ● Suggested Dictation: -Glen shook the wool to fluff it up. <p>-He stood by the brook to catch a fish on his hook.</p> <ul style="list-style-type: none"> ● Resources: IMSE Teachers manual pg. 30, Recipe for Reading pg. 209 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: chocolate, fruit, heart ● Suggested Word List: group, soup, youth, stoup ● Suggested Dictation: -Can you make hot soup for the group? <p>-In my youth, I often got the croup.</p> <ul style="list-style-type: none"> ● Resources: Note: this is an additional concept not in the student dictation book, Recipe for Reading pg. 210. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: whole, minute, meant ● Suggested Word List: school, stomach, ache, chorus ● Reading only: machine, chute, brochure, parachute ● Suggested Dictation: - The echo shook the window. It gave me a headache. <p>- Have you ever used a laundry chute?</p> <ul style="list-style-type: none"> ● Resources: Note: this is an additional concept not in the student dictation book. <p>Recipe for Reading pg. 211-212</p>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: study, breakfast, island ● Suggested Word List: has, chose, music, close, cause, present, rose ● Suggested Dictation: -Has the cat gotten his hat? <p>-A music stand is rather like an easel.</p> <ul style="list-style-type: none"> ● Resources: Note : this is an additional concept not in the student dictation book, Recipe for Reading pg. 213 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Red Words: Review previously taught words ● Suggested Word List: Review previously taught words ● Suggested Dictation: Use review dictation sentences provided in manual ● Resources: IMS E Teacher Manual pg. 31