

ELA Guidebooks 3-5 (2022) Grade 3

Words In Practice Overview

The five pillars of successful reading instruction include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Words In Practice activities provide opportunities for students to practice how to decode, spell, and understand complex, multisyllabic words by breaking them down into smaller, meaningful parts (morphemes) and predictable syllable patterns. These targeted advanced word study activities are embedded in Grade 3 ELA Guidebooks (2022) daily lessons.

Standards Alignment

Words In Practice activities are aligned to the 2026 K-12 ELA Student Standards for Grade 3.

Reading Standards for Foundational Skills
Phonics and Word Recognition - Know and apply grade-appropriate phonics and word analysis skills in decoding words. - Identify and know the meaning of the most common prefixes and derivational suffixes. - Decode and encode words with common Greek and Latin roots and affixes. - Decode and encode multisyllabic words with stressed and unstressed syllables. - Read grade-appropriate irregularly spelled words.
Fluency - Read grade-level texts with sufficient accuracy and fluency to support comprehension. - Read with automaticity and appropriate prosody or expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Scope & Sequence

Understanding syllable types supports students' ability to identify stressed and unstressed syllables because syllable types provide predictable patterns for vowel pronunciation. Knowledge of syllable types helps students determine vowel sounds, recognize vowel reduction, identify stress patterns in multisyllabic words, improve decoding skills, and increase reading accuracy.

The Stories Julians Tells	Syllable Type
Lessons 1-3	Closed Syllables
Lessons 4-6	Open Syllables

The Stories Julians Tells	Syllable Type
Lessons 7-9	Review Closed & Open Syllables
Lessons 10-12	Vowel Team Syllables - long a (ai, ay, ea, ey)
Lessons 13-15	Vowel Team Syllables - long e (ee, ea, ey, ei)
Lessons 16-18	Vowel Team Syllables - long i (ie, igh, y)
Lessons 19-21	Vowel Team Syllables - long o (oa, oe, ow)
Lessons 22-23	Vowel Team Syllables - long u (ew, ue, ui)
Culminating Task	No Words In Practice Lessons

Cajun Folktales	Syllable Type
Lessons 1-3	Closed Syllables
Lessons 4-6	Open Syllables
Lessons 7-9	Review Closed & Open Syllables
Lessons 10-12	Schwa
Lessons 13-16	Vowel Team Syllables - long a (ai, ay, ea, ey)
Lessons 17-20	Vowel Team Syllables - long e (ee, ea, ey, ei)
Lessons 21-24	Vowel Team Syllables - long i (ie, igh, y)
Lessons 25-28	Vowel Team Syllables - long o (oa, oe, ow)
Lessons 29-31	Vowel Team Syllables - long u (ew, ue, ui)
Culminating Task	No Words In Practice Lessons

Because of Winn-Dixie	Syllable Types
Lessons 1-3	Vowel Team Syllables: oi and oy (e.g., boil and toy)
Lessons 4-6	Vowel Team Syllables: ow and ou (e.g., now and cloud)
Lessons 7-9	Vowel-Consonant-e
Lessons 10-12	R-controlled vowels - ar
Lessons 13-15	R-controlled vowels - or and ore
Lessons 16-18	R-controlled vowels - er
Lessons 19-21	R-controlled vowels - ir
Lessons 22-24	R-controlled vowels - ur
Lessons 25-28	Schwa
Lessons 26-29	Consonant-le (final stable syllables)
	Syllable Division
Lessons 30-32	Syllable Division Rule: vc/cv (e.g., nap/kin)
Lesson 33	Syllable Division Rule: v/cv (e.g., o/pen)
Lesson 34	Syllable Division Rule: vc/v (e.g., hu/man)
Lesson 35	Review Syllable Division Patterns: vc/cv, v/cv, and vc/v
Culminating Task	No Words In Practice Lessons

Treasure Island	Syllable Types
Lessons 1-3	Vowel Team Syllables: oi and oy (e.g., boil and toy)
Lessons 4-6	Vowel Team Syllables: ow and ou (e.g., now and cloud)
Lessons 7-9	R-controlled vowels - ar
Lessons 10-12	R-controlled vowels - or and ore
Lessons 13-15	R-controlled vowels - er
Lessons 16-18	R-controlled vowels - ir
Lessons 19-21	R-controlled vowels - ur
Lessons 22-24	Vowel-Consonant-e
Lessons 25-27	Consonant-le (final stable syllables)
	Syllable Division
Lessons 28-29	Syllable Division Rule: vc/cv (e.g., nap/kin)
Lesson 30	Syllable Division Rule: v/cv (e.g., o/open)
Lesson 31	Syllable Division Rule: vc/v (e.g., hu/man)
Lesson 32	Review Syllable Division Rules: vc/cv, v/cv, and vc/v
Culminating Task	No Words In Practice Lessons

The Louisiana Purchase	Syllable Division
Lessons 1-2	Syllable Division Rule: vc/ccv (e.g., dis/trict)
Lessons 3-4	Syllable Division Rule: vcc/cv (e.g., pump/kin)

The Louisiana Purchase	Syllable Division
Lessons 5-6	Review Division Rules: vc/ccv and vcc/cv
	Morphology
Lessons 7-10	Common Prefixes and Suffixes
Lessons 11-13	Common Prefixes & Derivational Suffixes
Lessons 14-20	Common Greek and Latin roots and affixes
Lessons 21-24	Irregular Spellings
Lessons 25-29	Spiral Review
Culminating Task	No Words In Practice Lessons

Voices in America	Syllable Division
<i>Coming soon</i>	Syllable Division Rule: vc/ccv (e.g., dis/trict)
	Syllable Division Rule: vcc/cv (e.g., pump/kin)
	Review Division Rules: vc/ccv and vcc/cv
	Morphology
	Common Prefixes and Suffixes
	Common Prefixes & Derivational Suffixes
	Common Greek and Latin roots and affixes
	Irregular Spellings
	Spiral Review

Voices in America		Syllable Division	
Culminating Task		No Words In Practice Lessons	

Skills, Definitions, & Coding

Syllable Types

Knowing the six syllable types allows readers to identify patterns in words and determine how vowels and consonants work together to produce sounds in single- and multisyllabic unfamiliar words.

Definitions	Coding	Example
Closed Syllable Type	Short vowels coded with a breve (ă, ě, ĭ, ǒ, ŭ)	tŭb, pĭc/nĭc
Open Syllable Type	Long vowels coded with a macron (ā, ē, ĭ, ō, ū)	gō, pō/tā/tō
Vowel Team Syllable Type	Vowel teams are underlined. The long vowel is coded with a macron.	rāin, rāil/wāy
R-controlled Syllable Type	R-controlled vowels get an arc or scoop under both the vowel and the r.	cgr, rē/cord
Vowel-Consonant-e Syllable Type	The long vowel is coded with a macron. Silent e is crossed out.	brākē, lifē/līnē
Consonant-le/Final Stable Syllable Type	The long vowel is coded with a macron. A bracket is placed before the final stable consonant that precedes the -le.	tā/[ble

Syllable Division

Syllable division is a foundational reading skill that helps learners decode unfamiliar words, improve fluency, strengthen spelling, expand vocabulary, and pronounce words correctly. As readers become more skilled at recognizing syllable patterns, they can access complex grade-level texts with greater confidence and accuracy.

Definitions and Coding	Examples
Syllable Division Rule: vc/cv	nap/kin
Syllable Division Rule: v/cv	o/pen
Syllable Division Rule: vc/v	hu/man
Syllable Division Rule: vc/ccv	dis/trict
Syllable Division Rule: vcc/cv	pump/kin

Stressed/Unstressed Syllables

Definition	Coding Example
Stress pattern refers to a word’s syllables and determines whether a syllable is stressed or unstressed. Stressed syllables typically contain clear vowel sounds, whereas unstressed syllables often contain reduced vowels, such as schwa.	

Morphology

Morphology helps readers decode unfamiliar words and improve reading comprehension by breaking multisyllabic words down, allowing students the opportunity to identify core Greek and Latin roots and common prefixes and suffixes.

Skill	Root/Affix	Examples
Greek Roots	graph, scope, therm, photo, tele, bio, astro	• telegraph • microscope • astronaut
Latin Roots	rupt, dict, port, ject, spec, aud, ped	• interrupt • dictionary • audience
Prefixes	un-, re-, dis-, pre-, mis-, im-	• undetermined • disbelief • misaligned
Suffixes	-ful, -less, -er, -est, -ly, -able, -ible, -ness	• thoughtless • miserably • approachable

Words with Irregular Spellings

Readers frequently encounter common irregularly spelled words. Irregularly spelled words have unexpected grapheme-phoneme correspondences. Readers map the regular sounds and explicitly learn the “tricky parts” by utilizing a word’s morphology and/or etymology.

Timing & Implementation

Each Words in Practice activity requires ten minutes of instructional time. These are core activities and should not be skipped.

[ELA Guidebooks 3–5 \(2022\)](#) lessons include both core and optional activities. Most lessons are designed for 60–90 minutes of instruction, including the 10 minutes allotted for Words in Practice. Some lessons, however, may exceed 90 minutes. When lessons exceed 90 minutes, teachers should determine the necessary adjustments needed for lesson pacing. The use of optional activities should be based on the students’ need for the focus of the optional activity.