

Appendix A: Overview of the Grade 3 Skills Program

THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, they will not be able to achieve reading comprehension, no matter how much oral language they can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension. If the sentences the person is attempting to read are sentences they could not understand if they were read aloud to them, then there is not much hope that they will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

R = D x C		
In this equation, each of the letters is a variable that stands for a specific skill:		
R is a measure of reading comprehension ability.	D is a measure of decoding skills.	C is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ($D > 0$) and you also have some language comprehension ability ($C > 0$), you will probably also have some reading comprehension ability ($R > 0$). How much reading comprehension ability you have will depend on the exact values of D and C .

What does it mean to have no decoding ability ($D = 0$)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ($C = 0$)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

THE BASIC AND ADVANCED CODE

Understanding How Phonics Is Taught

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are taught the **Basic Code** and the **Advanced Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ou/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/.

The Advanced Code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the Basic and Advanced Code.

Basic and Advanced Code: Consonants

Phoneme	Basic Code Spellings	Advanced Code Spellings	Example Words
/b/	'b'	'bb'	bat , ebb
/ch/	'ch'	'tch', 't'	ch op, watch , fu t <u>ture</u>
/d/	'd'	'dd', 'ed'	ma d , rudder , play ed
/f/	'f'	'ff', 'ph', 'gh'	fox , stuff , ph one, roug h
/g/	'g'	'gg', 'gu', 'gh', 'gue'	g et, egg , gu ess, gh ost, vag ue
/h/	'h'	'wh'	hat , wh o
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	j ump, g iant, jud ge, judg ing, bar ge, edu cation
/k/	'c', 'k'	'ck', 'cc', 'ch'	cat , kit , rock , raccoon , sch ool
/l/	'l'	'll'	lip , bell
/m/	'm'	'mm', 'mn', 'mb'	mat , hammer , hymn , lamb
/n/	'n'	'nn', 'kn', 'gn'	net , run ner, kn ot, gn at
/ng/	'ng'	'n'	thi ng, thi nk
/p/	'p'	'pp'	pit , pepp er
/qu/	'qu'		quit
/r/	'r'	'rr', 'wr', 'rh'	red , squir rel, w rong, rh ombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	sit , dress , city , sci ence, whi stle, prin ce, rin se
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	sh ip, ass ure, su re, ch ef, sess ion, tens ion, Marti an, Greci an
/t/	't'	'tt', 'ed', 'bt'	top , mitt , walk ed, doub t
/th/	'th'		thin
/th/	'th'	'the'	th em, bat he
/v/	'v'	've'	vet , val ve
/w/	'w'	'wh'	wet , wh en
/x/	'x'		tax
/y/	'y'		y es
/z/	'z'	'zz'	zip , buzz
/zh/	(none)	'ge', 'j', 's'	garage , Jacques , treas ure

Basic and Advanced Code: Vowels

Phoneme	Basic Code Spellings	Advanced Code Spellings	Example Words
/a/	'a'		cat
/ae/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	'ar'		arm
/aw/	'aw'	'au', 'ough', 'augh', 'al'	paw, pause, ought, naughty, wall
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	bed, head, said, says, many, friend
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	her, fir, fur, work, dollar, earth, hurry, courage
/i/	'i'	'y', 'ui', 'i_e'	sit, gym, build, give
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	fine, find, high, pie, my, style, bye, guy
/o/	'o'	'a', 'wa'	hot, lava, water
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	rope, no, toe, snow, boat
/oi/	'oi'	'oy'	oil, boy
/oo/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	'oo'	'u', 'oul'	wood, put, could
/ou/	'ou'	'ow', 'ough'	out, now, bough
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	for, bore, four, door, soar, award
/u/	'u'	'o', 'ou', 'o_e', 'e'	but, among, touch, come, the
/ue/	'u_e'	'u', 'ue', 'ew'	cute, pupil, hue, few
/ə/	'a'	'e'	about, debate
/ə/ + /l/	'al'	'le', 'el', 'ul', 'il'	animal, apple, travel, awful, pencil

Appendix B: Grade 3 Skills Scope and Sequence

UNIT 1

- oral blending and segmenting of sounds
- chaining exercises
- review of basic spellings for short and long vowel sounds
- review of consonant spellings including double-letter spellings, blends, and digraphs
- compound words and words with up to three syllables with open and closed syllable types
- words with inflectional and derivational endings, including spelling changes
- reading decodable passages fluently
- answering questions about passages in oral and written form
- dictation identification

UNIT 2

- chaining exercises
- two-letter separated digraph spellings of long vowels
- multiple-letter and tricky spellings for vowel teams
- consonant spellings for hard and soft 'c' and 'g' and alternate spellings for /j/ and /v/
- multisyllabic words with VCe and vowel team syllable types
- words with prefixes and suffixes, including spelling changes
- reading decodable passages fluently
- answering questions about stories in oral and written form
- dictation identification

UNIT 3

- r-controlled vowel and vowel team spellings
- schwa spellings and schwa + 'l' spellings
- tricky spellings for consonants, including /w/ > 'wh'; /s/ > 'sc', 'st', 'ce', and 'se'; and /sh/ > 'ss', 's', and 'ch'

- multisyllabic words with r-controlled and final stable syllable types
- words with prefixes and suffixes, including spelling changes
- reading decodable passages fluently
- answering questions about stories in oral and written form
- dictation identification

UNIT 4

- 'tion', 'sion', 'cian', 'tian', 'tial', and 'cial' spellings
- tricky vowel spellings /ə/ > 'o_e' (*love*) and /oo/ > 'o_e' (*move*)
- spellings for contractions, possessives, homophones, and homographs
- multisyllabic words with all six syllable types
- syllable division patterns VC/CV, CV/VC, V/CV, VC/V, VCC/CV, and VC/CCV
- words with prefixes and suffixes, including spelling changes
- reading decodable passages fluently
- answering questions about stories in oral and written form
- dictation identification

Appendix C: Using Chunking to Decode Multisyllabic Words

Mastering the various letter-sound correspondences taught in this program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

This program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., cat•fish, cup•cake, pea•nut, drive•way). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words.

Each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity. In addition to learning to decode two-syllable compound words, students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., yawn•ing, hunt•er, kick•ed). Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllabic words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: For multisyllabic words containing more than one syllable type, the syllables that exemplify each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)** always end in a consonant and are typically associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/): let, pad, rod, tin, fun, pic•nic, un•til
- **Open Syllables (V or CV)** always end with a vowel and are typically associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): go, me, hi, a•pron, fi•nal, com•pre•hend
- **VCe Syllables (V-C-E)** always follow the VCe pattern and are typically associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): cake, Pete, like, home, mule, mis•take, stam•pede
- **Vowel Team Syllables** always contain a vowel digraph or diphthong: joint, speak, proud, play, dis•may, be•low, coun•sel
- **R-Controlled Syllables** always contain an r-controlled vowel: art, curb, girl, fort, clerk, tur•nip, ar•tist, fe•ver

- **Final Stable Syllables always follow predictable spelling patterns and make an unstressed (schwa) sound:** raf•fle, pet•al, pen•cil, na•tion, ex•pres•sion

We emphasize the spelling of the syllable, to help students identify the syllable type, and then we teach them the most common vowel sound of the syllable type. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. There are instances in which students may need to adjust the vowel sound in one of the six syllable types to a schwa, depending on whether or not the syllable is unstressed. Some spellings for the schwa sound include 'a', 'e', 'i', 'o', 'le', 'al', 'il', 'el', 'tion', and 'sion'.

Here are some examples of syllables that may be classified as open or closed, but make the schwa sound:

- ben•efit (open syllable makes the schwa sound)
- ap•petite (open syllable makes the schwa sound)
- about (open syllable makes the schwa sound)
- hos•pit•al (closed syllable makes the schwa sound)
- e•vil (closed syllable makes the schwa sound)
- emo•tion (open syllable and closed final stable syllable make the schwa sound)

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for your students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word patterns to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar VC/V, VC/CV, VC/CCV, CVC/VC, etc.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels (VC/CV), we divide the syllables between the consonants, creating one or more closed syllables.

ad • mit

nap • kin

trum • pet

Note: For the purposes of using syllable division patterns, digraphs and trigraphs are considered to be one vowel or one consonant since the letters work together to make a single sound; for example, *birth•day* and *watch•men* follow the VC/CV pattern.

- When there are three consonants between two vowels (VC/CCV), in general, we divide the word so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon • ster

con • tract

pil • grim

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels (V/CV), we suggest first dividing the word in front of the consonant and sounding it out as an open syllable.

pu • pil

vi • rus

mo • ment

u • nit

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding out the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded out either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created.

cam • el

mel • on

pun • ish

lem • on

Finally, students will study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre•tend

non•sense

tri•cycle

re•peat

self•ish

sad•ness

help•less

By combining the specific code knowledge of letter-sound spellings with the ability to chunk multisyllabic words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Appendix D: Tricky Words (High-Frequency Irregular Words)

“TRICKY WORDS” DEFINED

In Amplify CKLA Grade 3 Skills, the term Tricky Word refers to a word that cannot be completely decoded using the sound-spelling correspondences that students have been taught so far. In other words, the word is not pronounced quite the way you would expect it to be based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word.

When introducing these words, the directions instruct you to point out which parts are regular and can be blended and which parts are not regular and simply must be remembered.

Tricky Words vs. High-Frequency Words

The Dolch and Fry word lists for each grade level are comprised of frequently used words that students encounter during reading and use in their writing. Many of the words on the lists are completely decodable using phonics rules, while others are not. In this program, the term Tricky Word is used to refer to a word that does not follow basic phonics and spelling rules (i.e., high-frequency irregular words). Because the program approaches decodable high-frequency words as regular words, students regularly practice reading and writing them throughout the year. These words are not included in our lists of Tricky Words.

Non-decodable, or irregular, high-frequency words are taught as Tricky Words, where the teacher highlights the parts of the word that are not tricky, following regular code rules, and explicitly teaches the part or parts of the word that are tricky to improve students' automatic word recognition skills. Explicit and direct teaching and review of Tricky Words are located in the Additional Support section of the lesson.

Why This Approach Works

Sounding out is a useful strategy for irregular words because about 66% of irregular words contain only one sound that does not make its common sound. For example, students who recognize the three common sounds in the irregular word “want” (/w/, /n/, /t/) will recognize the word more quickly than students who rely only on memorization.

AMPLIFY GRADE 3 SKILLS TRICKY WORDS**Unit 1**

Lesson	Word	Dolch List #	Fry List #	Zeno List #
1	thank	170		2240
1	begin		308	558
1	also		151	85
1	most		119	76
1	kind	99	184	228
1	learn		204	320
1	someone			429
3	want	195	149	169
3	many	111	59	61
3	even		166	104
3	together	185	255	203
3	these	177	62	62
3	find	56	94	138
3	world		207	144
5	sure		343	281
5	ready		533	469
5	put	141	158	160
5	done	44	417	302
6	read	143	175	220
6	away	16	193	145
6	known		460	296
6	easy		337	567

Lesson	Word	Dolch List #	Fry List #	Zeno List #
6	almost		296	212
6	light	103	229	205
6	work	213	111	116
8	ball		511	610
8	could	39	83	68
8	family		310	239
8	should		205	131
8	air		192	178
8	along		240	201
10	while		239	163
10	become		344	260
10	fall	53	404	612
10	listen		366	951
10	beautiful		587	629
10	another		161	123
10	show	156	150	293
11	again	3	187	161
11	too	186	140	109
11	couldn't			623
11	enough		289	206
11	follow			651
11	around	11	152	124
11	laugh	101		2236
13	both	26	253	179
13	though		484	274
13	open	130	247	323
13	every	51	210	152

Lesson	Word	Dolch List #	Fry List #	Zeno List #
13	young		303	224
13	those	181	252	151
13	old	125	142	133
15	were	202	37	31
15	ghost			3380
15	against		382	225
15	behind		471	329
15	great		132	126
15	would	214	66	49
15	any	9	143	117
16	call	32	90	402
16	been	19	89	65
16	meant			905
16	told		333	252
16	always	5	251	175
16	know	100	112	101
16	sometimes		300	204
18	use		44	119
18	answer		200	462
18	example		248	209
18	come	38	100	129
18	group		257	261
18	does	43	160	182
18	idea		288	339
20	please	138		1236
20	anywhere			2160
20	describe		622	1125

Lesson	Word	Dolch List #	Fry List #	Zeno List #
20	don't			166
20	probably		571	359
additional L1	oh		428	584
additional L1	pulls			4532
additional L3	about	1	57	43
additional L3	head		231	219
additional L3	happened		358	521
additional L6	before	20	137	108
additional L6	gone		600	498
additional L6	horse		324	721
additional L6	pulled		392	730
additional L6	finally		425	451
additional L10	change		188	265
additional L10	energy		537	282
additional L10	color		316	751
additional L11	voice		394	416
additional L11	nothing		452	312
additional L11	anything		534	337
additional L11	ago		466	344
additional L11	able		507	308
additional L11	cough			7023
additional L13	very		120	83
additional L13	mother		199	190
additional L15	ghastly			15410
additional L16	house		195	154
additional L16	since		330	223
additional L18	hours		355	516

Lesson	Word	Dolch List #	Fry List #	Zeno List #
additional L18	scientists		455	626
additional L18	record		593	1025
additional L18	inches		440	1353
additional L18	questions		319	523
additional L18	sky		601	638

Unit 2

Lesson	Word	Dolch List #	Fry List #	Zeno List #
1	audition			
3	through	190	55	96
3	language	199	38	527
3	different	29	33	140
3	door		97	295
3	something	73	256	164
5	didn't			240
5	thought	204	39	159
5	months	168	145	658
6	surface	33	148	457
6	live		46	214
6	certain		245	287
6	piece	203	35	641
6	eyes	128	29	230
6	close		285	378
8	answers			1548
8	earth	93	8	257
8	move	131	28	299

Lesson	Word	Dolch List #	Fry List #	Zeno List #
8	mountain	57	87	790
10	giddy			15412
10	circuit			3545
10	whistle			4411
10	toward		262	289
10	walk	95		631
10	distance	102	297	788
13	money	41	98	259
13	goes	122	93	738
13	ocean	124	189	642
13	carefully	152	78	608
13	important		345	162
15	school	22	351	172
16	thoughtfully			6655
16	grocery			4640
16	eventually			1620
16	cautious			7280
16	buildings			909
18	only	148	259	74
18	contain		434	1174
20	special	200	162	298
20	situations			2366
20	temperatures			2272
20	system	86	498	254
21	doesn't			810
21	designs			4636
21	mountainous			8857

Lesson	Word	Dolch List #	Fry List #	Zeno List #
25	aren't			2067
25	thoughtfulness			
25	eye		378	746

Unit 3

Lesson	Word	Dolch List #	Fry List #	Zeno List #
1	friends		336	420
1	heart		565	555
1	raised		613	896
1	buy	30		571
1	encouragement			9227
1	moisten			
3	clothes		617	737
3	pair		516	1446
3	rehearse			18818
3	builders			6168
3	build			662
5	early		362	273
5	produce		447	592
5	children		263	200
5	people's			2056
6	folks			3831
8	machine		464	800
8	talk		304	430
8	mind		551	368
8	notice		399	789

Lesson	Word	Dolch List #	Fry List #	Zeno List #
8	course		445	297
8	country		217	241
10	carry	35	277	602
10	heavy		514	573
10	villains			
11	among		503	309
11	common		480	413
11	several		372	253
11	thousands		488	691
11	didn't			240
11	wasn't			654
13	whether		616	453
13	wheels		457	1691
15	sign		592	920
15	second		284	284
15	alphabet			4145
15	vowel		380	9520
15	interest		582	634
15	between		214	156
16	usually		334	247
16	cells		549	543
16	mysteries			6784
18	wild		596	793
18	half		420	369
18	tranquil			19240
21	weather		606	718
21	Palais Garnier			

Lesson	Word	Dolch List #	Fry List #	Zeno List #
21	crepe			
21	Eiffel			
21	Louvre			
21	croissant			
21	whose			703
23	center		531	526
23	measure		360	1132
23	area		321	372
23	quiche			
additional L21	beginning		249	565
additional L21	whole		359	335

Unit 4

Lesson	Word	Dolch List #	Fry List #	Zeno List #
1	oceans			1492
1	islands			9859
1	Hawaiian			456
3	figure		409	456
5	obvious			2309
5	atmosphere			
6	exhausted			4581
6	routine			3639
8	hygiene			
10	million		603	632
10	iron			
10	crucial			

Lesson	Word	Dolch List #	Fry List #	Zeno List #
10	physicians			
11	courageous			12665
13	lyrics			
15	chameleon			17175
15	imagine			1164
15	direction		530	728
15	built		519	437
16	english		418	436
18	material		512	613

Words that are not on the Dolch, Fry, and/or Zeno list(s) will not have a number in those respective columns.