

Individual Code Chart

Skills Strand

GRADE 3

Core Knowledge Language Arts®



Name: _____

Consonant Sounds and Spellings

/p/	p pot	pp napping			
/b/	b bat	bb rubbing			
/t/	t top	tt sitting	ed asked		
/d/	d dot	ed filled	dd add		
/k/	c cat	k kid	ck black	ch school	cc hiccup
/g/	g gift	gg egg	gu guess	gh ghost	
/ch/	ch chin	tch itch			
/j/	g gem	j jump	ge fringe	dge judge	dg judging
/f/	f fit	ff stuff	ph phone	gh tough	
/v/	v vet	ve twelve			

Consonant Sounds and Spellings

/s/ s sun c cent ss dress ce prince se rinse st whistle sc scent

/z/ s dogs z zip se pause zz buzz ze bronze

/th/ th thin

/th/ th them

/m/ m mad mm swimming mb thumb

/n/ n nut nn running kn knock gn sign

/ng/ ng sing n pink

/r/ r red rr ferret wr wrist

/l/ l lip ll bell

/h/ h hot

/w/ w wet wh when

/y/ y yes

/x/ x tax

/sh/ sh shop ch chef

/qu/ qu quit

Vowel Sounds and Spellings

/a/

a
hat

/i/

i
it

y
myth

/e/

e
pet

ea
head

/u/

u
but

o
son

o_e
come

ou
touch

/o/

o
hop

wa
water

a
lava

/ə/

a
about

e
debate

/ə/+/l/

al
animal

le
apple

el
travel

ul
awful

il
pencil

/ae/

a
paper

a_e
cake

ai
wait

ay
day

ey
hey

eigh
weight

ea
great

/ee/

y
funny

e
me

i
ski

ea
beach

ee
bee

ie
cookie

ey
key

e_e
Pete

/ie/

i
biting

i_e
bite

y
try

ie
tie

igh
night

Vowel Sounds and Spellings

/oe/	o open	o_e home	ow snow	oa boat	oe toe				
/ue/	u unit	u_e cute	ue cue						
/oo/	oo soon	u student	u_e tune	ew new	ue blue	ou soup	ui fruit	o do	o_e move
/oo/	oo look	u push							
/ou/	ou shout	ow now							
/oi/	oi oil	oy toy							
/aw/	au Paul	aw paw	al wall	ough bought	augh caught				
/ar/	ar car								
/er/	er her	or work	ur hurt	ar dollar	ir bird	ear earth			
/or/	or for	ore more	ar war	our four	oar roar	oor door			

USING CHUNKING TO DECODE MULTISYLLABLE WORDS

Mastering the various letter-sound correspondences taught in CKLA 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 multisyllable 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.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun·set). This is done in both the workbooks and readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA 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. In addition, 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, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., yawn·ing, hunt·er, kick·ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g., batt·ed, bigg·er, bunn·y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that the students have been taught to process them, e.g., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as batt·ed or bat·ted.) 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 multisyllable 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: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC ,VC, CCVCC, etc.)—always associated with a “short” vowel sound, e.g., /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic·nic, un·til
- **Magic E Syllables (V-C – E)—always associated with a “long” vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis·take, stam·pede

- **Vowel Digraph Syllables** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV) – always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/:** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant-LE Syllables (C-LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant-LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

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 here only to establish a common vocabulary for teachers as they use the CKLA 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 pattern 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 CVC, VC, CCVCC, etc., spelling pattern they encountered in one syllable words in kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units in CKLA since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

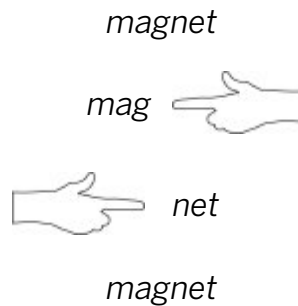
- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic-E syllable, vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get *for · get* *es · cape* *ig · loo* *scoun · drel* *char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

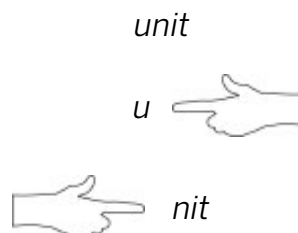
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility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

- When only one consonant stands between two vowels, 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



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 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 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

lemon

lem 

 *on*

In Grade 2, students are also introduced to consonant *-le* syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant *-le*, we divide in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

ban · gle


twin · kle

sta · ble

cra · dle

tur · tle

simple

sim 

 *ple*

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. 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. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout de · pos · it med · al e · vil nick · el lo · tion

As noted earlier, the consonant *-le* syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they 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 taught in Kindergarten – Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.