

Grade 3

Directions: Use this tool to plan instruction based on results from the Spelling task (GK-1), with groups where spelling will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY
 MOY
 EOY

	Student	Consonant	Short Vowel	Long Vowel	Consonant Blend/ Consonant Digraph*	Vowel Digraph or Diphthong**	r-Controlled Vowel	Ending	Irregular Patterns/ Complex Consonant	Compound Word	Double Consonant	Soft c	Notes
Group 1													
Group 2													
Group 3													
Group 4													
Intervention Activities Guide ***		Initial Consonant Substitution Page 62	Middle Vowel Substitution Page 66	Long Vowel Sounds Page 72	Consonant Digraphs Page 77	Short Vowel Sounds Page 69	r-Controlled Vowels Page 76	Inflectional Endings Page 90	High-Frequency Words Page 100	Compound Words Page 96	Consonant Doubling Page 89	Letter to Sounds Linking Page 54	

*(e.g., sh, ch, ck)
 **(e.g., ay, ew, oy, ough)

***Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.