

Fourth Grade Phonics Scope and Sequence With Concepts of Print and Phonemic Awareness

CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* • CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed. • CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). • CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs. • CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>I can correctly use homophones.</p> <p>I can spell 4th grade words correctly.</p> <p>I can use affixes as clues to meaning.</p> <p>I can explain the meaning of common idioms, adages, and proverbs.</p> <p>I can understand antonyms and synonyms.</p>	<p><u>Spelling Sourcebook for 4th Grade Teachers</u> by Rebecca Sitton</p>	<p>Weekly cloze story tests and periodic writing samples</p>

Vocabulary Study - Use Making Meaning as your guide for vocabulary words each week.

Base Words and Root Words	<p>Base Words - have meaning in and of themselves and can stand alone without prefixes or suffixes (i.e. “read” as in reread or reading)</p> <p>Root Words - do not have meaning without prefixes or suffixes being attached and cannot stand along (i.e. “pend” - as in expendable)</p>
Prefixes (students need to know the meanings of and be able to appropriately use prefixes)	Decode, read, and write words with prefixes o re-, un-, dis-, mis-, pre-, ex-, non-, in-, im-, fore-,uni-, bi-, tri-
Latin Suffixes	Prefixes - pre-, post-, co-, de-, dis-, non-, sub-, semi-, over-, ad-, trans- Suffixes -able, -ible, -ation, -fy, -ify, -ment, -ty, -ity
Greek Affixes	Prefixes - a-, an-, anti-, auto-, ant-, therm-, hydro-, geo-, micro-, bio-, bi-, tele-, circum- Suffixes -ism, -ist, -ize, -ive, -ice, -gram, -graph, -logy, -phone, -meter, -log, -logue
Superlatives	-er, -est (meaning more/most) -ance

Syllable Types	<ul style="list-style-type: none"> • Syllables VCCCV - pil/grim, mon/ster, sur/prise, part/ner, hun/dred, com/plete • Closed Syllables - has one vowel (with short vowel), and ends in one consonant(s) • Open Syllables - has one vowel; vowel is at the end of the syllable; vowel usually has the long vowel sound (cre/ate, i/dea, ra/di/o, pi/an/o, ster/e/o) • Silent e - has a vowel consonant (e) pattern, with a long vowel sound • Vowel Teams - two vowels together that make one vowel sound controlled - single vowel followed by the letter (r) and has neither the long nor the short vowel sound, but has it's own unique sound • Consonant (le) this pattern occurs as an unaccented final syllable
Long final e	ie, ey, y
Final syllable	le, al, en, er, ar, ur
Irregular Plurals	<ul style="list-style-type: none"> • Change f to v then add -s or -es = knife to knives, leaf to leaves • Change the vowel or Change the word or Add a different ending = man-men, child-children, mouse-mice
Possessives (Singular, Plural, Pronoun)	
Multisyllabic Word Strategies (Using word parts, for example; prefix + base word + suffix)	joyfully, refilled, leadership, gracefully, disagreement
Silent Consonants	

Nouns ending in e - drop to make adjective	bone - bony
Word Relationships	Multiple meaning words - (corner, walk, shop) Synonyms (words with similar or same meaning - begin/start) Antonyms (opposites - break/fix) Homophones (sound same, different meaning - blue/blew) Homonyms (spelled same, different meaning - read/read)

Spelling - Based on Rebecca Sitton					
Core Words	word frequencies 336-500	Document of Words			
No-Excuse Words "No Excuses" Words are those which students are held accountable. They are expected to spell them correctly in all of their everyday writing. They are taken from the list of core words.	the of and a to in is you that it he for all them then she many some so these would	was on are as with his they at be this from I have or one had I have or one had not but what all were when we their said if do	with his they at be this from I have or one had not but what all were when we their said if do	into has more her two like him see time could no make than first been its who now people my made over will only way find	other can an your which use may water long little we there each about how up out did down very after words called just where most know