

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

CCSS	Learning Target
CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.	I can form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.	I can form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.2d Form and use possessives.	I can form and use possessives.
CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
CCSS.ELA-Literacy.L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	I can use spelling patterns and generalizations in writing words.
CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use reference materials to check and correct my spellings.

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□, -mid, -over, -ab, -pro, -con, -ob
Suffixes (students need to know the meanings of and be able to appropriately use suffixes)	Decode, read, and write words with suffixes o □y, □ly, □ily, -or, ess, -ist □ness, □ful, □less, □ture, □sure, □able, □ible, □ment, □hood, -tion, -sion
Comparative Suffixes	-er, -est (meaning more)
Latin Suffixes	-or, -ous, -ent, -sion, -tion, -tude, -our (journey)
Compound Words	heartbeat, afternoon, scarecrow
Contractions	we've, that's, they've, you've, won't, we're, they're, you're, what's
Diphthongs	oi, oy
Variant Vowels	al, au, aw, ew, oo, a, alt, alk, all, ough Examples: almost, always, because, fault, straw, walk, cook
Homophones	our; hour, ate; eight
Three Letter Consonant Blends	squ, spl, thr
Possessives	

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) 0 this pattern occurs as an unaccented final syllable
Inflectional Endings	<ul style="list-style-type: none"> -ing, -ed Plurals - s, -es, -y Unusual Plurals: -f, -fe, if (scarf - scarves) -and all the rules associated with these endings
Syllable Patterns	<ul style="list-style-type: none"> double consonant vcv (vowel-consonant-vowel) - vccv vvcv vcccv vv
Accented Syllables	<ul style="list-style-type: none"> -or, -ar, -er, ir, ur Examples: third, verb, Thursday, early, world
Unaccented Final Syllables	<ul style="list-style-type: none"> -le, -el, il, al -en, -on, -ain -et, -it, -ate c+le - (bugle, handle, trouble, puddle) al - natural
Unaccented Syllables/Word Parts (schwa)	above, afraid, another, dinosaur, upon, animals, nickel, sugar, paper

Multisyllabic Words (Using word parts, for example; prefix + base word + suffix)	joyfully, refilled, leadership, gracefully, disagreement
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Spelling - Based on Rebecca Sitton			
Core Words	word frequencies 171-335	Document of Words	

Spelling - Based on Rebecca Sitton

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.

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