# Fourth Grade Phonics Scope and Sequence

With Concepts of Print and Phonemic Awareness

<table>
<thead>
<tr>
<th>CCSS</th>
<th>Learning Target</th>
<th>Resources/ Mentor Texts</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.L.4.1g</td>
<td>I can correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td>Spelling Sourcebook for 4th Grade Teachers by Rebecca Sitton</td>
<td>Weekly cloze story tests and periodic writing samples</td>
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<tr>
<td>CCSS.ELA-Literacy.L.4.2d</td>
<td>I can spell 4th grade words correctly, consulting references as needed.</td>
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<tr>
<td>CCSS.ELA-Literacy.L.4.4b</td>
<td>I can use affixes as clues to meaning.</td>
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<tr>
<td>CCSS.ELA-Literacy.L.4.5b</td>
<td>I can explain the meaning of common idioms, adages, and proverbs.</td>
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<tr>
<td>CCSS.ELA-Literacy.L.4.5c</td>
<td>I can understand antonyms and synonyms.</td>
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*Revised 8/22/13*
<table>
<thead>
<tr>
<th>Vocabulary Study - Use Making Meaning as your guide for vocabulary words each week.</th>
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</table>
| **Base Words and Root Words** | **Base Words** - have meaning in and of themselves and can stand alone without prefixes or suffixes (i.e. “read” as in reread or reading)  
**Root Words** - do not have meaning without prefixes or suffixes being attached and cannot stand along (i.e. “pend” - as in expendable) |
| **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-, 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                      | • 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               | • 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  
<p>| Silent Consonants                | |</p>
<table>
<thead>
<tr>
<th>Nouns ending in e - drop to make adjective</th>
<th>bone - bony</th>
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</thead>
<tbody>
<tr>
<td><strong>Word Relationships</strong></td>
<td>Multiple meaning words - (corner, walk, shop)</td>
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<tr>
<td></td>
<td>Synonyms (words with similar or same meaning - begin/start)</td>
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<td></td>
<td>Antonyms (opposites - break/fix)</td>
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<tr>
<td></td>
<td>Homophones (sound same, different meaning - blue/blew)</td>
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<tr>
<td></td>
<td>Homonyms (spelled same, different meaning - read/read)</td>
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<tr>
<td>Spelling - Based on Rebecca Sitton</td>
<td>Document of Words</td>
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<td>----------------------------------</td>
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<tr>
<td><strong>Core Words</strong></td>
<td>word frequencies 336-500</td>
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<tr>
<td><strong>No-Excuse Words</strong></td>
<td>&quot;No Excuses&quot; 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.</td>
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</tbody>
</table>

The table below lists the words: the, of, and, 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, 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,