

# Phonics T1

Content Area: **ELA**  
Course(s):  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## NJSLS ELA

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	Phonics and Word Recognition
ELA.L.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
ELA.L.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA.L.RF.3.3.B	Decode words with common Latin suffixes.
ELA.L.RF.3.3.C	Decode multisyllable words.
ELA.L.RF.3.3.D	Read grade-appropriate irregularly spelled words.
ELA.L.RF.3.3.E	Analyze the parts of high-frequency words that are regular and the parts that are irregular.
	Spelling
ELA.L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
	Sentence Composition (Grammar, Syntax, and Punctuation)

## Rationale and Transfer Goals

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Grade 3 Phonics and Word Study lessons are built around a strong scope and sequence that progresses from simple to complex, with built-in review and repetition to ensure mastery of skills over time.

## Enduring Understandings

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- Recognizing and applying phonics rules and word patterns allows readers to decode unfamiliar words, improving both reading fluency and spelling accuracy.
- Mastery of phonics skills builds a strong foundation for understanding more complex vocabulary, enabling students to become confident, independent readers and writers.

## Essential Questions

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- How can understanding the rules and patterns of phonics help us read and spell more effectively?
- How does recognizing word structures and syllable patterns improve our ability to decode unfamiliar words?

## Content, Learning Targets, and Activities

<p>Week 1 September 23 - 27</p>	<p>Unit 1-1 Animal Adaptions</p> <p>Whole Group:</p> <p>Lesson 1 pages 16-17</p> <p>Lesson 2 pages 20-21</p> <p>Lesson 3 pages 22-23</p> <p>Small Group:</p> <p>Lesson 4 pages 24-25</p> <p>Lesson 5 pages 26-27</p> <p>Phonics/Word Study and Vocabulary: Short Vowels</p> <p>Spelling Words: product, contact, address, upset, helpful, until, listen, bread</p> <p>High Frequency Words: of for , from, said, all, and, both, by, call, the</p>
<p>Week 2 September 30 - October 4</p>	<p>Unit 1-2:</p> <p>Whole Group:</p>

	<p>Lesson 1 pages 28-29</p> <p>Lesson 2 pages 32-33</p> <p>Lesson 3 pages 34-35</p> <p>Small Group:</p> <p>Lesson 4 pages 36-37</p> <p>Lesson 5 pages 38-39</p> <p>Phonics/Word Study and Vocabulary: long a</p> <p>Spelling Words: able, afraid, indicate, hooray, Tuesday, explained, became, raise</p> <p>High Frequency Words: was saw too never wash water no right is into</p>
<p>Week 3</p> <p>October 7 - October 11</p>	<p>Unit 1-3</p> <p>Whole Group:</p> <p>Lesson 1 pages 4-5</p> <p>Lesson 2 pages 8-9</p> <p>Lesson 3 pages 10-11</p> <p>Small Group:</p> <p>Lesson 4 pages 12-13</p> <p>Lesson 5 pages 14-15</p>

	<p>Phonics/Word Study and Vocabulary: Long o</p> <p>Spelling Words: float tomorrow continue broken obey few contribute united</p> <p>High Frequency Words: one once want also another better bring because if new</p>
<p>Week 4</p> <p>October 14 - 18</p>	<p>Unit 2-1: Ways characters shape stories</p> <p>Whole Group:</p> <p>Lesson 1 pages 16-17</p> <p>Lesson 2 pages 20-21</p> <p>Lesson 3 pages 22-23</p> <p>Small Group:</p> <p>Lesson 4 pages 24-25</p> <p>Lesson 5 pages 26-27</p> <p>Phonics/Word Study and Vocabulary: Long e</p> <p>Spelling Words: really either cheese monkey only piece compete medium</p> <p>High Frequency Words: there their they about always any blue away before found</p>
<p>Week 5</p> <p>October 21 - 25</p>	<p>Unit 2-2</p>

	<p>Whole Group:</p> <p>Lesson 1 pages 28-29</p> <p>Lesson 2 pages 32-33</p> <p>Lesson 3 pages 34-35</p> <p>Small Group:</p> <p>Lesson 4 pages 36-37</p> <p>Lesson 5 pages 38-39</p> <p>Phonics/Word Study and Vocabulary: long i</p> <p>Spelling Words: myself final write science fries bright provided island</p> <p>High Frequency Words: could would should ask around number came same out our</p>
<p>Week 6</p> <p>October 28 - November 1</p>	<p>Unit 2-3</p> <p>Whole Group:</p> <p>Lesson 1 pages 4-5</p> <p>Lesson 2 pages 8-9</p> <p>Lesson 3 pages 10-11</p> <p>Small Groups:</p> <p>Lesson 4 pages 12-13</p> <p>Lesson 5 pages 14-15</p>

	<p>Phonics/Word Study and Vocabulary: Compound words and Contractions</p> <p>Spelling Words: underline everyone sometimes whatever underwater firefighter something cardboard</p> <p>High Frequency Words: again are wash be but after them four just things</p>
<p>Week 7</p> <p>November 4 - 8</p>	<p>Unit 3-1: Government for the people</p> <p>Whole Group:</p> <p>Lesson 1 pages 16-17</p> <p>Lesson 2 pages 20-21</p> <p>Lesson 3 pages 22-23</p> <p>Small Group:</p> <p>Lesson 4 pages 24-25</p> <p>Lesson 5 pages 26-27</p> <p>Phonics/Word Study and Vocabulary: r controlled vowels (ar, or, oar, ore)</p> <p>Spelling Words: alarm charge starving forgot import ornament forward carnivore</p> <p>High Frequency Words: been both water round then full funny through today together</p>

Week 8  
November 11 - 15

Unit 3-2

Whole Group:

Lesson 1 pages 28-29

Lesson 2 Pages 32-33

Lesson 3 Pages 34-35

Small Group:

Lesson 4 pages 36-37

Lesson 5 pages 38-39

Phonics/Word Study and Vocabulary: r-controlled Vowel (er ir ur)

Spelling Words: circus summer serve occur return thirteen dangerous caterpillar

High Frequency Words: buy carry were know cold went white does light goes

Week 9  
November 18 - 22

Unit 3-3

Whole Group:

Lesson 1 pages 28-29

Lesson 2 Pages 32-33

Lesson 3 Pages 34-35

	<p>Small Group:</p> <p>Lesson 4 pages 36-37</p> <p>Lesson 5 pages 38-39</p> <p>Phonics/Word Study and Vocabulary: Closed Syllables</p> <p>Spelling Words: button, collect lesson problem subject suddenly except basket</p> <p>High Frequency Words: these those word only open don't done each every even</p>
<p>Week 10</p> <p>November 25 - 29</p>	<p>Extra Week used for additional phonics time and/or</p> <p>NJSLA practice lessons for response writing. Short readings with short/extended response questions.</p> <p>Use RACE strategies (Restate the question, Answer the question, Cite Evidence from the text).</p>

### **Assessments**

Unit 1 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 2 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 3 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

### **Career Awareness, Exploration, Preparation, and Training**

- Career Awareness: Understanding how language works allows students to explore various careers that require strong communication skills, such as writing, teaching, journalism, and public speaking.



Literacy opens doors to learning about diverse fields.

- **Career Exploration:** Strong reading and decoding skills enable students to research different professions, understand job descriptions, and explore educational requirements for future careers. Phonics mastery helps them read complex texts related to career exploration.
- **Career Preparation:** Phonics skills lay the groundwork for effective communication, which is crucial in the workplace. Whether it's writing reports, understanding technical manuals, or following written instructions, strong literacy supports success in any profession.
- **Career Training:** In careers that require ongoing learning and training, being able to decode unfamiliar words and comprehend complex materials is vital. Phonics and word study help students build these lifelong learning skills

## **Life Literacies & Key Skills**

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- **Reading Comprehension:** Mastery of phonics allows students to decode words efficiently, leading to stronger reading comprehension. This skill is vital for understanding instructions, reading contracts, engaging with news, and navigating daily tasks in life.
- **Written Communication:** Understanding word patterns and spelling rules helps students communicate clearly in writing, whether it's drafting emails, filling out forms, or writing essays. This is a critical skill in both personal and professional settings.
- **Problem-Solving:** Decoding unfamiliar words teaches students how to break down complex tasks into manageable parts—a key problem-solving skill. Phonics encourages analytical thinking by showing students how to approach challenges step by step.
- **Digital Literacy:** In the age of technology, the ability to read and interpret information from digital platforms is crucial. Phonics provides the base for students to read websites, emails, and social media content, making them effective digital citizens.
- **Critical Thinking:** Phonics and word study promote attention to detail and patterns, fostering critical thinking skills that apply to a wide range of life situations, from interpreting data to making informed decisions.

## **Interdisciplinary Connections**

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### **1. Science**

- **Vocabulary Development:** Use phonics and word study to decode scientific terminology, such as learning prefixes, suffixes, and root words (e.g., photosynthesis, geology, ecosystem). Understanding the structure of these terms helps students comprehend complex scientific concepts.
- **Reading Comprehension:** Phonics aids in reading and understanding informational texts in science,

such as textbooks or articles about natural phenomena.

## **2. Social Studies**

- **Historical Texts and Primary Sources:** Phonics skills help students read historical documents, maps, and timelines, improving their understanding of historical events and vocabulary (e.g., colonization, revolution, democracy).
- **Cultural Awareness:** Students can decode unfamiliar place names, cultural terms, and historical figures' names, supporting a deeper connection to global learning.

## **3. Mathematics**

- **Math Word Problems:** Decoding the vocabulary in math problems (e.g., denominator, equation, measurement) is crucial for understanding and solving them. Phonics helps students break down and comprehend the language used in mathematical instructions.
- **Mathematical Vocabulary:** Word study strategies can be applied to math-specific terminology, helping students spell and understand multi-syllabic terms.

## **4. Art**

- **Art Criticism and Description:** Phonics helps students describe artwork using subject-specific vocabulary (e.g., texture, perspective, symmetry). By decoding and applying these terms, students can articulate their ideas about art.
- **Artist Studies:** Phonics aids in decoding artist names, styles, and movements when reading about art history (e.g., Impressionism, Surrealism, Michelangelo).

## **5. Physical Education (PE) and Health**

- **Health and Wellness Vocabulary:** Students can apply phonics skills to decode terms related to health and the human body (e.g., nutrition, muscles, circulation).
- **Rules and Instructions:** In PE, phonics aids in reading and understanding instructions for games, sports, or safety procedures, enhancing students' ability to follow directions accurately.

## **6. Technology**

- **Digital Literacy:** Phonics supports the decoding of new vocabulary related to technology (e.g., algorithm, interface, coding). As students engage with digital tools, understanding tech-specific terms becomes essential.
- **Research Skills:** Phonics and word study help students search for information online by decoding search terms and reading online articles or tutorials.

## **7. Music**

- **Music Terminology:** Students can apply phonics strategies to read and understand musical vocabulary (e.g., tempo, crescendo, rhythm). Learning about the structure of words related to music helps in understanding instructions or music theory texts.

