Phonics - Full Year Scope and Sequence

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **180**
Status: **Published**

Scope and Sequence and Assessments

Pacing Guide - https://drive.google.com/file/d/1RcjTo8-J0q7UbeVlk5RR_Mz5kA95lBYv/view?usp=sharing

Weekly lessons follow a format. See below:

Benchmark Phonics - Weekly Activities

* Formative Assessment

** Summative Assessment

Day 1	• Spelling-Sound Correspondences • Building Automaticity* • Spelling Patterns: Preassessment* • Share and Reflect
Day 2	• Introduce High-Frequence Syllables • Connect the Learning: Word Detectives • Spelling-Sound Correspondences • Read Accountable/Decodable Text* • Use Reading Big Words Strategy • Spelling Patterns: Closed Sort* • Share and Reflect
	• Build Words

Day 3	• Reread to Build Fluency* • Writing Follow-Up to Deepen Comprehension • Dictation* • Spelling Patterns: Common Features Sort* • Share and Reflect
Day 4	• Write the Missing Syllable • Read Interactive/Decodable Text* • Context Clues • Spelling Patterns: Buddy Sort* • High-Frequency Words • Build Fluency
Day 5	• Morphology Focus • Reread for Fluency* • Decode By Analogy • Spelling Patterns: Assessment**
Review and Assess	• High Frequency Words • Extend Learning/Enrichment • Cumulative Assessment**

Trimester	Standards	Phonics
Trimester 1	LRF.3.3 C,	Refer to link for breakdown by trimester - https://drive.google.com/file/d/1RcjTo8-

	D L.RF.3.4 A, B, C L.WF.3.2 B, C, G	J0q7UbeVlk5RR_Mz5kA95lBYv/view?usp=sharing
Trimester 2	L.RF.3.3 A, B, C, D L.RF.3.4 A, B, C L.WF.3.2 A, B, C, E, F, G	Refer to link for breakdown by trimester - https://drive.google.com/file/d/1RcjTo8-J0q7UbeVlk5RR_Mz5kA95lBYv/view?usp=sharing
Trimester 3	L.RF.3.3 A, B, C, D L.RF.3.4 A, B, C L.WF.3.2 A, B, C, D, E, F, G L.VL.3.2 B, D	Refer to link for breakdown by trimester - https://drive.google.com/file/d/1RcjTo8-J0q7UbeVlk5RR_Mz5kA95lBYv/view?usp=sharing

NJSLS ELA Standards

Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher's; teachers')
E. Change y to i (cried) in words with suffixes, when required.
F. Spell regular two- and three-syllable words that:
    i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
    ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
G. Spell common words in English, including regular and irregular forms.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and

Rationale and Transfer Goals

Grade 3 Phonics Curriculum Rationale

The Grade 3 Phonics curriculum provides systematic, explicit instruction that develops students' decoding,

encoding, spelling, and fluency skills through a carefully sequenced progression of phonics and word study. Students learn to decode and spell multisyllabic words, apply syllable types, prefixes, suffixes, and high-frequency word knowledge, and build vocabulary through morphology and word analysis. Repeated practice in connected reading strengthens accuracy, fluency, and comprehension. To fully address the standards, instruction should also include complex grapheme patterns (e.g., **ough**), the **y to i** spelling rule, possessives, **-tion**, additional prefixes (**sub-**, **mis-**), dictionary and thesaurus use, and word origins.

Transfer Goals

Students will independently be able to:

- Apply phonics, syllable patterns, and morphology to decode and spell unfamiliar words.
- Read grade-level text accurately, fluently, and with expression to support comprehension.
- Use spelling conventions, word analysis, and reference tools to write grade-appropriate words correctly.
- Determine the meaning of unfamiliar words using context, affixes, root words, and dictionaries across reading and writing.

Enduring Understandings

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    - **Words follow predictable patterns** that readers and writers can use to decode, spell, and understand unfamiliar words.
    - **Knowledge of syllable types, prefixes, suffixes, and root words** helps readers recognize words and determine their meanings.
    - **Accurate and automatic word recognition** supports fluent reading and improves comprehension.
    - **Effective spellers apply phonics patterns, spelling conventions, and word analysis** to communicate clearly in writing.
    - **Readers and writers use context and reference tools** (such as dictionaries and glossaries) to confirm the spelling, pronunciation, and meaning of unfamiliar words.
    - **Phonics and word study skills transfer across all content areas**, enabling students to read, write, and learn independently.

Essential Questions

- How do phonics patterns and syllable types help us read and spell unfamiliar words?
- How can prefixes, suffixes, and root words help us decode words and determine their meanings?
- How does becoming a fluent reader help us understand what we read?
- What strategies can we use when we come to a word we do not know?
- How do spelling patterns and conventions help us become better writers?
- How can dictionaries, glossaries, and other reference tools help us become independent readers and writers?
- How does understanding how words are built help us learn new vocabulary across all subjects?

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

- 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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Content Topic	Interdisciplinary Connection	NJSLS Standard
Animal Adaptations	Decode and use domain-specific vocabulary related to animal traits, habitats, and survival while reading informational texts.	**Science: 3-LS4-2** – Use evidence to support explanations about how variations in traits affect survival in a habitat.
Ways Characters Shape Stories	Apply phonics and morphology to read literary texts and analyze how characters' actions influence events.	**ELA: RL.3.3** – Describe characters and explain how their actions contribute to the sequence of events.
Government for the People	Read and spell civic vocabulary (government, citizen, community, election) while building understanding of citizenship.	**Social Studies: 6.1.3.CivicsDP.1** – Explain how local government benefits communities and citizens.
Comparing Points of View	Decode academic vocabulary to compare different perspectives in literary and informational texts.	**ELA: RI.3.6** – Distinguish their own point of view from that of the author of a text.
Advancements in Technology	Use prefixes, suffixes, and context clues to understand technical vocabulary related to inventions and innovation.	**Science/Engineering: 3-5-ETS1-1** – Define a simple design problem reflecting a need or want.
Making Decisions	Read and spell vocabulary related to choices, problem solving, and consequences while discussing responsible decision-making.	**Social Studies: 6.1.3.EconET.1** – Explain how people make choices because resources are limited.
Communities Then and Now	Analyze word parts to build understanding of historical vocabulary while comparing communities over time.	**Social Studies: 6.1.3.HistoryCC.1** – Compare life in the local community over time.
Weather and Climate	Decode multisyllabic science vocabulary using syllable types and morphology during science investigations.	**Science: 3-ESS2-1** – Represent weather data to describe typical weather conditions during a season.
Spending Time and Money	Apply phonics and vocabulary skills to read informational texts involving time, money, and financial decisions.	**Mathematics: 3.MD.A.1** – Tell and write time to the nearest minute and solve elapsed time problems.
Forces and Interactions	Read and spell content-specific vocabulary while explaining how forces affect motion.	**Science: 3-PS2-1** – Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on motion.