

# Phonics T2

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.

## 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

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December 2 - 6	
December 9 - 13	<p>Unit 4-2: Comparing POV</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: Consonant -le Syllables</p> <p>Spelling Words: handle needle triple tackle bicycle terrible fable gentle</p> <p>High Frequency Words: which this other part own here down her has have</p>
December 16 - 20	<p>Unit 4-3: Understanding Different points of View</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: Vowel team syllables</p> <p>Spelling Words: coach exhausted release remaining toilet youth oatmeal highlight</p> <p>High Frequency Words: then, when, put, work, word, soon, so, drink, how, old</p>
December 13 - 17	<p>Unit 5-1: Advancements in Technology</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: VCe Syllables</p>

	<p>Spelling Words: desire enclosed surprise recognize telephone while huge extreme</p> <p>High Frequency Words: there where people upon under again are been brown black</p>
January 13 - 17	<p>Unit 5-2:</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: force pattern perfect squirm turdy mother over perform</p> <p>High Frequency Words: who through many ate eight different do to long look</p>
January 20 - 24	<p>Unit 5-3:</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: Inflectional Endings (ed ing)</p> <p>Spelling Words: studying feeling pointed recommended scratching waited carried using</p> <p>High Frequency Words: why, with, laugh, draw, eat, first, hurt, little, going, three</p>
January 27 - 31	<p>Unit 6-1: Making decisions</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: Irregular Plural</p> <p>Spelling Words: leaves woman people wolves fungi lives geese themselves</p> <p>High Frequency Words: of for from think gave give food kind my now</p>
<p>February 3 - 7</p>	<p>Unit 6-2:</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 and short /oo/ (oo, ew, us, ould, ull)</p> <p>Spelling Words: choose loose soup fruit foolish good lose through</p> <p>High Frequency Words: was saw or over people put read said seven sing</p>
<p>February 10 - 14</p>	<p>Unit 6-3:</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: Diphthongs</p> <p>Spelling Words: announce around about however flower crowd found brown</p> <p>High Frequency Words: one once stop thank were which want warm was big</p>
February 17 - 21	<p>Unit 7-1: Communities now and then</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: Suffixes</p> <p>Spelling Words: emperor, character visitor inventor soldier actor painters players</p> <p>High Frequency Words: there their they buy best fly ride way well hot</p>
<p>February 24 - 28</p>	<p>Unit 7-2</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: Homophones</p> <p>Spelling Words: board bored do due tail tale wood would wear here eight ate</p> <p>High Frequency Words: could would should of keep day time show like green</p>
<p>March 3 - 7</p>	<p>Unit 7-3</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: Variant Vowel</p> <p>Spelling Words: crawl ought pause straws pitfall thawing called taught</p> <p>High Frequency Words: come some done does grow live give other many yes</p>
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## **Assessments**

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Unit 4 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 5 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 6 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 7 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

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

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- 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.