

Fourth Grade Phonics Scope and Sequence

| Week | Word Study Skill | Spelling Patterns | High-frequency Spelling |
|------|--------------------------------------|---|---|
| 1 | homophones | consonant blends | become, grow, draw, yet, less |
| 2 | context clues | th, ch, tch, wh, /ər/ (er, ir) spr, thr | wind, behind, cannot, letter, among |
| 3 | multiple-meaning words | short a, long a (a, ai, ay, eigh, ei) | able, dog, shown, mean, English |
| 4 | word families | short e, long e (ea, ee, ei, ie, e, eo) | rest, perhaps, certain, six, feel |
| 5 | homographs | short l, long l (i, y, igh, uy) | fire, ready, green, yes, built |
| 6 | suffixes -ment, -ity, -ive, -like | short o, long o (o, ow, oa, ou, oe) | special, ran, full, town, complete |
| 7 | prefixes un-, in-, im-, non- | short u, long u (ue, u, eau) | oh, person, hot, anything, hold |
| 8 | context clues | double consonants, syllables | state, list, stood, hundred, ten |
| 9 | suffixes -ion, -tion, -sion, -y, -en | time and calendar words, word origins | fast, felt, kept, notice, can't |
| 10 | prefixes pre-, de-, il-, ir- | schwa, short u (o) | strong, voice, probably, area, horse |
| 11 | roots: flec, pel, ject | contractions | matter, stand, box, start, that's |
| 12 | homophones | compound words | class, piece, surface, river, common |
| 13 | analogies | endings -ing, -ed | stop, am, talk, whether, fine |
| 14 | suffixes -ance, -ness, -able, -ible | endings -er, -est | round, dark, past, ball, girl |
| 15 | often confused words | /ur/ er, ir, ur, ear, or, ar | road, blue, instead, either, held |
| 16 | prefixes dis-, re-, en-, em- | singular and plural words | already, warm, gone, finally, summer |
| 17 | roots: struct, spect, scrib/script | /aw/ al, ough, o, au, aw | understand, moon, animals, mind, outside |
| 18 | roots: pos, duc/duct, graph | variant sounds of c and g | power, problem, longer, winter, deep |
| 19 | | /oo/ er, o, oe, oo, ou, ough, u, ue, ui | heavy, carefully, follow, beautiful, everyone |
| 20 | | /oi/ oi, oy /ow/ ow, ou | leave, everything, game, system, bring |
| 21 | | /f/ f, ff, ph, gh | watch, shell, dry, within, floor |
| 22 | | ight, ought, aught, au | ice, ship, themselves, begin, fact |
| 23 | | words with silent letters | third, quite, carry, distance, although |
| 24 | | suffixes -ion, -tion, -sion, -cian | sat, possible, heart, real, simple |
| 25 | | two and three-syllable words | snow, rain, suddenly, easy, leaves |
| 26 | | homophones | lay, size, wild, weather, miss |
| 27 | | easily confused words | pattern, sky, walked, main, someone |
| 28 | | suffixes -less, -ful, -ness, -ly | center, field, stay, itself, boat |
| 29 | | prefixes dis-, un-, re-, mis- | question, wide, least, tiny, hour |
| 30 | | multisyllabic words | happened, foot, care, low, else |

**This is one component of a comprehensive reading plan with an emphasis on application of these skills in continuous reading and writing through the Units of Study in Reading and Writing. These skills are taught using Vocabulary Workshop from Sadlier, Evan-Moore Spelling, and Rebecca Sitton Spelling Level 4.

*Phonological and Phonemic Awareness will be intervened as needed for individual students