## SCOPE \& SEQUENCE

## 95 Phonics Core Program ${ }^{\circledR}$ Grade 4 Word Study



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| Lesson |  | Target Phonics Skill(s) | Text Title \& Weekly Words | Morphology |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Prefixes |  | Latin Root | Suffixes |
|  | 15 |  | Vowel Teams, Simple MS | Abigail Adams: Voice of the Women Colonists (I) criticize, delegate, favorable, obligation, oppose, persuade, politics, representation | com- <br> dis- <br> ex- <br> pro- | pos/pose | -(t)ure <br> -al <br> -ed <br> -tion |
|  | 16 | Vowel Teams, Complex MS | Abigail and John (Poem) compromise, constitution, declaration, equality, occupation, revolution, sovereign, tyranny | at-con-in-pre- | tend/tent | -ious <br> -al <br> -ion <br> -ive |
| $\stackrel{m}{7}$ | 17 | Review Closed, Silent-e, Open, Vowel Teams MS | A New Age of Exploration (I) accelerate, capsule, conduct, descent, enable, gravitational, lunar, mission | ad- <br> com- <br> in- <br> inter- <br> trans | mit/miss | -ed <br> -ible <br> -ing <br> -ion |
| $5$ | 18 | Consonant-le, Multisyllable | Secrets of the Deep (I) <br> atmospheric, converge, reveal, subduction, submarine, submersible, subterranean, tectonic | ob- <br> sub- <br> in- <br> pro- | ject | $\begin{aligned} & \text {-ion } \\ & \text {-ity } \\ & \text {-ive } \end{aligned}$ |
|  | 19 | Vowel-r, Multisyllable | The Kingdom Between the Tides (Poem) advance, circulate, defend, entice, expand, inconspicuous, stimulus, support | e- <br> ab- <br> cor- <br> dis- <br> inter- | rupt | $\begin{array}{\|l\|} \hline \text {-ible } \\ \text {-ion } \\ \text {-ive } \\ \text {-ly } \\ \text {-ure } \end{array}$ |
|  | 20 | Review <br> Vowel Teams, Consonant-le, Vowel-r MS | Matthew Henson: Explorer (I) accident, adversity, devoted, essential, geographical, opposite, perseverance, variation |  | onstructio (Latin Roo | eview |
|  | Administer Unit 3 Assessment |  |  |  |  |  |
| $\stackrel{\rightharpoonup}{2}$ | 21 | Achieving Automaticity: Lexicon Lab 1 | Light Up the Sky (I) deploy, elaborate, simulate, spectacular | dis- <br> e-in-inter- | cept rupt vent | -ible <br> -ion <br> -ive <br> -ory <br> -ure |

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| $\begin{aligned} & \mathbf{j} \\ & \stackrel{y}{2} \\ & \hline \end{aligned}$ | 22 |  | Achieving Automaticity: Lexicon Lab 2 | Out of Many, One (I) consensus, convention, democratic, generation | con- <br> dis- <br> in- <br> re- <br> trans- | form miss/mit tent | $\begin{array}{\|l} \text {-al } \\ \text {-er } \\ \text {-ion } \end{array}$ |
|  | 23 | Achieving Automaticity: Lexicon Lab 3 | The Boston Tea Party Story (Poem) compliance, defiance, imposed, transported | Word Construction Review (Latin Roots) |  |  |
|  | 24 | Achieving Automaticity: Lexicon Lab 4 | The History of Playgrounds (I) decade, geometric, hexagon, regulation | e-ex-pro-re- | mot spect clam | -ate <br> -ion <br> -ist <br> -ive <br> -or |
|  | 25 | Achieving Automaticity: Lexicon Lab 5 | Fun Flag Facts (I) <br> admission, mandate, proclamation, version |  | nstruction atin Roots | iew |
|  | Administer Unit 4 Assessment |  |  |  |  |  |
|  | 26 | Achieving Automaticity: Lexicon Lab 6 | Animals at the White House (I) circumstance, interfere, unusual, unexpected | Introduction to Greek Combining Forms |  |  |
|  |  |  |  | graph, phone, photo, tele |  |  |
|  | 27 | Achieving Automaticity: Lexicon Lab 7 | Let's Eat! (I) <br> historian, immigrant, substitute, surpass | Greek Combining Forms |  |  |
|  |  |  |  | auto, bio, geo, logy, graph, phone, photo, tele |  |  |
|  | 28 | Achieving Automaticity: Lexicon Lab 8 | Castles: Fortresses of Old (I) adopted, durable, limitations, medieval | Greek | oining Forms | Suffixes |
| $\stackrel{1}{2}$ |  |  |  | auto, bio logy, ph | o, graph, photo, tele | $\begin{aligned} & \text { ed, -ic, } \\ & \text {-ist, -y } \end{aligned}$ |
|  | 29 | Achieving Automaticity: Lexicon Lab 9 | Honoring Baseball's Finest (I) commission, evidence, inducted, unanimous | Review: Concept Sort |  |  |
|  |  |  |  | bio, ist, |  |  |
|  | 30 | Achieving Automaticity: Lexicon Lab 10 | The Empire State Building (I) inspiration, prosperous, recognizable, significant | Review: Concept Sort |  |  |
|  |  |  |  | able, form, logy |  |  |
|  | Administer Unit 5 Assessment |  |  |  |  |  |

