Phonics Full Year Scope and Sequence

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **180 days**
Status: **Published**

Scope and Sequence with Assessment

Pacing Guide - https://docs.google.com/document/d/1kijCFIxOOmA0K8-OMNmyTf_ViLbeFh4v/edit?usp=sharing&ouid=107250246274075698036&rtpof=true&sd=true

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	L.RF.4.3 L.RF.4.4 A-C L.VL.4.2 A, C L.WF.4.2 C, D	Refer to link for breakdown by trimester - https://docs.google.com/document/d/1kijCFIxOOmA0K8-OMNmyTf_ViLbeFh4v/edit?usp=sharing&ouid=107250246274075698036&rtpof=true&sd=true
Trimester 2	L.RF.4.3 L.RF.4.4 A-C L.VL.4.2 A, C L.WF.4.2 A, B, C, D	Refer to link for breakdown by trimester - https://docs.google.com/document/d/1kijCFIxOOmA0K8-OMNmyTf_ViLbeFh4v/edit?usp=sharing&ouid=107250246274075698036&rtpof=true&sd=true
Trimester 3	L.RF.4.3 L.RF.4.4 A-C L.VL.4.2 A, B, C L.WF.4.2 A, B, C, D	Refer to link for breakdown by trimester - https://docs.google.com/document/d/1kijCFIxOOmA0K8-OMNmyTf_ViLbeFh4v/edit?usp=sharing&ouid=107250246274075698036&rtpof=true&sd=true

NJSLS ELA Standards

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.4.4. 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.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

B. Write affixed words that involve a sound or spelling change in the base word.

C. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Spiral Review 1 (After Week 2: Long and Short A & E)		1. Identify the Sound: Circle the words that have a long a sound: cake, hat, made, cap, plate 2. Sort the Words: Sort the following words into long and short e sounds: bed, he, red, feet,

		set, seat 3. Syllable Sort: Are these words closed or open syllables? cabin, go, silent, cat 4. Fill in the Blank: Fill in the blank with a word that contains a long or short a sound: "The _____ is on the plate." (Possible answer: cake)
Spiral Review 2 (After Week 4: Long and Short O & I)		1. Word Match: Match the word to the correct sound: hop (short o), hope (long o) fit (short i), fight (long i) 2. Syllable Check: Is the syllable closed or open in the following words? go, bit, hi, hop 3. Choose the Right Word: Choose the correct word to complete the sentence: "The dog likes to _____ in the yard." (run, roam) 4. Sort by Sound: Sort these words into long or short vowel categories: pin, vine, rod, code, cat, cape

Spiral Review 3 (After Week 6: Long U and Short U)		• Fill in the Blank: Choose a word with long or short u to complete the sentence: "The _____ is big and red." (bus, cube) • Sound Sorting: Sort the following words into long or short u sounds: fun, tube, cut, tune, hug • Vowel Practice: Circle the word with the correct long or short vowel sound: jump (short u), mule (long u) • Syllable Review: Are these syllables closed or open? table, run, glue, hug
Spiral Review 4 (After Week 8: Vowel Teams)		• Vowel Team Identification: Circle the vowel teams in the following words: sail, need, coat, rain, seat • Sound Sorting: Sort the words into categories based on their vowel sounds: boat, meat, sleep, coin, chain • Complete the Sentence:

		Complete the sentence using a word with a vowel team: "The rain _____ came out after the storm." (bow) • Syllable Types: Is the syllable open or closed? pie, rain, stop, late
Spiral Review 5 (After Week 10: R-Controlled Vowel Syllables)		• Identify R-Controlled Sounds: Circle the words with r-controlled vowels: car, star, bird, corn, hurt • Complete the Word: Use ar, er, ir, or, ur to complete the word: c___n, st___t, f___m, h___d • Choose the Correct Syllable Type: Is the syllable open or closed in these words? car, her, fir, for, fur • Vowel Review: Sort these words based on their vowel sounds: card, herd, dirt, port, turn

Rationale and Transfer Goals

Based on the scope and sequence you shared, the **Grade 4 Benchmark Phonics & Word Study** curriculum progressively develops students' decoding, encoding, spelling, morphology, and vocabulary skills across the year. The rationale and transfer goals below align with the provided standards (**L.RF.4.3, L.RF.4.4, L.WF.4.2, and L.VL.4.2**) and are appropriate for any unit in this curriculum.

Unit Rationale

This unit is designed to strengthen students' foundational literacy skills by developing proficiency in phonics, word analysis, spelling, fluency, and vocabulary. Students learn to apply grade-level phonics and structural analysis skills—including syllable patterns, letter-sound correspondences, and morphology (prefixes, suffixes, and Greek and Latin roots)—to accurately decode and encode increasingly complex multisyllabic words. Through explicit instruction, guided practice, and authentic reading and writing experiences, students build automatic word recognition and improve spelling accuracy.

As students become more fluent readers, they develop the ability to read grade-level texts with accuracy, appropriate rate, expression, and understanding. They also learn to use context clues, morphology, and reference materials to determine the meaning and pronunciation of unfamiliar words. These skills support stronger comprehension, richer vocabulary development, and more effective written communication across all content areas.

This unit prepares students to become independent readers and writers who can confidently analyze unfamiliar words, apply spelling conventions, and use multiple strategies to understand and communicate meaning.

Transfer Goals

Students will independently use their learning to:

1. **Apply phonics and word analysis strategies** to decode and encode unfamiliar multisyllabic words by using letter-sound correspondences, syllable patterns, prefixes, suffixes, and Greek and Latin roots. *(L.RF.4.3)*
2. **Read grade-level texts fluently** with accuracy, appropriate rate, expression, and comprehension, while monitoring understanding and using context or self-correction strategies when meaning breaks down. *(L.RF.4.4)*
3. **Spell grade-appropriate words accurately** by applying knowledge of syllable patterns, morphology, and spelling conventions, and by consulting print and digital reference materials when needed. *(L.WF.4.2)*
4. **Determine the meaning of unfamiliar academic and domain-specific vocabulary** by using context clues, morphology, and reference resources to support comprehension and effective communication. *(L.VL.4.2)*
5. **Transfer word analysis, vocabulary, spelling, and fluency skills across disciplines** to improve reading comprehension, written communication, and learning in all subject areas.

These transfer goals reflect the long-term outcomes of the Grade 4 standards, emphasizing students' ability to independently apply foundational literacy skills in authentic reading and writing situations.

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

Enduring Understandings

- **Enduring Understandings**

    - **Words are built from predictable patterns.** Understanding letter-sound relationships, syllable types, prefixes, suffixes, and Greek and Latin roots helps readers decode, spell, and understand unfamiliar words.
    - **Strong readers use multiple strategies to make sense of unfamiliar words.** They combine phonics, word analysis, context clues, and morphology to read accurately and determine meaning.
    - **Fluent reading supports comprehension.** Reading accurately, at an appropriate rate, and with expression allows readers to focus on understanding and interpreting text rather than decoding individual words.
    - **Effective spellers apply knowledge of word structure.** Understanding spelling patterns, syllable rules, and morphological changes helps writers spell multisyllabic and affixed words correctly.
    - **Vocabulary grows through active word learning.** Readers use context clues, word parts, and reference materials to determine the meaning and pronunciation of unfamiliar words, strengthening comprehension across all subjects.
    - **Independent readers and writers monitor their own learning.** They self-correct, reread when necessary, and use print and digital reference tools to confirm spelling, pronunciation, and word meaning.
    - **Word knowledge transfers across all content areas.** Applying decoding, spelling, fluency, and vocabulary strategies enables students to access increasingly complex texts and communicate effectively in reading and writing.

  These enduring understandings capture the "big ideas" students should retain long after completing the unit and align with the overarching goals of the Grade 4 literacy standards.

Essential Questions

- **How can I figure out a word I have never seen before?**
- **What clues inside a word help me read, spell, and understand it?**
- **Why does reading smoothly help me understand a text better?**
- **What can I do when I don't know the meaning or spelling of a word?**
- **How can I use what I know about words to become a stronger reader and writer?**

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

English Language Arts (NJSLS-ELA)

Students apply phonics and word analysis skills to comprehend increasingly complex literary and informational texts while strengthening writing and speaking skills.

Connections:

- **L.RI.4.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 4 topic or subject area.
- **L.RI.4.10** – Read and comprehend informational texts at grade level proficiently.
- **L.RL.4.10** – Read and comprehend literature at grade level proficiently.

- **L.W.4.2** – Write informative/explanatory texts using precise language and domain-specific vocabulary.
- **L.W.4.5** – Develop and strengthen writing through planning, revising, editing, and rewriting, including correct spelling and conventions.

Science (NJSLS-Science)

Students apply phonics, morphology, and vocabulary strategies to read scientific texts and understand discipline-specific terminology.

Connections:

- **4-ESS1-1** – Identify evidence from patterns in rock formations and fossils.
- **4-ESS2-1** – Make observations and measurements to provide evidence of the effects of weathering or erosion.
- **4-LS1-1** – Construct an argument that plants and animals have internal and external structures that support survival, growth, behavior, and reproduction.

Students decode and determine the meaning of scientific vocabulary using context clues, Greek and Latin roots, and reference materials.

Social Studies (NJSLS-Social Studies)

Students use word analysis and vocabulary strategies to read historical documents, maps, biographies, and informational texts.

Connections:

- **6.1.5.CivicsPI.1** – Describe ways that individuals can contribute to and improve their communities.
- **6.1.5.HistoryCC.1** – Evaluate the impact of ideas, inventions, and discoveries on society.
- **6.1.5.GeoSV.1** – Use geographic tools and representations to analyze the relationship between people and places.

Students use morphology and context to determine the meaning of historical and geographic vocabulary.