

Phonics Trimester 2

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

Phonics and Word Recognition:

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. 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:

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 prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rationale and Transfer Goals

Grade 4 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

- 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

- 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 & Activities

Week	Suggested Lessons
December 2 - 6	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 4-1: Understanding Different Points of View</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: Compound Words</p> <p>Spelling Words: living room, overflowing, underground, post office, high school, first-rate,</p>

	<p>worn-out, haircut</p> <p>High Frequency Words: that, what, yellow, years, write, myself, much, find, small, such</p>
<p>December 9 - 13</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 4-2: Understanding Different Points of View</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: VCe syllables</p> <p>Spelling Words: accuse, enclose, incomplete, define, require, safely, alive, divide</p> <p>High Frequency Words: which, this, other, part, own, here, down, her, has, have</p>
<p>December 16 - 20</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>

	<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: Consonant -le Syllables</p> <p>Spelling Words: purple, simple, single, gobble, startle, wiggled, struggled, remarkable</p> <p>High Frequency Words: then, when, put, work, word, soon, so, drink, how, old</p>
<p>December 13 - 17</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 5-1: Technology for Tomorrow</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: Hard and Soft c, g</p> <p>Spelling Words: advance, cancel, certain, except, general, region, sponge, gasoline</p> <p>High Frequency Words: there, where, people, upon, under, again, are, been, brown, black</p>
<p>January 13 - 17</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 5-2: Technology for Tomorrow</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: assorted, charming, forecast, market, party, roaring, fortunate, before</p> <p>High Frequency Words: who, through, many, ate, eight, different, do, to, long, look</p>
<p>January 20 - 24</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 5-3: Technology for Tomorrow</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: r-Controlled Vowel (er, ir, ur)</p> <p>Spelling Words: concerned, dirty, disturb, entering, murder, nervous, modern, firmly</p> <p>High Frequency Words: why, with, laugh, draw, eat,</p>

	<p>first, hurt, little, going, three</p>
<p>January 27 - 31</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 6-1: Confronting Challenges</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: Adverb Suffixes (-ly, -ily, -ways, -wise)</p> <p>Spelling Words: lightly, officially, happily, readily, clockwise, sideways, easily, otherwise</p> <p>High Frequency Words: of, for, from, think, gave, give, good, kind, my now</p>
<p>February 3 - 7</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 6-2: Confronting Challenges</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: pulley, smoothest, unscrew, soothe, couldn't, troops, overlooked, would</p> <p>High Frequency Words: was, saw, or, over, people, put, read, said, seven, sing</p>
<p>February 10 - 14</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 6-3: Confronting Challenges</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: Adjective Suffixes (-ful, -ous, -ible, -able, -some)</p> <p>Spelling Words: generous, mindful, reliable, spacious, beautiful, audible, dangerous, troublesome</p> <p>High Frequency Words: one, once, stop, thank, were, which, want, warm, was, big</p>
<p>February 17 - 21</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Unit 7-1: The Transcontinental Railroad</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: Diphthongs (ou, ow, oi, oy)</p>

	<p>Spelling Words: about, avoid, choices, disappoint, grouchy, loudly, frowned, destroy</p> <p>High Frequency Words: there, their, they, buy, best, fly, ride, way, well, hot</p>
<p>February 24 - 28</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Extra Week used for additional phonics time and/or</p> <p>NJSLA practice lessons for response writing. Short readings with short/extended response questions.</p> <p>Use RACE strategies (Restate the question, Answer the question, Cite Evidence from the text).</p>
<p>March 3 - 7</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Extra Week used for additional phonics time and/or</p> <p>NJSLA practice lessons for response writing. Short readings with short/extended response questions.</p> <p>Use RACE strategies (Restate the question, Answer the question, Cite Evidence from the text).</p>

Assessments

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

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Spiral Review 1 (After Week 2: Compound Words & VCe Syllables)		<ul style="list-style-type: none">• Break It Down: Break the following compound words into two smaller words: football, mailbox, sunshine• Choose the Correct Word: Choose the word with the correct VCe pattern: hop (short o), hope (long o) mad (short a), made (long a)• Fill in the Blank: Complete the sentence with a compound word: "I brought my _____ to the park." (football)• Syllable Check: Identify the VCe syllable in the word: bake, cube, hide
Spiral Review 2 (After Week 4: Consonant -le Syllables & Hard/Soft c and g)		<ul style="list-style-type: none">• Identify the Syllable: Which words have a Consonant-le syllable?

		<p>table, candle, apple, fine</p> <ul style="list-style-type: none"> • Sort the Words: Sort these words based on whether they have a hard or soft c: city, cat, cup, center • Fill in the Blank: Complete the word with the correct soft c or soft g: dan__ (dance), pa__e (page)_ • Circle the Hard Sound: Circle the words with hard g: game, gym, goose, gentle
<p>Spiral Review 3 (After Week 6: r-Controlled Vowels: ar, or, oar, ore)</p>		<ul style="list-style-type: none"> • Identify the r-Controlled Vowel: Circle the r-controlled vowels: star, store, roar, fork • Fill in the Blank: Use ar, or, oar, ore to complete the word: st__, f__k, c__d_ • Sort by Sound: Sort these words into ar and or categories: car, corn, mark, born • Complete the Sentence:

		<p>Fill in the blank with an r-controlled vowel word: "The pirate sailed the _____. " (oar)</p>
<p>Spiral Review 4 (After Week 8: r-Controlled Vowels: er, ir, ur)</p>		<ul style="list-style-type: none"> • Word Sort: Sort the following words into er, ir, ur: her, bird, fur, sir, burn, term • Match the Word: Match the word to its correct r-controlled vowel sound: her (er), sir (ir), turn (ur) • Fill in the Blank: Choose a word with an r-controlled vowel to complete the sentence: "The cat has soft _____. " (fur) • Identify the Vowel: Which words contain er, ir, ur? bird, germ, hurt, stir
<p>Spiral Review 5 (After Week 10: Adverb Suffixes -ly, -ily, -ways, -wise)</p> <p>1.</p>		<ul style="list-style-type: none"> • Add the Suffix: Add the correct adverb suffix to complete the word: quick__ (quickly), slow__ (slowly), side__ (sideways)_ • Find the Suffix: Circle the adverbs

		<p>with -ly, -ily, -ways, -wise: slowly, softly, sidewise, carelessly</p> <ul style="list-style-type: none"> • Fill in the Blank: Complete the sentence with a word using an adverb suffix: "She walked _____ to the door." (quickly) • Identify the Suffix: Sort the words by their adverb suffix: softly, wisely, quickly, sideways

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

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.