

# Phonics Trimester 3

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

## **NJSLS ELA**

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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**

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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**

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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 & Activities

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Week	Suggested Lessons
Week 1	<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 7-2: The Transcontinental Railroad</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: Prefixes (trans-, pro-, sub, super, inter-)</p>

	<p>Spelling Words: interval, proclaim, superintendent, transfer, transport, subway, superstar, interfere</p> <p>High-Frequency Words: could, would, should, of, keep, day, tie, show, like, green.</p>
Week 2	<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 7-3: The Transcontinental Railroad</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: Homophones</p> <p>Spelling Words: Bare, bear, plain, plane, seen, scene, sight, site, soar, sore, threw, through</p> <p>High Frequency Words: come, some, done, does, grow, live, give, other, many, yes</p>
Week 3	<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</p>

	<p>support comprehension.</p> <p>Unit 8-1: Earth Changes</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: Negative Prefixes (de-, un-, in-, im-, dis-)</p> <p>Spelling Words: discard, infected, unruly, destruction, impossible, unaware, disappeared, unhappy</p> <p>High Frequency Words: done, eight, made, make, start, place, pick, try, sleep, six</p>
Week 4	<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 8-2: Earth Changes</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: Greek and Latin Roots (geo, archae, rupt)</p> <p>Spelling Words: archaeology, archaic, disrupted, eruption, geography, interrupt, erupt, geology</p> <p>High Frequency Words: give, live, have, walk, with, wish, will, we, than, fast</p>
<p>Week 5</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 8-3: Earth Changes</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: Variant Vowel (au, aw, al, all, alk)</p> <p>Spelling Words: because, faucet, paused, walked, thawing, August, dawn, salted</p> <p>High Frequency Words: these, those, was, must, pull, put, five, help, why, who</p>
<p>Week 6</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 9-1: Resources and Their Impact</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: Non Suffixes (-dom, -ity, -tion, -ment, -ness)</p> <p>Spelling Words: business, community, equipment,</p>

	<p>kingdom, option, experiment, kindness, wisdom</p> <p>High Frequency Words: that, what, play, us, up, he, got, she, off, back.</p>
Week 7	<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 9-2: Resources and Their Impact</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: Latin Roots (miss, agri, duc/duct, man)</p> <p>Spelling Words: introduce, agriculture, manufacture, manual, mission, production, produce, missile</p> <p>High Frequency Words: which, this, those, go, jump, its, not saw, say, see</p>
Week 8	<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</p>

	<p>support comprehension.</p> <p>Unit 9-3: Resources and Their Impact</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 /ar/ (air, are, ear)</p> <p>Spelling Words: aware, repaired, careful, declare, rarest, stairway, stared, tearing</p> <p>High Frequency Words: fall, his more, please, take, use, used, yes, then, when</p>
Week 9	<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 10-1: The Power of Electricity</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 Groups:</p> <p>Lesson 4 pages 12-13</p> <p>Lesson 5 pages 14-15</p> <p>Phonics/Word Study and Vocabulary: Adding Endings with Spelling Changes</p> <p>Spelling Words: applied, blurred, browsing, closing, duties, families, supplies, remaking</p> <p>High Frequency Words: far, hold, most, pretty, tell, very, you, your, there, where</p>
Week 10	<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 10-2: The Power of Electricity</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: Final /el/ and /en/</p> <p>Spelling Words: journal, dazzle, abdomen, identical, travel, kitchen, often, broken</p> <p>High Frequency Words: who, through, am, red, can, run, clean, too, may, him.</p>
<p>Week 11</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 10-3: The Power of Electricity</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 Groups:</p> <p>Lesson 4 pages 36-37</p> <p>Lesson 5 pages 38-39</p> <p>Phonics/Word Study and Vocabulary: Latin and Greek Roots (ven, migr, graph, mit, aud)</p> <p>Spelling Words: paragraph, biography, permit, audience, migrate, venue, invented, immigrant</p>

	High Frequency Words: why, with, as, get, cut, let, sit, had, man, me
Week 12	<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</p> <p>(Time lost for Spring Break and NJSLA Practice/Testing)</p>
Week 13	<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</p> <p>(Time lost for Spring Break and NJSLA Practice/Testing)</p>
Week 14	<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</p> <p>(Time lost for Spring Break and NJSLA Practice/Testing)</p>

## **Assessments**

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

Unit 8 Assessment pages AR4-AR7: Cumulative Spelling Assessment and Dictation

Unit 9 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
<p>Spiral Review 1 (After Week 4: Prefixes and Homophones)</p>		<ul style="list-style-type: none"> <li>• Match the Prefix: Match the word to its correct prefix: transatlantic (across), submarine (under), superhuman (above), international (between)</li> <li>• Circle the Homophone: Circle the homophone in each sentence: She went to see her friend. / I saw the sea.</li> <li>• Fill in the Blank: Use a word with a prefix to complete the sentence: "The _____ was held at the international stadium." (game)</li> <li>• Choose the Correct Word: Choose the correct homophone to complete the sentence: "I will go _____ my bike tomorrow." (to,</li> </ul>

		too)
<p><b>Spiral Review 2 (After Week 8: Negative Prefixes &amp; Greek and Latin Roots: geo, archae, rupt)</b></p>		<ul style="list-style-type: none"> <li>• Identify the Prefix: Underline the negative prefix in these words: deactivate, unkind, impossible, disagree</li> <li>• Fill in the Blank: Use a word with a negative prefix to complete the sentence: "The book was _____ because it was missing a chapter." (incomplete)</li> <li>• Match the Root: Match the word to its correct root meaning: geography (earth), archaeology (ancient), eruption (break)</li> <li>• Sort by Root: Sort the words based on their root: geology, archaeologist, disrupt</li> </ul>
<p>Spiral Review 3 (After Week 12: Variant Vowels &amp; Non Suffixes)</p>		<ul style="list-style-type: none"> <li>• Identify the Variant Vowel: Circle the variant vowel in these words: saw, talk, ball, fault</li> <li>• Fill in the Blank: Complete the</li> </ul>

		<p>word with the correct variant vowel: ch__lk (chalk), s__lt (salt)</p> <ul style="list-style-type: none"> <li>• Add the Suffix: Add the correct non suffix to the base word: freedom, kindness, ability, instruction</li> <li>• Choose the Right Word: Choose the correct word to complete the sentence: "The king ruled the ____." (kingdom, kinddom)</li> </ul>
<p>Spiral Review 4 (After Week 16: r-Controlled Vowel &amp; Latin Roots: miss, agri, duc/duct, man)</p>		<ul style="list-style-type: none"> <li>• Identify the r-Controlled Vowel: Circle the r-controlled vowel in these words: hair, care, bear, chair</li> <li>• Fill in the Blank: Complete the word with the correct r-controlled vowel: ch__r (chair), b__r (bear)</li> <li>• Match the Root: Match the word to its correct Latin root: mission (miss), agriculture (agri), conduct (duc), manual (man)</li> </ul>

		<ul style="list-style-type: none"> <li>• Root Word Sort: Sort the words based on their Latin root: dismiss, conductor, manuscript</li> </ul>
<p>Spiral Review 5 (After Week 20: Adding Endings with Spelling Changes &amp; Latin/Greek Roots: ven, migr, graph, mit, aud)</p>		<ul style="list-style-type: none"> <li>• Add the Ending: Add the correct ending with a spelling change: hop + ing = hopping, run + ing = running, plan + ed = planned</li> <li>• Fill in the Blank: Use a word with a spelling change to complete the sentence: "The kids are _____ outside." (running)</li> <li>• Match the Root: Match the word to its correct root: adventure (ven), migrate (migr), autograph (graph), transmit (mit), audio (aud)</li> <li>• Choose the Correct Root Word: Choose the correct root word to complete the sentence: "The _____ was signed by the author." (autograph, migration)</li> </ul>

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## **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.