

Word Study-- Words Their Way -- Syllables and Affixes

Content Area: **ELA**
Course(s):
Time Period:
Length: **25 weeks**
Status: **Published**

Course Pacing Guide

Students will be assessed in September and divided into leveled groups. Students will continue to work through the word sorts all year in order. (Approximately 25-28 word lists)

Unit Overview

Words Their Way is word study program for Phonics, Vocabulary, and Spelling. It is divided into a series of leveled books. Syllables and Affixes is the third book of the series and the book that 3rd and 4th graders will likely utilize. Some students will begin in the book prior and some students will begin on Lesson 1 in the last book.

Enduring Understandings

Students will understand that. . .

- a writer's spelling impacts communication.
- readers and writers use words to communicate.
- readers and writers know letters and sounds are related.
- readers and writers use a variety of strategies to solve unknown words.
- knowledge of the principles and patterns of word study will enable transfer of this learning to other situations.

- some words do not follow a pattern and must be recalled automatically.

Essential Questions

- How does using words help readers and writers communicate?
- How do readers and writers use strategies to solve unknown words?
- How does learning about ‘how words work’ help readers and writers?
- How does a writer’s spelling impact communication?

New Jersey Student Learning Standards (No CCS)

LA.L.4.2.D

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

Amistad Integration

Students will intergrate spelling patterns and knowledge of phonics and spelling into reading and writing diversified books as well as the district mandated diversity lessons.

Holocaust/Genocide Education

Students will intergrate spelling patterns and knowledge of phonics and spelling into reading and writing diversified books as well as the district mandated diversity lessons.

Interdisciplinary Connections

LA.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

LA.RI.4.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

LA.RF.4.3

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

LA.RF.4.3.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.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Technology Standards

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Careers

CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Financial Literacy Integration

Grades K-4

- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.2 Identify age-appropriate financial goals.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.B.4 Identify common household expense categories and sources of income.
- 9.1.4.B.5 Identify ways to earn and save.
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.

- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
- 9.1.4.C.6 Summarize ways to avoid credit problems.
- 9.1.4.D.1 Determine various ways to save.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.D.3 Distinguish between saving and investing.
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

Blind Sort - Here students work with a partner who has the same words. They take turns reading 10-12 words to another student who then tries to write and categorize the words.

Speed Sort - Using a stopwatch, students see how fast they can correctly sort their words. Students can challenge each other, the teacher, or their parents for homework..

Word Hunt - In this sort, students select a magazine or book from the classroom library and search for words that fit into their sort.

Word Game - Here are opportunities for students play various games with their words. The WTW texts offer a number outlines for games. Also included is a variety of materials (including game boards) for easy photocopying.

Memory Match- Students use their weekly words on a gameboard. Students take turns turning over two at a time to see if the two words match from their sort of the week.

Beat Me to the Peak- Students will play with a partner on a gameboard using their words, dice, and a game piece. Students will take turns making their way up the board using their words to do different tasks such as "use in a sentence", "define in your own words", "say a synonym or antonym", "name the part of speech".

Buddy Dictation- Students use a whiteboard and their weekly words to take turns dictating the words to their partner. (Typically done the day prior to the assessment.)

Cake Spelling- Students will spell the word by writing the first letter. Next, on the 2nd line write the first 2 letters, next line first 3 letters, and so on.

Ex: cake c ca cak cake

Rainbow Spelling Words- Students begin by writing the spelling words in pencil. Next they pick three different colored pencils. Then they take one of the colored pencils and trace each word with that color. The last two colors of pencil are used in the same manner. When the words are done they have written each word 4 times!

Sentences – Students write sentences using words from their sort with context clues. Then underline the spelling word.

Dictionary Work- Students will pick 10 of their words. Students will then record the part of speech and the definition of each word in their notebook.

Storytime!- Students will pick 10 of their words to write a creative story. Students will underline the spelling words used.

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

- Assessment Design & Backwards Planning

Formative Assessments

Teachers will use weekly assignments, homework, etc for ongoing formative assessments.

Summative Assessment

Students will take a weekly assessment on their words.

Benchmark Assessments

Students will take a beginning of the year assessment, which will place students into leveled groups. Students take same assessment at the end of the year to show growth.

Alternate Assessments

Editing Checklists for spelling in Writer's Workshop

Resources & Technology

Google Chrome

WTW books and words lists

BOE Approved Texts

Words Their Ways Book of Word Lists:

- *Within-Word Pattern Stage*

- *Syllables and Affixes Stage*
- *Derivational Relational Stage*

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.

- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule

- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking