

# Words Their Way

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

## Course Pacing Guide

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Students will be assessed at the beginning of the school year. Based on assessment scores students will be divided into leveled groups (4-5 groups within a class). Students will continue to work through the word sorts all year in order. The goal is 20-25 word lists per school year.

## Unit Overview

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Words Their Way is word study program for Phonics, Vocabulary, and Spelling. It is divided into a series of leveled books. Derivational Relations Spellers will find upper-level word sorts that help build their vocabulary as well as spelling skills. Advanced readers and writers in 5th grade will begin with lesson 1 in this book.

## Enduring Understandings

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Students will understand:

- Spelling and vocabulary at this stage grow primarily through processes of derivation-single base word or word root.
- Related words are derived through the addition prefixes and suffixes which becomes more elaborate in the derivational relations stage.
- Readers and writers explore words and the application of word knowledge to spelling and vocabulary development.
- Readers and writers will examine the consonant and vowel alterations.
- Examine Greek and Latin word elements
- Understand predictable spelling changes in consonants and vowels.
- Determine connections between the suffixes in advance suffix study.
- Use prior knowledge to conclude that absorbed prefixes are somewhat disguised and are primarily Latin in origin and commonly used in English.

## Essential Questions

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- **Why is word study important?**

Becoming fully literate is absolutely dependent on fast, accurate recognition of words and their meanings in text.

- **What is the purpose of word study?**

Develop a general knowledge of English spelling through active exploration, they learn regularities, patterns, and conventions needed to read and spell.

- **What is derivational Relations Spelling?**

It is the last stage in the development model. Students examine how words share common derivations and related base words and root words. They also discover that the meaning and spelling of parts or words remain constant across derivationally related words.

## New Jersey Student Learning Standards (No CCS)

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LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.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.

## Amistad Integration

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Students will integrate how thinking about the root word and its meaning can be utilized when reading diversified books as well as the district mandated diversity lessons.

## Holocaust/Genocide Education

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Students will intergrate how thinking about the root word and its meaning can be utilized when reading diversified books as well as the district mandated diversity lessons.

## **Interdisciplinary Connections**

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Utilize strategies in derivational relations when working on complex text in Lucy Calkins Non Fiction Unit and Argument and Advocacy Unit.

## **Technology Standards**

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TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

## **21st Century Themes/Careers**

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CAEP.9.2.8.B	Career Exploration
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**

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9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.A.6 Explain how income affects spending decisions.

9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.

- 9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

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## **Instructional Strategies & Learning Activities**

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### **Differentiated Instruction**

Examples may include:

- 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
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

### **Formative Assessments**

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Teachers will use weekly assignments, small group work, etc for ongoing formative assessments.

### **Summative Assessment**

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Students will take a weekly assessment on their words.

### **Benchmark Assessments**

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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**

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Complete alternative tasks in Google Classroom, Seesaw, or Flipgrid.

## **Resources & Technology**

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Chromebooks, Google Classroom, Seesaw, Flipgrid

WTW books and words lists

## **BOE Approved Texts**

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Words Their Ways Book of Word Lists:

- *Within-Word Pattern Stage*
- *Syllables and Affixes Stage*
- *Derivational Relational Stage*

## **Closure**

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Such as:

- 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 their 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 . . .)"

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## ELL

Such as:

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

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## Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- 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.
- Allow take-home or open-book tests.
- 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

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Examples of accommodations in 504 plans include but are not limited to:

- 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**

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- 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
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or 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
- Film or video supplements in place of reading text
- 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**

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- 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