

LA4 Unit 5: Year Long Vocabulary

Content Area: **Language Arts**
Course(s): **Language Arts 4**
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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| 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.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| LA.L.4.3.A | Choose words and phrases to convey ideas precisely. |
| LA.L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| LA.L.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.4.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| LA.L.4.4.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. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.4.5.A | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| LA.L.4.5.B | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| LA.L.4.5.C | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| LA.L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| SEL.PK-12.3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| SEL.PK-12.3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| SEL.PK-12.4.2 | Identify the consequences associated with one's actions in order to make constructive choices |
| SEL.PK-12.5.1 | Establish and maintain healthy relationships |
| SEL.PK-12.5.2 | Utilize positive communication and social skills to interact effectively with others |

SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

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.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How are reading comprehension and vocabulary knowledge correlated?
- How do you use context clues to show the meaning of a word?
- How does part of speech influence word meaning?
- How does repetition in the learning process build good vocabulary?
- What are general strategies and specific techniques for learning good vocabulary?
- What is good vocabulary development?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- A combination of repetition, direct instruction, independent practice, discussion and encouragement of wide reading will develop good vocabulary.
- Context clues help readers understand word meaning.
- Good vocabulary development will enhance writing and make the students more effective communicators.
- Part of speech influences word meaning; and a word can have multiple meanings based on part of speech.
- Repetition of new vocabulary words will help the students learn more quickly and apply them to their writing
- The correlation of reading comprehension and vocabulary knowledge will improve writing.

Content

Students will be able to:

- Use context clues to identify word meaning.
- Identify the parts of speech of words as used in a sentence.
- Correctly pronounce age appropriate vocabulary words.
- Write sentences using the part of speech correctly.
- Use vocabulary knowledge to help with comprehension while reading.
- Develop their oral and written vocabulary.
- Identify synonyms and antonyms.
- Identify prefix and suffix meanings.

Resources

- Wordly Wise Book 4
- Wordly Wise website
- Quizzlet
- Vocabulary flashcards