Yearlong: Grade 4 Spelling

Content Area: **English**
Course(s):
Time Period: **September**
Length: **yearlong**
Status: **Published**

Unit Overview

These spelling units cover the yearlong program.

Enduring Understandings

There are rules in the English language we can use to help us with our spelling.

Essential Questions

What do we need to know in order to spell words in the English language correctly?

Instructional Strategies & Learning Activities

The following is representative of Spelling units throughout the year

Spelling Unit #1	Plan
CCSS	L.4.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Day #1	Obj: students will spell preview words. Pro: administer Preview Words Unit #1 Become, grow, draw, yet, less Assess: accuracy of student spelling
Day #2	Obj: students will understand concepts: Some words have silent letters

	Frequent spelling patterns for /o/ are o, al, au, and aw Short vowel sounds are usually spelled with one vowel. Long vowel sounds are usually spelled with two vowels. Frequent spelling patterns for long o are o, oa, ow, old, and o-consonant-e Assign tasks TE pgs. 2-4 Assess: accuracy of student performance/responses

SpellingUnit#2	Lesson
Day 1	Obj: students will spell high frequency words: Pro: administer preview words: Wind, behind, cannot, letter, among Assess: accuracy of student spelling
Day 2	Obj: students will review long and short vowel sounds. Pro: Concept One lesson pg. 12. Assess: student responses.
Day 3	Obj: students will identify common spelling patterns for the sound heard at the beginning of kite. Pro: assign THT #2 Assess: student responses.
Day 4	Obj: students will review spelling of the long I sound. Pro: assign Sitton pg. 4 (handout) Assign: accuracy of student responses
Day5	Obj: students will spell high frequency words. Pro: Administer Cloze Test “Kite Communication” Assess: accuracy of student responses.

equent spelling patterns of long e.

Pro: brainstorm foods with the long e sound.

Assess: wkbk. pg. 7

Day 3

Obj: students will use proper form of there/their/they're.

Pro: Discuss Blackline Master pg. 401.

Assess: wkbk. pg. 8

Day 4

Obj: students will identify words that need to be capitalized.

Pro: Write English on board. Point out that countries, groups of people, and languages are always capitalized. Introduce Teaching Poster #1.

Assess: Personal Poster Blackline Master 1.

Day 5

Obj: students will spell core frequency words correctly.

Pro: administer cloze test Review #3 Watch Out For Idioms.

Assess: student accuracy

SPELLING UNIT #4	
Day 1	Obj: students will be assessed on core frequency words. Pro: Administer word preview pg. 31: **rest, perhaps, certain, six, feel** Assess: accuracy of student spelling
Day 2	Obj: students will identify frequent spelling patterns for /s/ as s, ss, sc, ce, ci, and cy and patterns for other sounds spelled another way. Pro: Practice Book pg. 10, 11 Assess: accuracy of student crossword answers.
Day 3	Obj: students will identify suffixes and prefixes. Pro: concept three pg. 33, Teaching Poster 2, pg. 411. Assess: prefix/suffix chart pg. 381
Day 4	Obj: students will proofread for spelling errors. Pro: wkbk. pg. 12 Enrichment: OVER SIXTY DOLLARS game TE pg. 34. Assess: accuracy of student responses.

Day 5	Obj: students will be assessed on core frequency words. Pro: Administer cloze test: Scream for Ice Cream Assess: accuracy of student spelling

Spelling CCSS	L.4.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Day 1	Obj: students will spell core frequency words. Pro: administer core words pg. 41 fire, ready, green, yes, built Assess: accuracy of student spelling.
Day 2	Obj: students will identify patterns for the "j" sound. Pro: Write sentence on board from TE pg. 44: The huge, green frog dodged the giant feet of the basketball players as it jumped across the gym floor. Brainstorm patterns for "j" sound. Assess: Practice book pg. 13
Day 3	Obj: students will identify prefixes and suffixes. Pro: write fire, treat, spell, place, understand on whiteboard. Ask students to put "mis" in front of words. Discuss how this changes the meaning of the word. Assess: Practice book pg. 14
Day 4	Obj: students will use words that spell "j" sound in different ways. Pro: Crossword puzzle Assess: THT #5
Day 5	Obj: students will be evaluated on spelling of core frequency words. Pro: administer Cloze Test #5 Making a Tepee Assess: accuracy of spelling words
Spelling Unit #6	□
Day 1	Obj: students will spell core frequency words. Pro: TE pg. special, ran, full, town, complete Assess: accuracy of student spelling
Day 2	Obj: students will identify spelling patterns for /ou/ sounds. Pro: write about and town on board. Brainstorm list of words that use these patterns. Assess: Practice Book pg. 16

Day 3	Obj: students will understand spelling patterns for adding suffixes to words. Pro: Review rules Practice Book pg. 17 Assess: Practice Book pg. 17
Day 4	Obj: students will proofread text for errors. Pro: Review proofreading techniques. Assess: Practice pg. 18
Day 5	Obj: students will be evaluated on spelling of core words. Pro: administer cloze test #6 What Time is it? Assess: accuracy of student spelling

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Day 1	Obj: students will spell core frequency words. Pro: administer word preview: oh, person, hot, anything, hold Assess: accuracy of student spelling THT#7
Day 2	Obj: students will identify compound words. Pro: Use pg. 62 teacher's guide for examples. "I have, who has. . ." COMPOUND WORDS Assess: accuracy of responses Practice Book pg. 19
Day 3	Obj: students will spell the long a sound. Pro: TE pg. 63 for reference Assess: Practice Book pg. 20
Day 4	Obj: students will review compound words. Pro: "I have, who has . . ." COMPOND WORD JOKES Assess: accuracy of student responses.
Day 5	Obj: students will spell core frequency words. Pro: Administer Cloze Test: Safety in the Kitchen. Assess: accuracy of student spelling

SPELLING UNIT #8	□
DAY 1	Obj: students will spell core frequency words. Pro: Unit 8 word preview: state, list, stood, hundred, ten Assess: accuracy of student spelling
DAY 2	Obj: students will spell state names in alphabetical order. Pro: Practice Book pg. 23, use agenda as resource. Assess: accuracy of student spelling
DAY 3	Obj: students will review compound words. Pro: review compounds words. Assess: Practice Book pg. 24
DAY 4	Obj: students will spell review compound words. Pro: THT#8 Assess: accuracy of student responses
DAY 5	Obj: students will be evaluated on understanding of core frequency word spelling. Pro: Administer Cloze Test #8 "What Are They?" Assess: accuracy of student responses.

Integration of Career Readiness, Life Literacies and Key Skills

	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Technology and Design Integration

Spelling City

Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).

Interdisciplinary Connections

Spelling is a part of all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Modified lists

additional challenge words

support charts

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Unit Assessment

Spelling Assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Weekly tasks

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Spelling test

Instructional Materials

See lesson plans above.

Standards

LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.