Yearlong Wordly Wise

Content Area: **English**
Course(s):
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Unit Overview

Wordly Wise is a study of the English Language vocabulary, spelling, word definition, usage, comprehension, reading and writing Skills. It is a year long program.

Enduring Understandings

A better understanding of the English language and word usage makes us more capable readers and writers.

Essential Questions

What do we need to know about the English language to improve our reading and writing skills?

Instructional Strategies & Learning Activities

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Passages and Passage Questions can be used to meet standard, e.g.,
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
3. Analyze how and why individuals, events, and ideas

develop and interact over the course of a text.
Passages and Passage Questions can be used to meet standard, e.g.,
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
SE: 9-10, 19-20, 30-31, 41-42, 53-54, 65-66, 75-77, 86-87, 98-100, 109-111, 120-121, 131-132, 144-145, 165-16, 176-177, 187-188, 198-199, 209-210, 220-221
TE: 2-11, 104-105, 108-109, 151-152, 155-156, 159-161, 163-165, 167, 168
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120, 129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220
TE: 103, 107-108, 150, 154, 158, 162

Reading Standards for Literature K–5 RL
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
SE: 64-65, 109-111, 154-156, 188
TE: 4, 6, 8, 10, 159-161, 163-165, 169
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text
SE: 64-65, 109-111, 154-156, 188
TE: 4, 6, 8, 10, 159-161, 163-165, 169
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
SE: 64-65, 109-111, 154-156, 188
TE: 4, 6, 8, 10, 159-161, 163-165, 169
Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
SE: 64-65, 109-111, 154-155, 187-188
TE: 4, 6, 8, 10, 159-161, 163-165, 169
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SE: 63-64, 108-109, 153, 186-187
TE: 158, 162
Reading Standards for Informational Text K-5
Key Ideas and Details
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Passages and Passage Questions can be used to meet standard, e.g.,
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Passages and Passage Questions can be used to meet standard, e.g.,
SE: 8-10, 18-20, 29-31, 40-42, 52-54, 74-77, 85-87, 97-100, 119-121, 129-132, 143-145, 164-166, 175-177, 197-199, 208-21, 219-221
TE: 2-11, 20-55, 58-59, 103-105, 107-109, 150-152, 154-156, 158-161, 162-165, 167, 169

Craft and Structure

4. Determine the meaning of general academic and domainspecific words or phrases in a text relevant to a grade 4 topic or subject area.

SE: 9-10, 19-20, 30-31, 41-42, 53-54, 75-77, 86=87, 98-100, 120-121, 131-132, 144-145, 165-166, 176-177, 198-199, 209-210, 220-221
TE: 2-11, 167, 169

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SE: 8, 18, 29, 40-41, 52, 74-75, 85-86, 97-98, 119-120, 129-130, 143, 164-165,
175, 197-198, 208-209, 219-220
TE: 103, 107-108, 150, 154
Reading Standards: Foundational Skills (K–5)
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic
principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather,
they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers
with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need
much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what
they already know—to discern when particular children or activities warrant more or less attention.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis
skills in decoding 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.
SE: 10, 28, 51, 55, 73, 88, 96, 100, 145, 152, 163, 167, 189, 207, 211, 222
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Fluency
4. Read with sufficient accuracy and fluency to support
comprehension.
a. Read on-level text with purpose and understanding. SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120,
129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220
TE: 103, 107-108, 150, 154, 158, 162
b. Read on-level prose and poetry orally with accuracy,
appropriate rate, and expression on successive
readings
SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120,
129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220
TE: 103, 107-108, 150, 154, 158, 162
c. Use context to confirm or self-correct word
recognition and understanding, rereading as
necessary.
SE: 8-9, 18-19, 29-30, 40-41, 52, 63-64, 74-75, 85-86, 97-98, 108-109, 119-120,
129-130, 143, 153, 164-165, 17, 186-187, 197-198, 208-209, 219-220
TE: 103, 107-108, 150, 154, 158, 162
College and Career Readiness Anchor Standards for Writing
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They
correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are
necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills
and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts
Wordly Wise 3000, focuses on improving students' vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
3. Write narratives to develop real or imagined experiences or events using effective technique
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
Writing Standards K–5
The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of
skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use,
from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and

sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop
skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards
themselves and in the collection of annotated student writing samples in Appendix C.
Text Types and Purposes
1. Write opinion pieces on topics or texts, supporting a point
of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion,
and create an organizational structure in which
related ideas are grouped to support the writer's
purpose.
b. Provide reasons that are supported by facts and
details.
c. Link opinion and reasons using words and phrases
(e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to
the opinion presented.
2. Write informative/explanatory texts to examine a topic and
convey ideas and information clearly.
a. Introduce a topic clearly and group related
information in paragraphs and sections; include
formatting (e.g., headings), illustrations, and
multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete
details, quotations, or other information and
examples related to the topic.
c. Link ideas within categories of information using
words and phrases (e.g., another, for example, also,
because).
d. Use precise language and domain
-specific
vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to
the information or explanation presented.
3. Write narratives to develop real or imagined experiences or
events using effective technique, descriptive details, and
clear event sequences.
a. Orient the reader by establishing a situation and
introducing a narrator and/or characters; organize
an event sequence that unfolds naturally..
b. Use dialogue and description to develop
experiences and events or show the responses of
characters to situations.
c. Use a variety of transitional words and phrases to
manage the sequence of events.
d. Use concrete words and phrases and sensory
details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated
experiences or events.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build Knowledge
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
College and Career Readiness Anchor Standards for Speaking and Listening
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They
correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are
necessary complements—the former providing broad standards, the latter providing additional specificity—

that together define the skills
and understandings that all students must demonstrate.
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of
conversations and collaborations with diverse partners,
building on others' ideas and expressing their own clearly
and persuasively.
Class discussions are utilized during Applying Meaning and Review Puzzle
Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151,
162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
2. Integrate and evaluate information presented in diverse
media and formats, including visually, quantitatively, and
orally.
SE: Oral teacher reading of passages: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66,
74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166,
175-177, 186-188, 197-199, 208-210, 219-221
3. Evaluate a speaker's point of view, reasoning, and use of
evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence
such that listeners can follow the line of reasoning and the
organization, development, and style are appropriate to
task, purpose, and audience.
5. Make strategic use of digital media and visual displays of
data to express information and enhance understanding of
presentations.
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6. Adapt speech to a variety of contexts and communicative
tasks, demonstrating command of formal English when
indicated or appropriate.
Class discussions are utilized during Applying Meaning and Review Puzzle
Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151,
162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223

Speaking and Listening Standards K–5
The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of
skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or
further develop skills and understandings mastered in preceding grades.
Comprehension and Collaboration
1. Engage effectively in a range of collaborative discussions
(one-on-one, in groups, and teacher led) with diverse
partners on grade 3 topics and texts, building on others'
ideas and expressing their own clearly.
a. Come to discussions prepared, having read or
studied required material; explicitly draw on that
preparation and other information known about the
topic to explore ideas under discussion.
Class discussions are utilized during Applying Meaning and Review Puzzle

Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
b. Follow agreed-upon rules for discussions and carry out assigned roles.
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SE: Oral teacher reading of passages: 8-10, 18-20, 29-31, 40-42, 52-54, 64-66, 74-77, 85-87, 97-100, 108-111, 119-121, 129-132, 143-145, 153-155, 164-166, 175-177, 186-188, 197-199, 208-210, 219-221
3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
College and Career Readiness Anchor Standards for Language
The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are

necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills
and understandings that all students must demonstrate.
Conventions in Writing and Speaking
1. Demonstrate command of the conventions of standard
English grammar and usage when writing or speaking.
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g., SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
2. Demonstrate command of the conventions of standard
English capitalization, punctuation, and spelling when
writing.
SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
Knowledge of Language
3. Apply knowledge of language to understand how language
functions in different contexts, to make effective choices for
meaning or style, and to comprehend more fully when
reading or listening.
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g., SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases by using context clues,
analyzing meaningful word parts, and consulting general
and specialized reference materials, as appropriate.
SE: 3-6, 13-16, 24-27, 35-39, 47-50, 58-61, 69-72, 80-83, 92-95, 103-106, 114-117, 124-127, 138-141, 149-151, 159-162, 170-173, 181-184, 192-195, 203-206, 215-217
TE: 2-11
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5. Demonstrate understanding of figurative language, word
relationships, and nuances in word meanings.
SE: 7, 17, 38, 43, 62, 66, 77, 84, 100, 111, 122, 128, 156, 167, 174, 185, 189, 196, 200, 218
6. Acquire and use accurately a range of general academic
and domain-specific words and phrases sufficient for
reading, writing, speaking, and listening at the college and
career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an
unknown term important to comprehension or expression.
SE: Word Lists: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202
Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a
range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and
retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are
particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are
marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in
sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

SE: 66

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221

g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

c. Use a comma before a coordinating conjunction in a compound sentence

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

SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.*

SE: Writing Exercises: 9-10, 19-20, 30-31, 41-42, 53-54, 64-65, 75-77, 86-87, 98-

100, 109-11, 129-121, 131-132, 144-145, 154-155, 165-166, 176-177, 187-188, 198-199, 209-210, 220-221
Class discussions are utilized during Applying Meaning and Review Puzzle Exercises, e.g.,
SE: Applying Meanings: 6, 16, 27, 38, 50, 61, 72, 83, 95, 106, 117, 127, 141, 151, 162, 173, 184, 195, 206, 217; Review Puzzles: 44, 89, 133-135, 178, 223
b. Choose punctuation for effect.*
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SE: Word Lists: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
SE: 10, 28, 32, 43, 51, 55, 88, 132, 145, 16, 167, 207, 211, 222

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.
SE: Word Lists: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
SE: Antonyms: 17, 43, 39, 62, 77, 118, 122, 196, 200, 218; Synonyms: 7, 39, 62, 84, 100, 128, 174, 218
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).
SE: Word Lists: 1-3, 11-13, 22-24, 33-35, 45-57, 56-67, 67-69, 78-80, 90-92, 101-

102, 112-114, 122-124, 136-138, 146-148, 157-158, 168-170, 178-181, 190-192, 201-202

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
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.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	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).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students will inteact with the units in Wordly Wise using the Smartboard and Chromebook.

Quizlet

	Computing devices may be connected to other devices to form a system as a way to

	extend their capabilities.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Vocabulary acqisition as it pertains to other 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:

Differentiated assignments

Teacher support

Challenge words for higher achievers

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 Accommocations 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:

Pre and post tests, end of year assessment

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 quizzes

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:

Chapter tests

Instructional Materials

Wordly Wise workbooks

Standards

LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
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.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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.A	Read grade-level text with purpose and understanding.

LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
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.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).