

Word Study Overview Grade 4

Content Area: **Language Arts**
Course(s):
Time Period: **September**
Length: **School Year**
Status: **Not Published**

Summary of the Unit

The enclosed Word Study curriculum is intended for the General Education & Inclusion Classroom for students in the fourth grade. Students will focus on word-solving actions that move readers and writers by building their knowledge of the language system to develop strategies to solve unfamiliar words. Students will notice words that appear frequently in the texts they read so as to build automatic recognition thus leading to efficient decoding strategies. Students will build upon word-solving strategies centered around breaking down and rebuilding words by syllables to spell unfamiliar words. Through building a powerful system for connecting and categorizing words, students will develop a more robust vocabulary. Over the course of the year, students will study synonyms, antonyms, homophones, homographs, multi-meaning words, prefixes, suffixes, verb tenses, Greek/Latin roots, as well as figurative language mainstays (similes, metaphors, and idioms). In turn, students will improve their reading skills as well as develop tools that will enhance their writing. By the end of the year, most students will spell their High Frequency words when exposed to them regularly through the use of a living word wall, shared writing, and daily practice of challenging words. Throughout this curriculum, many lessons are labeled as "generative". These lessons can be modified to be used more than once to meet the needs of the students. All skills and concepts presented in Unit 1 should be taught to mastery.

Table of Contents

There are 3 units within the curriculum.

Unit 1- Syllables, Word Patterns, Synonyms, Antonyms, Greek/Latin Roots, Idioms, High Frequency Words

Unit 2- Syllables, Word Patterns, Singular/Plural Nouns, Homophones, Homographs, Multi-meaning Words, Greek/Latin Roots, Idioms, High Frequency Words

Unit 3- Syllables, Prefixes, Suffixes, Verb Tenses, Similes, Metaphors, Greek/Latin Roots, Idioms, High Frequency Words

Word Study Unit 1

Content Area: **Language Arts**
Course(s):
Time Period: **September**
Length: **Trimester**
Status: **Not Published**

Summary of the Unit

Trimester one focuses on word solving actions that move readers and writers by building their knowledge of the language system to develop strategies to solve unfamiliar words. The unit begins with students noticing words that appear frequently in the texts they read so as to build automatic recognition thus leading to efficient decoding strategies. Students will then use word-solving strategies centered around breaking down and rebuilding words by syllables to spell unfamiliar words. Besides syllables, students will examine how common phonograms, r-controlled vowels, and double consonants help in these word building strategies. As the trimester progresses, students will build a powerful system for connecting and categorizing words in order to build a more robust vocabulary. Through the study of synonyms, antonyms, idioms, and Greek/Latin roots, students will improve their reading skills as well as develop tools that will enhance their writing. Over the course of the trimester, students will be exposed to 6 idioms and 4 Greek/Latin roots. At the end of the trimester, most students will spell their High Frequency words when exposed to them regularly (living word wall, shared writing, challenge words) and encouraged to apply them in their writing. Throughout this curriculum, many lessons are labeled as "generative". These lessons can be modified to be used more than once to meet the needs of the students. All skills and concepts presented in Unit 1 should be taught to mastery.

Essential Questions

How can students apply grade-level phonics and word analysis skills in order to decode and encode words?

How can students engage effectively in a range of collaborative discussions?

How will students build on others' ideas and express their own clearly?

How accurately will students demonstrate grammar and usage when writing or speaking?

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.

Summative Assessment and/or Summative Criteria

1st Trimester Benchmark

Resources

Fountas & Pinnell Phonics, Spelling and Vocabulary Word Study Lessons, The Fountas & Pinnell Comprehensive Phonics, Spelling and Vocabulary Word Study Guide, The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>Launching Word Work</p> <ul style="list-style-type: none"> 5 days of training followed by implementation 	<ul style="list-style-type: none"> Build stamina and develop independence while completing word work assignments List procedures for how to use word work materials Practice routines/games (pgs 30-33) 	<ul style="list-style-type: none"> Create an anchor chart with student expectations Gradual release model for all assignments Include materials, such as: crayons, colored pencils, markers, dry erase boards & markers, magnetic letters & boards 		<p>LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>
<p>High Frequency Words</p> <ul style="list-style-type: none"> Spiral over trimester One day in beginning for pre-assessment One day at end for post-assessment 	<p>HFW 1 Acquire a large core of High-Frequency Words (generative lesson)</p> <ul style="list-style-type: none"> A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 	<ul style="list-style-type: none"> Teach - HFW #1.pdf words to know (or 500 High Frequency Words in kit) Apply - Use letter boxes or personal word walls; Highlight a new missed word(s) each week Share - Create living word wall of frequently misspelled words; add words to other spelling quizzes 	<ul style="list-style-type: none"> Pre-assessment on list of 1st 50 words Teacher observation in writing Spelling of words on spelling assessments as bonus words Post-assessment on 1st 50 words 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>

		to work on mastery		
<p>Idioms</p> <ul style="list-style-type: none"> • 2 per month (6 per trimester) • 1 day each month 	<p>WMV 21 Recognize that some commonly used idioms have meanings different from the meanings of the separate words (generative lesson)</p> <ul style="list-style-type: none"> • Piece of cake/Once in a blue moon • Raining cats and dogs/Sick as a dog • Cat's got your tongue/ On Cloud 9 	<ul style="list-style-type: none"> • Display idioms on a word wall or figurative language wall [Pocket cards in kit] • Teach-sentence activity/display cards • Apply - write sentences & illustrate literal meanings • Share 	<ul style="list-style-type: none"> • Teacher observation • Use in creative writing • Use in classroom discussions 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D LA.L.4.5B</p>
<p>Syllables</p> <ul style="list-style-type: none"> • 1 week of direct instruction • Revisit over course of all words study lessons to spell longer words 	<p>WSA 1 Break a word into syllables to decode manageable units (generative)</p> <p>WSA 2 Break a word into syllables to decode manageable units (generative)</p> <p>WSA 3 Break a word into syllables to decode manageable units (generative)</p> <p>WS9 Recognize and use vowel combination</p>	<ul style="list-style-type: none"> • Teach- single syllable, double, triple Pocket cards in kit • Apply - syllable sort • Share • Teach - breaking apart words Pocket cards in kit • Apply - Syllable chart • Share • Teach - breaking apart words Pocket cards in kit • Apply - Lotto 	<ul style="list-style-type: none"> • Syllable sorts of one, two, three+ syllable words (using words cards) • Assessment Resource: WSA "A" & "F" • Discussion • Observation of using syllables to break apart & spell words 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>

	<p>syllables (generative)</p> <p>SP9 Recognize and use frequently appearing syllable patterns in multisyllable words</p>	<ul style="list-style-type: none"> • Share • Teach - Vowel combinations stay together <i>Pocket cards in kit</i> • Apply - Lotto • Share • Teach - Find familiar patterns when spelling words - (<i>see Task sheet, word cards and list sheet in resources to build list</i>) • Apply - Make words with en- and -ble • Share 		
<p>Phonograms</p> <ul style="list-style-type: none"> • 1 week 	<p>SP1 Recognize and use more difficult phonogram patterns in single-syllable words (generative)</p> <p>[-each, -aint, -ound, -oose, -eeze]</p>	<ul style="list-style-type: none"> • Teach - VVCe, VVCC (<i>see Phonogram chart in resources to build list</i>) • Apply - Five-Way sort, Word Work activities such as spelling calendars, sentence writing, illustrations during Guided Reading independent activities • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation of principle applied to everyday writing 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>
<p>Phonograms</p> <ul style="list-style-type: none"> • 1 week 	<p>SP2 Recognize and use more difficult phonogram patterns in single-syllable words (generative)</p> <p>[-ance, -aste, -udge, -</p>	<ul style="list-style-type: none"> • Teach - VCCe, VCCC (<i>see Phonogram chart in resources to build list</i>); <i>Pocket cards in kit</i> • Apply - Word 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation of principle applied to everyday writing 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>

	itch, -unch, -atch]	<p>Pairs Sort, Word Work activities such as spelling calendars, sentence writing, illustrations during Guided Reading independent activities</p> <ul style="list-style-type: none"> • Share 		
<p>R-controlled vowels</p> <ul style="list-style-type: none"> • 1 week <p><i>This lesson can be combined into 1 week with a combination of longer and shorter words or split into 2 separate weeks.</i></p> <p><i>[LSR3 is a more basic lesson on this concept.]</i></p>	<p>SP4 Recognize and use phonogram patterns with vowels and <i>r</i> in single-syllable words (generative)</p> <p>[-air, -ear, -eer, -oor, -our]</p> <p>WS8 Recognize and use <i>r</i>-influence syllables (generative)</p>	<ul style="list-style-type: none"> • Teach - Vowels with <i>r</i> in words, usually blend the sounds of the vowels with <i>r</i> (see Phonogram chart in resources to build list) • Apply - Word sort, Word Work activities such as spelling calendars, sentence writing, illustrations during Guided Reading Independent activities • Share <ul style="list-style-type: none"> • Teach - Vowel and <i>r</i> stay together in same syllable (see Phonogram chart in resources to build list) • Apply - Word strips, Word Work activities such as spelling calendars, sentence writing, illustrations during Guided Reading independent activities • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation of principle applied to everyday writing 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>

		<p><i>build list) Pocket Chart Cards in kit</i></p> <ul style="list-style-type: none"> • Apply - Go Fish ; sentence writing, definitions during Guided Reading independent activities • Share 		
<p>Shades of Meaning</p> <ul style="list-style-type: none"> • 1 week 	<p>WMV 2 Recognize and use Synonyms (generative)</p>	<ul style="list-style-type: none"> • Teach - synonyms/antonyms are not all the same. Shades of meaning on word line (<i>see Task sheet, Word cards, Word line sheets in resources to build list) Synonym list in kit</i> • Apply - Word Cards/line sheet activity in small groups ; sentence writing during Guided Reading independent activities • Share 	<ul style="list-style-type: none"> • Teacher observation during independent writing activities • Assess - List of synonyms to order • Assess - Synonym/Antonym word line to fill in • Assess - WMV Assessment A or I 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D LA.L.4.5C LA.L.4.4C LA.L.4.3A</p>
<p>High Frequency Words</p> <ul style="list-style-type: none"> • 1 day 	<p>HFW 1 Acquire a large core of High-Frequency Words (generative lesson)</p> <ul style="list-style-type: none"> • A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 	<ul style="list-style-type: none"> • Review words for this trimester 	<ul style="list-style-type: none"> • Assess mastery of the 1st 50 words 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>

LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
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.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant words, point to pictures often while reading, reduce amount of words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Create personal word walls within word study notebooks, create flashcards for High Frequency Words

Gifted Students- Create story using the words that fall within current writing or social studies curricular, create flash cards for ELL or other students struggling with patterns and visual cues

Suggested Technological Innovations/Use

- Smart Board
- Online games
- Wordwall.com
- Brainpop Jr./Brainpop
- Spelling City

Cross Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.

- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

Additional Lessons

1. Recognize and use **contractions with "have"** [WS1]
2. Recognize and use **contractions with "had" or "would"** [WS2]
3. Recognize and use a letter or letter combinations that represent /o/ **vowel sound (au, al, aw, ou)** [LSR 1]
4. Recognize and use letter combinations that represent **two different vowel sounds (ea, ei, ow)** [LSR 2]
5. Recognize and use vowel sounds with **r (ir, er, ar ,ur)** [LSR 3]
6. Recognize and use consonant letters that represent **two or more different sounds** at the end of a word (**c = /s/ or /k/**) [LSR 4]
7. Recognize and use less frequent **digraphs** at the beginning or end of a word (**ph**) [LSR 5]
8. Understand that some consonant sounds can be represented by several different **letters or letter clusters (f, ff, ph, gh)** [LSR 6]
9. Recognize and use phonogram patterns with /o/ **sound** in single syllable words [SP3]
10. Use a **Study Resource** to Spell a Word: **Partner 1 & 2**;[WSA12-13]
11. Use Known Words to Spell an unknown word: **Partner 3**[WSA 14]
12. Attempt to **Spell an Unknown Word : Partner 4** [WSA 15]
13. Use a **dictionary** to solve and find information about words [WSA7]
14. Understand how to use **capital letters** correctly [LSR 7]
15. Understand how to form **cursive letters** [LSR 8]
16. Recognize and use **common abbreviations** [WS 3-4]
17. Recognize and use **irregular plurals** [WS 5]

Word Study Unit 2

Content Area: **Language Arts**
Course(s):
Time Period: **December**
Length: **Trimester**
Status: **Not Published**

Summary of the Unit

Trimester Two focuses on word solving actions that move readers and writers by building their knowledge of the language system to develop strategies to solve unfamiliar words. The unit begins with students noticing words that appear frequently in the texts they read so as to build automatic recognition thus leading to efficient decoding strategies. Students will build upon word-solving strategies centered around breaking down and rebuilding words by syllables to spell unfamiliar words. Using syllables, students will examine how common phonograms, double vowels, and double/triple consonants help in these word building strategies. Students will also work on their knowledge of nouns to form singular and plural possessives. As the trimester progresses, students will build a powerful system for connecting and categorizing words in order to build a more robust vocabulary. Through the study of homophones, homographs, multiple meaning words, idioms, and Greek/Latin roots, students will improve their reading skills as well as develop tools that will enhance their writing. Over the course of the trimester, students will be exposed to 6 idioms and 4 Greek/Latin roots. At the end of the trimester, most students will spell their High Frequency words when exposed to them regularly (living word wall, shared writing, challenge words) and encouraged to apply them in their writing. Throughout this curriculum, many lessons are labeled as "generative". These lessons can be modified to be used more than once to meet the needs of the students. There are lessons throughout the curriculum that cover skills that may not be necessary for all learners. The lessons can be incorporated during small groups or as needed. At the bottom of this curriculum, these additional lessons are listed with corresponding lesson numbers. All skills and concepts presented in Unit 2 should be taught to mastery.

Essential Questions

- How can students apply grade-level phonics and word analysis skills in order to decode and encode words?
- How can students engage effectively in a range of collaborative discussions?
- How will students build on others' ideas and express their own clearly?
- How accurately will students demonstrate grammar and usage when writing or speaking?

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of

types. Letters, sounds and symbols form the foundation of language systems.

- Punctuation and grammar impact a writer’s message. Readers and writers use phonetic principles to read and spell.

Summative Assessment and/or Summative Criteria

2nd Trimester Benchmark

Resources

Fountas & Pinnell Phonics, Spelling and Vocabulary Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Vocabulary Word Study Guide, The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
High Frequency Words <ul style="list-style-type: none"> • Spiral over trimester • One day in beginning for pre-assessment • One day at end for post-assessment 	HFW 2 Read & Write High-Frequency Words (generative lesson) <ul style="list-style-type: none"> • A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 	<ul style="list-style-type: none"> • Teach - HFW #2.pdf words to know (or 500 High Frequency Words in kit) • Apply - Use letter boxes or personal word walls; Highlight a new missed word(s) each week • Share - Create living word wall of frequently 	<ul style="list-style-type: none"> • Pre-assessment on list of 2nd 50 words • Teacher observation in writing • Spelling of words on spelling assessments as bonus words • Post -assessment on 1st 50 words 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D

		misspelled words; add words to other spelling quizzes to work on mastery		
<p>Idioms</p> <ul style="list-style-type: none"> • 2 per month (6 per trimester) • 1 day each month 	<p>WMV 21</p> <p>Recognize that some commonly used idioms have meanings different from the meanings of the separate words (generative lesson)</p> <ul style="list-style-type: none"> • Put your foot in your mouth/hit the sack • On the fence/heart of gold • Tickled pink/Out of the blue 	<ul style="list-style-type: none"> • Display idioms on a word wall or figurative language wall [Pocket cards in kit] • Teach-sentence activity/display cards • Apply - write sentences & illustrate literal meanings • Share 	<ul style="list-style-type: none"> • Teacher observation • Use in creative writing • Use in classroom discussions 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p> <p>LA.L.4.5B</p>
<p>Singular Possessives</p> <ul style="list-style-type: none"> • 1 week 	<p>WS6</p> <p>Recognize and use possessives that add an apostrophe and s to singular nouns to show ownership (generative)</p>	<ul style="list-style-type: none"> • Teach- add apostrophe and s to singular nouns that end in s or no s (see task sheet and word cards in online resources) • Apply - sentence writing practice • Share 	<ul style="list-style-type: none"> • Dictation of 4-5 sentences that include possessive form of singular nouns • Discussion • Observation of use of possessive forms 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>
<p>Plural Possessives</p>	<p>WS7</p> <p>Recognize and use</p>	<ul style="list-style-type: none"> • Teach - add an apostrophe 	<ul style="list-style-type: none"> • Dictation of 4-5 sentences that include 	<p>LA.RF.4.3</p>

<ul style="list-style-type: none"> • 1 week 	<p>possessives that add an apostrophe to plural nouns to show ownership (generative)</p>	<p>to plural nouns that end in s to show ownership (see task sheet, word cards, and two-way sort in resources online)</p> <ul style="list-style-type: none"> • Apply - Two-Way sort, sentence writing • Share 	<p>possessive form of singular nouns</p> <ul style="list-style-type: none"> • Discussion • Observation of use of possessive forms 	<p>LA.SL.4.1 LA.L.4.1 LA.L.4.2D</p>
<p>Greek/Latin Roots</p> <p>1 week</p> <ul style="list-style-type: none"> • 2 per month (4 trimester) 	<p>WS 35-36</p> <p>Recognize and use Word Roots from Greek and Latin</p> <ul style="list-style-type: none"> • Tele & spec • Phono & ped • Astro & cycl 	<ul style="list-style-type: none"> • Teach - words and parts of words come from Greek and Latin and have meanings(see Word Roots from Greek/Latin cards in resources to build list, Task sheet, game die, word grids with directions) Pocket cards in kit • Apply - Word grid (similar to bingo) Word map, sentence writing, definitions, Acrostic poems, illustrations during center 	<ul style="list-style-type: none"> • Assess - list of words and circle root and define; sentences; word maps; list of additional words with specific root • Word Structure Assessment G or L 	<p>LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D LA.L.4.4B</p>

		<p>work</p> <ul style="list-style-type: none"> • Share • Teach - words and parts of words come from Greek and Latin and have meanings (see Word Roots from Greek/Latin cards in resources to build list, Task sheet, 4 way sort, word cards) Pocket cards in kit • Apply - 4 way sorts, Word map, sentence writing, definitions, Acrostic poems, illustrations during Center work • Share 		
<p>Consonant + le</p> <ul style="list-style-type: none"> • 1 week 	<p>WS 11</p> <p>Recognize and use consonant + le syllables</p>	<ul style="list-style-type: none"> • Teach - When a consonant is followed by the letters le at the end of the word, the consonant plus the letters le usually form final syllable (see - le word list in 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation of principle applied to everyday writing • Word Structure Assessment C, D or I 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>

		<p>resources to build list, task sheet, game die, word grid)</p> <ul style="list-style-type: none"> • Apply - Word grid (lotto), Word Work activities such as spelling calendars, sentence writing, illustrations during center activities • Share 		
<p>VCCV</p> <ul style="list-style-type: none"> • 1 week 	<p>WS 12</p> <p>Recognize and use syllables in words with the VCCV pattern (generative)</p>	<ul style="list-style-type: none"> • Teach - When there are 2 consonants in the middle of the word, break the word apart between the consonants, but keep digraphs together (see word list, task sheet, word cards & blank word strips in resources) • Apply - Word strips for building words activity, Word Work activities such as spelling calendars, 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation of principle applied to everyday writing • Word Structure Assessment C,D or I 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>

		<p>sentence writing, illustrations during centers</p> <ul style="list-style-type: none"> • Share 		
<p>VCCCV</p> <ul style="list-style-type: none"> • 1 week 	<p>WS 13</p> <p>Recognize and use syllables in words with the VCCCV pattern (generative)</p>	<ul style="list-style-type: none"> • Teach - When there are 3 consonants in the middle of the word, break the word apart between the consonants, but keep digraphs or consonant clusters together (see task sheets, Word Cards and 2 way sorts in resources to build list) • Apply - Two-way sort, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Assess - give list 10-12 words and ask for a synonym of each one • Observation during independent activities • Word Structure Assessment C, D, or I 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>
<p>Greek/Latin Roots</p> <p>1 week</p> <ul style="list-style-type: none"> • 2 per month (4 	<p>WS 35-36</p> <p>Recognize and use Word Roots from Greek and Latin</p> <ul style="list-style-type: none"> • • Tele & spec 	<p>[see related lessons plans above]</p>		

trimester)	<ul style="list-style-type: none"> • Phono & ped • Astro & cycl 			
VV <ul style="list-style-type: none"> • 1 week 	WS 14 Recognize and use syllables in words with the VV pattern (generative)	<ul style="list-style-type: none"> • Teach - When there are 2 vowels together and you can hear 2 vowel sounds, break the word between the vowels (see Task sheet, Word Cards, 5-way sort in resources to build list) • Apply - Five-way sort, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Assess - 10-12 familiar words, ask for antonyms; write as many antonyms as they can in 3 minutes • Teacher observation during independent activities • Word Structure Assessment C, D, or I 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D
Homophones <ul style="list-style-type: none"> • 1 week 	WMV 5-6 Recognize and use homophones (generative)	<ul style="list-style-type: none"> • Teach - some words sound the same but have different spellings & meanings (see Task sheet, game cards, Word & sentence sheets, concentration directions in resources) 	<ul style="list-style-type: none"> • Teacher observation during independent writing activities • Assess - Word Meaning/ Vocabulary assessment C or I 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D LA.L.4.4A LA.L.4.3A

		<p>Homophone list in kit</p> <ul style="list-style-type: none"> • Apply - concentration game, sentence sheets, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 		
<p>Homographs</p> <ul style="list-style-type: none"> • 1 week 	<p>WMV 7-8</p> <p>Recognize and use homophones (generative)</p>	<ul style="list-style-type: none"> • Teach - some words are spelled the same but have different meanings and origins. Sometimes they are pronounced differently (see Task sheet, word cards, Word & sentence sheets in resources) Homograph list in kit • Apply - word cards & sentence sheets for writing, sentence sheets, highlighters and write other form of homograph, Word Work 	<ul style="list-style-type: none"> • Teacher observation during independent writing activities • Assess - Word Meaning/ Vocabulary assessment D or I 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p> <p>LA.L.4.4A</p> <p>LA.L.4.3A</p>

		<p>activities such as spelling calendars, sentence writing, illustrations during centers</p> <ul style="list-style-type: none"> • Share 		
<p>Multi Meaning words</p> <ul style="list-style-type: none"> • 1 week 	<p>WMV 9-10</p> <p>Recognize and use words with multiple meanings (generative)</p>	<ul style="list-style-type: none"> • Teach - some words are spelled the same but have more than one meaning (see Task sheet, word cards, Word & sentence sheets, riddle sheets in resources) multiple meanings list in kit • Apply - word cards & sentence sheets for writing, riddle sheets, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Teacher observation during independent writing activities • Assess - Word Meaning/ Vocabulary assessment E 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p> <p>LA.L.4.4A</p> <p>LA.L.4.3A</p>
<p>High Frequency Words</p> <ul style="list-style-type: none"> • 1 week 	<p>HFW 2</p> <p>Acquire a large core of High-Frequency Words (generative)</p>	<ul style="list-style-type: none"> • Review words for this trimester 	<ul style="list-style-type: none"> • Assess mastery of the 2nd 50 words 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p>

	lesson) <ul style="list-style-type: none"> • A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 			LA.L.4.1 LA.L.4.2D
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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.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
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.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant words, point to pictures often while reading, reduce amount of words used, check for understanding often, repeat and clarify directions, provide I charts for centers

Special Education- Create personal word walls within word study notebooks, create flashcards for High Frequency Words

Gifted Students- Create story using the words that fall within current writing or social studies curricular, create flash cards for ELL or other students struggling with patterns and visual cues

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- Smart Board
- Online games
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- Spelling City

Cross Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

Additional Lessons

1. Recognize and use vowel combination syllables(ea, ai, ay, ee,) [WS9]
2. Recognize and use VCe syllables [WS10]
3. Recognize and use short vowel phonograms that appear in multisyllable words[SP 10-11]
4. Recognize and use long vowel phonograms that appear in multisyllable words [SP 12-13]
5. Recognize and use the suffix ly to form an adverb[WS 20]
6. Recognize and use the suffix y to form an adjective[WS 21]

Word Study Unit 3

Content Area: **Language Arts**
Course(s):
Time Period: **March**
Length: **Trimester**
Status: **Not Published**

Summary of the Unit

Trimester Three focuses on word solving actions that move readers and writers by building their knowledge of the language system to develop strategies to solve unfamiliar words. The unit begins with students noticing words that appear frequently in the texts they read so as to build automatic recognition thus leading to efficient decoding strategies. Students will build upon word-solving strategies centered around breaking down and rebuilding words by syllables to spell unfamiliar words. Students will examine how words can be altered by adding prefixes and suffixes that change the meanings or even parts of speech. Students will also work on their knowledge of verbs to form present participles and past tense versions of common verbs. As the trimester progresses, students will build a powerful system for connecting and categorizing words in order to build a more robust vocabulary. Through the study of similes, metaphors, idioms, and Greek/Latin roots, students will improve their reading skills as well as develop tools that will enhance their writing. Over the course of the trimester, students will be exposed to 6 idioms and 4 Greek/Latin roots. At the end of the trimester, most students will spell their High Frequency words when exposed to them regularly (living word wall, shared writing, challenge words) and encouraged to apply them in their writing. Throughout this curriculum, you will see many lessons labeled as "generative". These lessons can be modified to be used more than once to meet the needs of your students. There are lessons throughout the curriculum that cover skills that may not be necessary for all learners. The lessons can be incorporated during small groups or as needed. At the bottom of this curriculum, these additional lessons are listed with corresponding lesson numbers. All skills and concepts taught in Unit 3 should be taught to mastery.

Essential Questions

How can students apply grade-level phonics and word analysis skills in order to decode and encode words?

How can students engage effectively in a range of collaborative discussions?

How will students build on others' ideas and express their own clearly?

How accurately will students demonstrate grammar and usage when writing or speaking?

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer’s message. Readers and writers use phonetic principles to read and spell.

Summative Assessment and/or Summative Criteria

3rd Trimester Benchmark

Resources

Fountas & Pinnell Phonics, Spelling and Word Study Lessons The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide, The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
High Frequency Words <ul style="list-style-type: none"> • Spiral over trimester • One day in beginning for pre-assessment • One day at end for post-assessment 	HFW 3 Recognize commonly misspelled words & rewrite them correctly (generative lesson) <ul style="list-style-type: none"> • A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 	<ul style="list-style-type: none"> • Teach - words to know (or 500 High Frequency Words in kit) • Apply - Use letter boxes or personal word walls; Highlight a new missed word(s) each week • Share - Create living word wall of frequently misspelled words; add words to other spelling quizzes to work on mastery 	<ul style="list-style-type: none"> • Pre-assessment on list of 3rd 50 words • Teacher observation in writing • Spelling of words on spelling assessments as bonus words • Post -assessment on 3rd 50 words 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D

<p>Idioms</p> <ul style="list-style-type: none"> • 2 per month (6 per trimester) • 1 day each month 	<p>WMV 21</p> <p>Recognize that some commonly used idioms have meanings different from the meanings of the separate words (generative lesson)</p> <ul style="list-style-type: none"> • Driving someone up the wall/In hot water • Break a leg/Off the hook • Pulling your leg/Under the weather 	<ul style="list-style-type: none"> • Display idioms on a word wall or figurative language wall [Pocket cards in kit] • Teach-sentence activity/display cards • Apply - write sentences & illustrate literal meanings • Share 	<ul style="list-style-type: none"> • Teacher observation • Use in creative writing • Use in classroom discussions 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p> <p>LA.L.4.5B</p>
<p>Unique Vowel phonograms</p> <ul style="list-style-type: none"> • 1 week 	<p>SP 14</p> <p>Recognize and use unique vowel phonograms that appear in multisyllable words (generative)</p> <p>SP 15</p> <p>Recognize and use unique vowel phonograms that appear in multisyllable words (generative)</p> <p>SP 16</p>	<ul style="list-style-type: none"> • Teach- You can hear the unique vowel sound in the pattern (see Task sheet, word cards & 4-way sort in online resources) • Apply -4-way sort • Share • Teach- You can hear the unique vowel sound in the patter (see Task sheet, word cards & 5-way sort in online resources)Pocket cards in kit • Apply -5-way sort • Share • Teach- You can hear the unique vowel sound in the pattern (see Task sheet, game 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Discussion • Spelling Patterns Assessment A,B,C or D 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>

	Recognize and use unique vowel phonograms that appear in multisyllable words (generative)	cards, directions for concentration resources) Pocket cards in kit <ul style="list-style-type: none"> • Apply - play Concentration • Share 		
-ed & -ing to form participles of verbs <ul style="list-style-type: none"> • 1 week 	<p>WS16/18</p> <p>Recognize and use the ending -ing with multi syllable verbs with an accented last syllable when forming the present participle of a verb (generative)</p> <p>WS17/19</p> <p>Recognize and use the ending -ied with multi syllable verbs with an accented last syllable when forming the past tense of a verb (generative)</p>	<ul style="list-style-type: none"> • Teach - explain rules about when to just add an -ing(drop e) (see Task sheet, Word cards & 2 or 3 way sort in resources online) • Apply -2 or 3 way sort • Share <ul style="list-style-type: none"> • Teach - explain rules about when to just add an -ed(drop e) (see Task sheet, Lotto game boards, directions for game, & Word cards in resources online) Pocket cards in kit • Apply -play Concentration • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Discussion • Word Structure Assessment E or J 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>
Greek/Latin Roots <ul style="list-style-type: none"> 1 week • 2 per month (4 trimester) 	<p>WS 37-38</p> <p>Recognize and use Word Roots from Greek and Latin</p> <ul style="list-style-type: none"> • Struct & mal • Bio & meter 	<ul style="list-style-type: none"> • Teach - words and parts of words come from Greek and Latin and have meanings(see Word Roots from Greek/Latin cards in resources to build list, Task sheet, word cards, word structure charts) Pocket cards in kit • Apply - Word structure chart, sentence writing, definitions, Acrostic poems, illustrations 	<ul style="list-style-type: none"> • Assess - list of words and circle root and define; sentences; word maps; list of additional words with specific root • Word Structure Assessment G or L 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p> <p>LA.L.4.4B</p>

		during center work <ul style="list-style-type: none"> Share 		
Similes <ul style="list-style-type: none"> 1 week 	WMV 19 Recognize and use similes to make a comparison	<ul style="list-style-type: none"> Teach -Figure of speech that usually use the word like or as to compare two unlike things (see - task sheet, prompt cards and sentence sheets in online resources) Apply - Prompt card simile writing, sentence writing, illustrations during center activities Share 	<ul style="list-style-type: none"> Observation of principle applied to everyday writing and reading Provide 3-4 sentence prompt starters for students to write a simile 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D LA. L4.5
Prefixes Overview and practice <ul style="list-style-type: none"> 1 week 	WMV12 Understand the concept of prefixes and recognize their use in determining the meanings of some English words (generative) WS24 Recognize and use prefixes that indicate amount, extent or location[sub/super] WS31 Recognize and use prefixes that mean “with or together”[com-/con-]	<ul style="list-style-type: none"> Teach - Prefixes change the meaning of words. Add the words sub- (under/lower/smaller) and super- (very large/powerful/above/beyond) (see task sheet, word cards & 2-way sort in online resources)Words with prefixes list in kit Apply - 2 way sorts, Word Work activities such as spelling calendars, sentence writing, illustrations during centers Share Teach - Prefixes change the meaning of words. Add the words com- or con- (with or together) (see task sheet, word maps in online resources) Words with prefixes list in kit Apply - Word maps, Word Work activities such as spelling calendars, sentence writing, illustrations during centers 	<ul style="list-style-type: none"> Assess - 10-12 words and bonus words within pattern (HFW also) Observation of principle applied to everyday writing Word Structure Assessment F or K 	LA.RF.4.3 LA.SL.4.1 LA.L.4.1 LA.L.4.2D

		<ul style="list-style-type: none"> • Share 		
<p>Prefixes</p> <ul style="list-style-type: none"> • 1 week 	<p>WS 32</p> <p>Recognize and use prefixes that mean “with or together” or “between or among”[inter] (generative)</p> <p>WS 33-34</p> <p>Recognize and use prefixes ex- and in- (generative)</p>	<ul style="list-style-type: none"> • Teach -Add the prefix inter- to the beginning of a word to mean “with or together” or “between or among” (see task sheets, Word Cards and 2 column sort in resources to build list) Words with prefixes list & Pocket chart cards in kit • Apply - Two-column sort, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share <ul style="list-style-type: none"> • Teach -Add the prefix ex- to mean “out/without/from/away” or in- to mean “in/into/within/inside” (see task sheets, Game Cards, directions for Snap!, word cards & word structure charts in resources to build list) Words with prefixes list • Apply - Snap! game, Word structure charts, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Observation during independent activities • Word Structure Assessment F or K 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>
<p>Greek/Latin Roots</p> <p>1 week</p>	<p>WS 35-36</p> <p>Recognize and use Word Roots from</p>	<p>[see related lessons plans above]</p>		

<ul style="list-style-type: none"> • 2 per month (4 trimester) 	<p>Greek and Latin</p> <ul style="list-style-type: none"> • Struct & mal • Bio & meter 			
<p>Suffix Overview and practice</p> <ul style="list-style-type: none"> • 1 week 	<p>WMV11</p> <p>Understand the concept of suffixes and recognize their use in determining the meanings of some English words (generative)</p> <p>WS26</p> <p>Recognize and use the suffixes -ion, -tion, and -sion to show the quality or state of something by changing a verb to a noun</p>	<ul style="list-style-type: none"> • Teach - Add suffixes to verbs to change them to nouns (see Task sheet, Lotto game boards, word cards & directions for Lotto in resources to build list) Words with suffixes list in kit • Apply - play Lotto, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Teacher observation during independent activities • Word Structure Assessment E or J 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>
<p>Suffix</p> <ul style="list-style-type: none"> • 1 week 	<p>WS29</p> <p>Recognize and use the suffixes -able, and -ible to form an adjective</p>	<ul style="list-style-type: none"> • Teach - add suffixes to base words to form adjectives (see Task sheet, word cards & 2 way sorts in online resources) Words with Suffixes list in kit • Apply - 2 way sorts, Word Work activities such as spelling calendars, sentence writing, illustrations during centers • Share 	<ul style="list-style-type: none"> • Assess - 10-12 words and bonus words within pattern (HFW also) • Teacher observation during independent activities • Word Structure Assessment E or J 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.1D</p> <p>LA.L.4.2D</p> <p>LA.L.4.4A</p> <p>LA.L.4.3A</p>
<p>Metaphors Overview (5th grade will focus on this skill)</p> <ul style="list-style-type: none"> • 1 week 	<p>WMV 20</p> <p>Recognize and use metaphors to make a comparison (generative)</p>	<ul style="list-style-type: none"> • Teach - figure of speech that compares 2 unlike things without the words like or as (see Task sheet in online resources) Homograph list in kit • Apply - sentence 	<ul style="list-style-type: none"> • Teacher observation during independent writing activities 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>

		<p>sheets for writing, Word Work activities such as spelling calendars, sentence writing, illustrations during centers</p> <ul style="list-style-type: none"> • Share 		<p>LA.L.4.4A</p> <p>LA.L.4.5A</p>
<p>High Frequency Words</p> <ul style="list-style-type: none"> • 1 week 	<p>HFW 3</p> <p>Acquire a large core of High-Frequency Words (generative lesson)</p> <ul style="list-style-type: none"> • A 4th grade list will be generated with 150 HFW. Each trimester will focus on 50 different words. 	<ul style="list-style-type: none"> • Review words for this trimester 	<ul style="list-style-type: none"> • Assess mastery of the 3rd 50 words 	<p>LA.RF.4.3</p> <p>LA.SL.4.1</p> <p>LA.L.4.1</p> <p>LA.L.4.2D</p>

- LA.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- 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.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).
- 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.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
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.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
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).

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant words, point to pictures often while reading, reduce amount of words used, check for understanding often, repeat and clarify directions, provide I charts for centers

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- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

Additional Lessons

1. Recognize and use prefixes that mean “bad/badly” or “wrong/wrongly”(mal) [WS22]
2. Recognize and use prefixes that refer to sequence(pre-, fore-, pro-, ante-, post-) [WS23]
3. Recognize and use the suffix to form a noun(-ness) [WS25]
4. Recognize and use the suffixes -ful and -less to form an adjectives [WS27]
5. Recognize and use the suffixes -ant and -ent to form an adjectives [WS28]
6. Recognize and use number related prefixes [WS30]
7. Understand that cognates are words in different languages that have related origins [WMV 13]
8. Understand that English words or terms are derived from many different sources [WMV 14]
9. Recognize and use Portmanteau words [WMV15]
10. Recognize and use Clipped Words [WMV16]
11. Recognize and use Acronyms [WMV17]