

Word Study Overview Grade 4

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **School Year**
Status: **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:
Length: **Trimester 1**
Status: **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 		SL.PE.4.1 SL.PI.4.4 SL.AS.4.6 L.WF.4.2 C
<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 	L.RF.4.3 SL.PE.4.1 L.WF.4.2 A-C

		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"> • 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 [<i>Pocket cards in kit</i>] • 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>L.RF.4.3</p> <p>SL.PE.4.1</p> <p>L.WF.4.2</p> <p>A-C</p> <p>L.VI.4.3</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</p> <p>Break a word into syllables to decode manageable units (generative)</p> <p>WSA 2</p> <p>Break a word into syllables to decode manageable units (generative)</p> <p>WSA 3</p> <p>Break a word into syllables to decode manageable units (generative)</p> <p>WS9</p> <p>Recognize and use vowel combination</p>	<ul style="list-style-type: none"> • Teach- single syllable, double, triple <i>Pocket cards in kit</i> • Apply - syllable sort • Share • Teach - breaking apart words <i>Pocket cards in kit</i> • Apply - Syllable chart • Share • Teach - breaking apart words <i>Pocket cards in kit</i> • 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>L.RF.4.3</p> <p>SL.PE.4.1</p> <p>L.WF.4.2</p> <p>A-C</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) List</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>L.RF.4.3 SL.PE.4.1 L.WF.4.2 A-C</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) List</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>L.RF.4.3 SL.PE.4.1 L.WF.4.2 A-C</p>

	[-ance, -aste, -udge, -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) List</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> (<i>see Phonogram chart in resources to build list</i>) • 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 (<i>see Phonogram chart in resources to build list</i>) • 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>L.RF.4.3 SL.PE.4.1 L.WF.4.2 A-C</p>

		<p><i>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</i>) <i>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>

ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	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.
ELA.L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.VL.4.2.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.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.SL.PE.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.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.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.
ELA.SL.AS.4.6	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.

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
- IXL Language Arts

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:
Length: **Trimester 2**
Status: **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 by assessing fifty high frequency words and determining deeper meanings of words to improve reading. As the trimester progresses, students will build letter-sound relationships in addition to prefix and suffix relationships and knowledge of root words and deeper word meanings to better understand written language. 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 to 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 this curriculum that cover skills that may not be necessary for all learners. The lessons can be incorporated during small group or as needed. At the bottom of this curriculum, these additional lessons are listed with the corresponding lesson numbers. All skills and concepts taught in Unit 2 should be taught to mastery.

Essential Questions

- How can word analysis of unknown words help you become a better reader?
- How can students apply grade-level phonics and word analysis skills in order to decode words?
- How accurately will students demonstrate knowledge of proper grammar and usage when writing or speaking?
- How does differentiating between word sounds help when analyzing word meanings?

Enduring Understandings

- Analyzing words using context clues can help students become better readers.
- Words contain components such as base words, roots, and prefixes which aid in understanding the meaning of the words.
- Some words have a literal and figurative meaning.

- Word choice and grammar usage impacts a writer's message.

Summative Assessment and/or Summative Criteria

2nd Trimester Benchmark, High Frequency Words Post-Test, and Teacher-Created Resources

Resources

- Fountas & Pinnell Phonics, Spelling, and Word Study Lessons
- Teacher created Living Word Wall
- Fountas & Pinnell Phonics, Spelling, and Word Study Task Cards
- Fountas & Pinnell Literacy Continuum
- [High Frequency Word List](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
High Frequency Words Spiral across trimester (1 day pre-test at beginning of trimester and 1 day post-test at end of the trimester)	HFW 1- Read and Write Approximately 50 High Frequency Words HFW 2- Recognize Commonly Misspelled Words	HFW.1 (pgs.115-118) Teach- White board Apply- Word Cards from Online Resources Share HFW.2 (pgs. 119-122) Teach-	Word Card Paragraph Organizer Pre-assessment Sentence Sheet Concentration Game High Frequency Post	L.VL.5.2 L.KL.5.1.A L.RF.5.3 L.WF.5.2.H

	and Rewrite them Correctly	Paragraph from Online Resources Apply- Word Cards from Online Resources Share	Test	
Greek and Latin Word Prefixes 1 week	WMV 24- Recognize and Use Prefixes, Suffixes, and Word Roots that have Greek and Latin Origins to Understand Word Meanings (ject, pos, arch)	WMV 24 (pgs. 241-243) Teach- Whiteboard Activity Apply- Snap! Word Cards from Online Resources Share	Snap! Cards	L.VL.5.2.B L.RF.5.3 L.VL.5.2.A L.WF.5.2.H
Greek and Latin Word Prefixes 1 week	WS - 7 - Recognize and Use the Suffix - ous to Form an Adjective WS - 8 - Recognize and Use the Suffix - ous to Form an Adjective	WS 7 (pgs. 379-382) Teach- Three Column Chart Apply- Word Cards and Three Way Sort from Online Resources Share WS 8 (pgs. 383-386) Teach- Three Column Chart Apply- Word	Three Column Chart Word Cards Three Way Sort Word Map Two Way Sort	L.VL.5.2.B L.RF.5.3 L.VL.5.2.A L.KL.5.1.A L.WF.5.2.H

	<p>WS - 9 - Recognize and Use the Suffixes -ous and -ious to Form an Adjective</p>	<p>Cards and Word Map from Online Resources</p> <p>Share</p> <p>WS 9 (pgs.387 - 390)</p> <p>Teach- White Board Activity</p> <p>Apply- Word Cards and Two Way Sort from Online Resources</p> <p>Share</p>		
<p>Idioms</p> <p>2 per month (6 per trimester, 1 day each month)</p>	<p>WMV 16- Recognize that Idioms have Different Meanings of the Separate Words</p> <p>WMV 17- Recognize that Some Idioms have Meanings Different from the Meanings of the Separate Words</p> <ul style="list-style-type: none"> • Blow the whistle/getting cold feet • Have a change of 	<p>WMV 16 (pgs. 209-212)</p> <p>Teach- White Board Activity</p> <p>Apply- Idiom Cards</p> <p>Share</p> <p>WMV 17 (pgs. 213-216)</p> <p>Teach- White Board Activity and Lotto game</p> <p>Apply- Lotto Game Board,</p>	<p>Idiom Cards</p> <p>Lotto Game</p> <p>Lotto Board</p> <p>Board Markers</p>	<p>L.VI.5.3.B</p> <p>L.WF.5.2.H</p>

	<p>heart/get a kick out of it</p> <ul style="list-style-type: none"> • The icing on the cake/I'm all ears • Giving the cold shoulder/speak your mind 	<p>Cards, and Board Markers</p> <p>Share</p>		
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WMV 27 - Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (puls, script, aster)</p>	<p>WMV 27 (pgs. 253-256)</p> <p>Teach- White Board Activity</p> <p>Apply- Word List</p> <p>Share</p>	<p>Word List</p>	<p>L.VL.5.2.B</p> <p>L.RF.5.3</p> <p>L.VL.5.2.A</p> <p>L.VL.5.2.C</p>
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WS 13 - Recognize and Use the Suffix - ment to Form a Noun</p> <p>WS 14 - Recognize and Use the Suffix - ment to Form a Noun</p>	<p>WS 13 (pgs. 403-406)</p> <p>Teach- White Board Activity</p> <p>Apply- Lotto Game Board, Cards, and Board Markers</p> <p>Share</p> <p>WS 14 (pgs. 407-410)</p> <p>Teach- White Board Activity</p> <p>Apply-</p>	<p>Lotto Game</p> <p>Lotto Board</p> <p>Board Markers</p> <p>Concentration Board</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Word Maps</p>	<p>L.VL.5.2.B</p> <p>L.RF.5.3</p> <p>L.VL.5.2.A</p>

	<p>WS 15 - Recognize and Use the Suffixes -ant and -ent to Form a Noun</p>	<p>Concentration game and board from Online Resources</p> <p>Share</p> <p>WS 15 (pgs. 411-414)</p> <p>Teach- Pocket Chart Activity</p> <p>Apply- Word Cards and Word Maps from Online Resources</p> <p>Share</p>		
<p>Analogy/Word Relationships</p> <p>1 week</p>	<p>WMV 8- Understand the Concept of Analogies to Determine Relationships Among Words: Part/Whole</p> <p>WMV 9- Understand the Concept of Analogies to Determine Relationships Among Words: Cause/Effect</p> <p>WMV 10- Understand the</p>	<p>WMV 8 (pgs. 177-180)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Cards</p> <p>Share</p> <p>WMV 9 (pgs. 181-184)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Sheets</p> <p>Share</p>	<p>Analogy Cards</p> <p>Analogy Sheets</p>	<p>L.VL.5.2.A</p> <p>L.VI.5.3.B</p> <p>L.VI.5.3.C</p>

	<p>Concept of Analogies to Determine Relationships Among Words: Member/Category</p>	<p>WMV 10 (pgs. 185-188)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Sheets</p> <p>Share</p>		
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WMV 30 - Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (struct, voc, gram)</p>	<p>WMV 30 (pgs. 265-268)</p> <p>Teach- White Board Activity</p> <p>Apply- Lotto Game Board, Cards, and Board Markers</p> <p>Share</p>	<p>Lotto Game</p> <p>Lotto Board</p> <p>Board Markers</p>	<p>L.VL.5.2.B</p> <p>L.RF.5.3</p> <p>L.VL.5.2.A</p>
<p>Greek and Latin Word Suffixes</p> <p>1 week</p>	<p>WS 16- Recognize and Use the Suffixes -ance and -ence to form a noun</p>	<p>WS 16 (pgs. 415-418)</p> <p>Teach- White Board Three Column Chart Activity</p> <p>Apply- Word Cards and Two Way Sort from Online Resources</p> <p>Share</p>	<p>Word Cards</p> <p>Two Way Sort</p> <p>Lotto Cards</p> <p>Lotto Board</p> <p>Game Markers</p>	<p>L.VL.5.2.B</p> <p>L.RF.5.3</p> <p>L.VL.5.2.A</p>

	WS 17- Recognize and Use the Suffixes -ance and -ence to form a noun	WS 17 (pgs. 419-422) Teach- White Board Two Column Chart Activity Apply- Lotto Game from Online Resources Share		
Greek and Latin Word Prefixes 1 week	WMV 29 - Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (vers, centr, phon)	WMV 29 (pgs. 261-264) Teach- White Board Activity Apply- Ten Clues Game Share	Ten Clues Game Card	L.VL.5.2.B L.RF.5.3 L.VL.5.2.A
Palindromes 1 week	WMV 11- Recognize that Palindromes are Words Spelled the Same in Either Direction	WMV 11 (pgs. 189-192) Teach- White Board Activity Apply- Palindromes Word Puzzle Share	Palindrome word puzzle	L.WF.5.2.E L.VI.5.3 L.VI.5.3.C
Common Origins	WMV 32- Recognize that Words in Different Languages or the Same Language	WMV 32 (pgs. 273-276) Teach- Word	Word Map Word List	L.RF.5.3 L.VI.5.3.C L.VL.5.2.A

1 week	<p>May Have a Common Origin</p> <p>WMV 33- Recognize that Words in Different Languages or the Same Language May Have a Common Origin</p> <p>WMV 34- Recognize that Words in Different Languages or the Same Language May Have a Common Origin</p>	<p>Map White Board Activity</p> <p>Apply- Word Map and Word List</p> <p>Share</p> <p>WMV 33 (pgs. 277-280)</p> <p>Teach- Five Box Sheet White Board Activity</p> <p>Apply- Word Map and Five Box Sheet</p> <p>Share</p> <p>WMV 34 (pgs. 281-284)</p> <p>Teach- Three-Column Chart White Board Activity</p> <p>Apply- Word Map and Three Way Sorts</p> <p>Share</p>	<p>Five Box Sheet</p> <p>Three Way Sorts</p>	
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ELA.L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
ELA.L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELA.L.VL.5.2.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.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
ELA.L.VI.5.3.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Suggested Modifications for Special Education, ELL and Gifted Students

English Language Learners - Reduce and differentiate the amount of high frequency words. Provide picture cards with relevant vocabulary. Repeat and clarify instructions. Peer buddy for the turn-and-talk activity portion. Provide frequent checks for understanding.

Special Education - Reduce and differentiate the amount of high frequency words. Break tasks into manageable pieces. Repeat and clarify instructions. Provide breaks as needed. Supply a copy of word task cards. Create a daily literacy block schedule in a notebook.

Gifted - Provide differentiated and more challenging high frequency word list. Create activities for classmates based on skill that is being focused on.

Suggested Technological Innovations/Use

- Wordwall.com

- Online games
- SmartBoard
- Spelling City
- BrainPOP
- Discovery Education
- IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular/21st Century Connections

Cross Curricular

- Review prefix use in Earth System unit in Science (e.g., biosphere, geosphere, etc.)
- Review prefix use in Mathematics when using frequency words (e.g., fract-, graph-, etc.)
- Review additional homophones, prefixes, synonyms, antonyms, and writing conventions using Word Wall, Spelling City, BrainPOP, and Discovery Education

21st Century Connections

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or community

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities

9.1.8. C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D.1 Employ appropriate conflict resolution strategies

Additional Lessons

WMV 12 Recognize That Some Words Have Literal and Figurative Meanings

WMV 13 Recognize That Some Words Have Literal and Figurative Meanings

WMV 14 Recognize That Some Words Have Literal and Figurative Meanings

WMV 15 Recognize That Some Words Have Literal and Figurative Meanings

WMV 16 Recognize That Some Idioms Have Meanings Different from the Meanings of the Separate Words

WMV 17 Recognize That Some Idioms Have Meanings Different from the Meanings of the Separate Words

WMV 18 Recognize That Some Idioms Have Meanings Different from the Meanings of the Separate Words:
Phrasal Verbs

WMV 19 Understand That Some Words or Terms Are Derived from Many Different Sources

WMV 20 Understand That Some Words or Terms Are Derived from Many Different Sources

WMV 21 Understand That Some Words or Terms Are Derived from Many Different Sources

WMV 22 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (cred, flect, bio)

WMV 23 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to

Understand Word Meaning (junct, fac, log)

WMV 25 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (pel, gress, pod)

WMV 26 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (pon, luc, cycl)

WMV 28 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (sta, stat, stit)

WMV 31 Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (quer, ques, quir, quis)

WMV 35 Recognize That Words in Different Languages or in the Same Language May Have a Common Origin

WMV 36 Recognize That Words in Different Languages or in the Same Language May Have a Common Origin

WS 10 Recognize and Use Prefixes That Mean “bad, badly” or “wrong, wrongly”

WS 11 Recognize and Use Prefixes That Mean “opposite” or “against”

WS 12 Recognize and Use the Suffix -ment to Form a Noun

Word Study Unit 3

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Trimester 3**
Status: **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 by assessing fifty high frequency words and determining deeper meanings of words to improve reading. As the trimester progresses, students will build letter-sound relationships in addition to prefix and suffix relationships and knowledge of root words and deeper word meanings to better understand written language. Using context clues, students will solve prefixes, suffixes, and root words to help determine word meaning. 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 to 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 this curriculum that cover skills that may not be necessary for all learners. The lessons can be incorporated during small group or as needed. At the bottom of this curriculum, these additional lessons are listed with the corresponding lesson numbers. All skills and concepts taught in Unit 3 should be taught to mastery.

Essential Questions

- How can word analysis of unknown words help you become a better reader?
- How can students apply grade-level phonics and word analysis skills in order to decode words?
- How accurately will students demonstrate knowledge of proper grammar and usage when writing or speaking?
- How does differentiating between word sounds help when analyzing word meanings?

Enduring Understandings

- Analyzing words using context clues can help students become better readers.
- Words contain components such as base words, roots, and prefixes which aid in understanding the meaning of the words.
- Some words have a literal and figurative meaning.

- Word choice and grammar usage impacts a writer's message.

Summative Assessment and/or Summative Criteria

3rd Trimester Benchmark, High Frequency Words Post-Test, and Teacher-Created Resources

Resources

- Fountas & Pinnell Phonics, Spelling, and Word Study Lessons
- Teacher created Living Word Wall
- Fountas & Pinnell Phonics, Spelling, and Word Study task cards
- Fountas & Pinnell Literacy Continuum
- [High Frequency Word List](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
High Frequency Words Spiral across trimester (1 day pre-test at beginning of trimester and 1 day post-test at end of the trimester)	HFW 1- Read and Write Approximately 50 High Frequency Words HFW 2- Recognize Commonly Misspelled Words and Rewrite them	HFW.1 (pgs.115-118) Teach-White board Apply-Word Cards from Online Resources Share	Word Cards Paragraph Organizer Pre-assessment Sentence Sheet Concentration Game	ELA.L.WF.5.2.E

	Correctly	<p>HF.W.2 (pgs. 119-122)</p> <p>Teach- Paragraph from Online Resources</p> <p>Apply- Word Cards from Online Resources</p> <p>Share</p>	High Frequency Post-Test	
<p>Different Language, Common Origin</p> <p>1 week</p>	<p>WMV 47 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origin</p> <p>WMV 48 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origin</p> <p>WMV 49 - Recognize That Words in Different Language or in the Same Language May Have a</p>	<p>WMV 47 - (pgs. 333-336)</p> <p>Teach - Three-Way Sort Activity</p> <p>Apply - Three-Way Sorts from Online Resources</p> <p>Share</p> <p>WMV 48 - (pgs. 337-340)</p> <p>Teach - Word Maps</p> <p>Apply - Word maps and word lists from Online Resources</p> <p>Share</p>	<p>Task Sheet</p> <p>Three-Way Sorts</p> <p>Word Lists</p> <p>Whiteboard</p> <p>Dictionaries and etymology websites</p> <p>Word Study notebooks</p> <p>Word Maps</p> <p>Word Lists</p> <p>Two-way sort</p>	<p>ELA.L.VL.5.2.A</p> <p>ELA.L.VL.5.2.C</p>

1 week	have Greek and Latin Origins to understand word meanings (tain, vid, graph)	Teach-Whiteboard Activity Apply-Lotto Game Boards from Online Resources Share		ELA.L.VL.5.2.A
Idioms 2 per month (6 per trimester, 1 day each month)	WMV 16- Recognize that Idioms have Different Meanings of the Separate Words WMV 17- Recognize that Some Idioms have Meanings Different from the Meanings of the Separate Words <ul style="list-style-type: none"> • Giving the cold shoulder/speak your mind • Pass with flying colors/missed the boat • Down to the wire/seeing eye to eye 	WMV 16 (pgs. 209-212) Teach-White Board Activity Apply-Idiom Cards Share WMV 17 (pgs. 213-216) Teach-White Board Activity and Lotto game Apply-Lotto Game Board, Cards, and Board Markers Share	Idiom Cards Lotto Game Lotto Board Board Markers	ELA.L.VI.5.3.B
Greek and Latin Word	WMV 44 - Recognize and Use Prefixes,	WMV 44 (pgs. 317-	Three Way Word Sort	ELA.L.VL.5.4.B ELA.L.RF.5.3

Prefixes 1 week	Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (sign, ver, mega)	320) Teach-White Board Activity Apply-Three Way Word Sort Share		ELA.L.VL.5.2.A
Greek and Latin Word Prefixes 1 week	WMV 40 - Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (pend, pens, meter)	WMV 40 (pgs. 305-308) Teach-White Board Activity Apply-Snap! Cards Share	Snap! Cards	ELA.L.VL.5.2.B ELA.L.RF.5.3 ELA.L.VL.5.2.A
Greek and Latin Word Prefixes 1 week	WMV 45- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (firm, miss, therm)	WMV 45 (pgs. 329-332) Teach-White Board Activity Apply-Word Chart Share	Word Chart	ELA.L.VL.5.2.A ELA.L.RF.5.3 ELA.L.VL.5.2.B
Assimilated Prefixes 1 week	WS 19- Recognize and Use the Prefixes That Change Form Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes) WS 20- Recognize	WS 19 (pgs. 427-430) Teach-White Board Activity Apply- Ten Box Sort Word Cards Share	Ten Box Sort Ten Box Word Cards Pocket Chart Activity Word Cards	ELA.L.VL.5.2.B ELA.L.RF.5.3 ELA.L.VL.5.2.A

	<p>and Use the Prefixes That Change Form Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes)</p> <p>WS 20 (pgs. 431-434)</p> <p>Teach-Pocket Chart Activity</p> <p>Apply-Word Cards</p> <p>Share</p> <p>WS 21- Recognize and Use the Prefixes That Change Form Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes)</p> <p>WS 21 (pgs. 435-438)</p> <p>Teach-White Board Activity</p> <p>Apply-Word Map</p> <p>Share</p> <p>WS 22- Recognize and Use the Prefixes That Change Form Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes)</p> <p>WS 22 (pgs. 439-442)</p> <p>Teach-Pocket Chart Activity</p> <p>Apply-Snap! Cards</p> <p>Share</p>			
<p>Greek and Latin Word Suffixes</p> <p>1 week</p>	<p>WMV 39- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (lum, mem, scope)</p>	<p>WMV 39 (pgs. 301-304)</p> <p>Teach-White Board Activity</p> <p>Apply-Three Way Sort from</p>	<p>Three Way Sort</p>	<p>ELA.L.VL.5.2.B</p> <p>ELA.L.RF.5.3</p> <p>ELA.L.VL.5.2.A</p>

		Online Resources		
		Share		
Greek and Latin Word Prefixes	WS 18- Recognize and Use the Prefixes - em and -en	WS 18 (pgs. 423- 426) Teach- White Board Activity Apply- Ten Clues Game Share	Ten Clues Game Card	ELA.L.VL.5.2.B ELA.L.RF.5.3 ELA.L.VL.5.2.A
1 week				

ELA.L.RF.5.3

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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.

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.L.VI.5.3.A

Interpret figurative language, including similes and metaphors, in context.

ELA.L.VI.5.3.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

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Additional Lessons

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WMV 38- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meanings (clud, mov, chron)

WMV 40- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meanings (pend, pens, meter)

WMV 41- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meanings (vent, clos, polt)

WMV 42- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to

Understand Word Meanings (dur, mob, aer)