

# Word Study Overview Grade 5

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

## **Summary of the Unit**

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The enclosed Word Study Curriculum is intended for fifth grade students in the General Education and Inclusion settings. This curriculum 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. As the academic year progresses, students will build letter-sound relationships in addition to prefix and suffix relationships, root words, and deeper word meanings to better understand written language. Students will spell their High Frequency Words when exposed to them regularly (living word wall, shared writing, challenge words) and will be encouraged to apply them to writing tasks. Throughout the curriculum some of the concepts are labeled as "generative". These lessons can be incorporated during small groups as needed. All concepts taught in each of the units should be taught to mastery.

## **Table of Contents**

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There are 3 units within the curriculum.

Unit 1 - Launching Word Work, High Frequency Words, Misspelled Words, Idioms, Homophones, Homographs, Vowels, Phonograms, Multi-Syllable Words

Unit 2 - High Frequency Words, Greek/Latin Word Prefixes, Idioms, Word Relationships, Palindromes, Common Origins

Unit 3 - High Frequency Words, Common Origins, Greek/Latin Word Prefixes, Idioms, Assimilated Prefixes

# Word Study Unit 1

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

## Summary of the Unit

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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 by assessing fifty high frequency words and determining deeper meanings of words to improve reading. Students will recognize and use irregular plurals that are formed by changing the final letters of the base word. Additionally, they will use irregular plurals that are formed by changing the final letters of the base word. 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. Students will recognize and use possessives that add an apostrophe and s to irregular plural nouns to show ownership. 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 1 should be taught to mastery.

## Essential Questions

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- 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

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- 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**

1st 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**

<b>Topic/Selection Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/Assessments</b>	<b>Standards</b>
Launching Word Work  5 days of training followed by implementation	Build stamina and develop independence while comprehending word work assignments  List procedures for how to use word work materials  Practice routines/games	Create anchor chart with student expectations  Gradual release model model for all assignments  Include materials such as: crayons, colored pencils, markers, dry	Anchor chart  Assess students' ability to follow routines and procedures	SL.5.1

		erase boards/markers, magnetic letters & boards		
<p>High Frequency Words</p> <p>Spiral across trimester (1 day pre-test at beginning of trimester and 1 day post-test at end of the trimester)</p>	<p>HFW 1- Read and Write Approximately 50 High Frequency Words</p> <p>HFW 2- Recognize Commonly Misspelled Words and Rewrite them Correctly</p>	<p>HFW.1 (pgs.115-118)</p> <p>Teach- White board</p> <p>Apply- Word Cards from Online Resources</p> <p>Share</p> <p>HFW.2 (pgs. 119-122)</p> <p>Teach-Paragraph from Online Resources</p> <p>Apply- Word Cards from Online Resources</p> <p>Share</p>	<p>Word Cards</p> <p>Paragraph Organizer</p> <p>Pre-assessment</p> <p>Sentence Sheet</p> <p>Concentration Game</p> <p>High Frequency Post-Test</p>	LA.L.5.2.E
<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>	<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.</p>	<p>Idiom Cards</p> <p>Lotto Game</p>	LA.L.5.5.B

	<ul style="list-style-type: none"> <li>• Backseat driver/break the ice</li> <li>• Keep your word/hit the books</li> <li>• Make ends meet/playing with fire</li> <li>• Blow the whistle/getting cold feet</li> </ul>	<p>213-216)</p> <p>Teach- White Board Activity and Lotto game</p> <p>Apply- Lotto game cards and boards</p> <p>Share</p>		
<p>Homophones and Homographs</p> <p>1 week</p>	<p>WMV 3- Recognize and Use Homophones</p> <p>WMV 4- Recognize and Use Homographs</p>	<p>WMV 3 (pgs. 157-160)</p> <p>Teach- White Board Activity</p> <p>Apply- Concentration Game</p> <p>Share</p> <p>WMV 4 (pgs. 161-164)</p> <p>Teach- White Board Activity</p> <p>Apply- WMV 4 Sentence Sheet online resource</p> <p>Share</p>	<p>Concentration Game</p> <p>Sentence Sheet</p>	<p>LA.L.5.5.C</p> <p>LA.L.5.4.A</p>
<p>Phonograms</p> <p>1 week</p>	<p>SP 1- Recognize and Use Short Vowel Phonograms That Appear in Multisyllable Words</p> <p>SP 2- Recognize and</p>	<p>SP 1 (pgs. 97-100)</p> <p>Teach- White Board Activity</p> <p>Apply- Snap! Cards</p>	<p>Snap! Cards</p> <p>Concentration</p>	<p>LA.L.5.5.C</p> <p>LA.L.5.4.A</p>

	<p>Use Long Vowel Phonograms that Appear in Multisyllable Words</p> <p>SP 3- Recognize and Use Unique Vowel Phonograms that Appear in Multisyllable Words</p> <p>SP 4- Recognize and Use Other Vowel Phonograms that Appear in Multisyllable Words</p>	<p>Share</p> <p>SP 2 (pgs. 101-104)</p> <p>Teach- White Board Activity</p> <p>Apply- Concentration Cards</p> <p>Share</p> <p>SP 3 (pgs. 105-108)</p> <p>Teach- White Board Activity</p> <p>Apply- Snap! Cards</p> <p>Share</p> <p>SP 4 (pgs. 109-112)</p> <p>Teach- White Board Activity</p> <p>Apply- Concentration Cards</p> <p>Share</p>		
<p>Synonyms</p> <p>1 week</p>	<p>WMV 1- Recognize and Use Synonyms</p>	<p>WMV 1 (pgs. 149-152)</p> <p>Teach- Pocket Chart Activity</p> <p>Apply- Concentration</p>	<p>Concentration</p> <p>Analogy organizer</p>	<p>LA.L.5.5.C</p>

	<p>WMV 6- Understand the Concept of Analogies to Determine Relationships Among Words: Synonyms</p>	<p>Cards</p> <p>Share</p> <p>WMV 6 (pgs. 169-172)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Organizer</p> <p>Share</p>		
<p>Antonyms</p> <p>1 week</p>	<p>WMV 2- Recognize and Use Antonyms</p> <p>WMV 7- Understand the Concept of Analogies to Determine Relationships Among Words: Antonyms</p>	<p>WMV 1 (pgs. 153-156)</p> <p>Teach- Whiteboard Activity</p> <p>Apply- Concentration Cards</p> <p>Share</p> <p>WMV 7 (pgs. 173-176)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Organizer</p> <p>Share</p>	<p>Concentration Cards</p> <p>Analogy Organizer</p>	<p>LA.L.5.5.C</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 8 (pgs. 177-180)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Cards</p> <p>Share</p>	<p>Analogy Cards</p> <p>Analogy Sheets</p>	<p>LA.L.5.4.A</p>

	<p>WMV 9-Understand the Concept of Analogies to Determine Relationships Among Words: Cause/Effect</p> <p>WMV 10- Understand the Concept of Analogies to Determine Relationships Among Words: Member/Category</p>	<p>WMV 9 (pgs. 181-184)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Sheets</p> <p>Share</p> <p>WMV 10 (pgs. 185-188)</p> <p>Teach- White Board Activity</p> <p>Apply- Analogy Sheets</p> <p>Share</p>		
<p>Irregular Plurals and Possessives</p> <p>1 week</p>	<p>WS 2- Recognize and Use Irregular Plurals that Are the Same as the Singular Form of the Word</p> <p>WS 3- Recognize and Use Irregular Plurals That Are Formed by Changing the Final Letters of the Base Words</p>	<p>WS 2 (pgs. 359-362)</p> <p>Teach- White Board Activity</p> <p>Apply- Word Cards and Sentence Sheet (online)</p> <p>Share</p> <p>WS 3 (pgs. 363-366)</p> <p>Teach- White</p>	<p>Word Cards</p> <p>Sentence Sheet</p> <p>Three Way Sort</p> <p>Three Way Chart</p> <p>Two Way Chart</p>	LA.L.5.4.A



	<p>WS 4- Recognize and Use Possessives That Add an Apostrophe to Plural Nouns That End with s to Show Ownership</p>	<p>Board Activity</p> <p>Apply- Word Cards and Three Way Sort (online)</p> <p>Share</p>		
	<p>WS 5- Recognize and Use Possessives That Add an Apostrophe and s to Irregular Plural Nouns to Show Ownership</p>	<p>WS 4 (pgs. 367-370)</p> <p>Teach- White Board Activity</p> <p>Apply- Three Way Chart</p> <p>Share</p> <p>WS 5 (pgs. 371-374)</p> <p>Teach- White Board Activity</p> <p>Apply- One set of Word Cards, 2 Copies of Two-Way Chart</p> <p>Share</p>		

<p>Greek and Latin Root Words</p> <p>Spread across trimester (two roots/prefixes per month)</p>	<p>WS 23- Recognize and Use Word Roots from Latin</p> <p>micro/macro</p> <p>WS 24- Recognize and Use Word Roots from Latin</p> <p>chrono/rupt</p> <p>WS 25- Recognize and Use Roots from Greek</p> <p>hydro/hydra</p> <p>WS 26- Recognize and Use from Greek</p> <p>gram/therm</p>	<p>WS 23 (pgs. 443-446)</p> <p>Teach- White Board Activity</p> <p>Apply- Word Cards Share</p> <p>WS 24 (pgs. 447-450)</p> <p>Teach- White Board Activity</p> <p>Apply- Word Cards and Four Way Sort Share</p> <p>WS 25 (pgs. 451-454)</p> <p>Teach- White Board Activity</p> <p>Apply- Ten Clues Word Card Game Share</p> <p>WS 26 (pgs. 455-458)</p> <p>Teach- White Board Activity</p> <p>Apply- Word Cards and Three Way Sort</p> <p>Share</p>	<p>Word Cards</p> <p>Four Way Sort</p> <p>Ten Clues Word Cards</p> <p>Three Word Sort</p>	<p>LA.L.5.4.A</p> <p>LA.5.4.B</p> <p>LA.5.4.C</p>
<p>Context Clues</p> <p>1 Week</p>	<p>WSA 1 Use Known Word Parts to Solve Unknown Larger Words</p>	<p>WSA 1 (pgs.462-463)</p> <p>Teach- White Board Activity</p> <p>Apply- Word</p>	<p>Word List</p> <p>White Board</p>	<p>LA.L.5.4.A</p> <p>LA.L.5.4.C</p>

	<p>WSA 2 Recognize and Use a Word's Origin to Solve an Unknown Word and to Understand Its Form and Meaning</p> <p>WSA 3 Use a Glossary to Solve and Find Information About Words</p> <p>WSA 4 Recognize and Use Different Types of Dictionaries to Solve and Find Information About Words</p>	<p>List</p> <p>Share</p> <p>WSA 2 (pgs. 466-467)</p> <p>Teach- White Board Activity</p> <p>Apply- Ten Clues Word Cards</p> <p>Share</p> <p>WSA 3 (pgs. 470-471)</p> <p>Teach- Analyze the characteristics of a Glossary</p> <p>Apply- Two Way Chart</p> <p>WSA 4 (pgs. 474-475)</p> <p>Teach- Dictionary Analysis - Different purposes of a dictionary</p> <p>Apply- Sentence cards for thesaurus</p>	<p>Ten Clues Word Cards</p> <p>Glossary</p> <p>Sentence Cards</p> <p>Thesaurus</p>	
Word Meaning	WMV 5- Recognize and Use Words with Multiple Meanings	WMV 5 (pgs. 165-168)	Sentence Sheet	<p>LA.5.5.C</p> <p>LA.L.5.4.C</p>

1 Week		Teach- White Board Activity  Apply- Sentence Sheets  Share		
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- LA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- LA.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- LA.L.5.4.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.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- LA.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.
- LA.L.5.5.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

## **Cross Curricular/21st Century Connections**

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### 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**

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LSR 1 Recognize and Use Consonant Letters That Represent Two or More Different Sounds at the End of a Word

LSR 2 Recognize and Use Consonant Letters That Represent Two or More Different Sounds in the Middle of a Word

LSR 3 Understand That Some Consonant Sounds Can Be Represented by Several Different Letters or Letter Clusters

WMV 3 Recognize and Use Homophones

WMV 4 Recognize and Use Homographs

WS 1 Recognize and Use Common Abbreviations, and Understand the Full Form of the Words They Shorten

WS 6 Understand the Concept of a Suffix

WSA 5 Use Phonogram Patterns and Letter Patterns to Spell a Word

WSA 6 Use Syllables to Spell a Word

WSA 7 Use the Spelling of Smaller Words Within a Compound Word to Spell a Compound Word

WSA 8 Use a Mnemonic Device to Spell a Word

WSA 9 Use Word Origins to Understand and Remember the Spelling of Some Words

WSA 10 Use a Study Routine to Spell a Word: Choose, Write, Build, Mix, Fix, Mix (Partner Study 1)

WSA 11 Use a Study Routine to Spell a Word: Look, Say, Cover, Write, Check (Partner Study 2)

WSA 12 Use Known Words to Spell an Unknown Word (Partner Study 3)

WSA 13 Attempt to Spell an Unknown Word (Partner Study 4)

# Word Study Unit 2

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

## Summary of the Unit

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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

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- 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

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- 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)	<p>HFW 1- Read and Write Approximately 50 High Frequency Words</p> <p>HFW 2- Recognize Commonly Misspelled Words and Rewrite them</p>	<p>HFW.1 (pgs.115-118)</p> <p>Teach- White board</p> <p>Apply- Word Cards from Online Resources</p> <p>Share</p> <p>HFW.2 (pgs. 119-122)</p>	<p>Word Card</p> <p>Paragraph Organizer</p> <p>Pre-assessment</p> <p>Sentence Sheet</p> <p>Concentration Game</p> <p>High Frequency Post</p>	LA.L.5.2.E



	<p>WS - 9 - Recognize and Use the Suffixes -ous and -ious to Form an Adjective</p>	<p>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"> <li>• Blow the whistle/getting cold feet</li> <li>• Have a change of heart/get a kick out of it</li> <li>• The icing on the cake/I'm all ears</li> <li>• Giving the</li> </ul>	<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, Cards, and Board Markers</p> <p>Share</p>	<p>Idiom Cards</p> <p>Lotto Game</p> <p>Lotto Board</p> <p>Board Markers</p>	<p>LA.L.5.5.B</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 Concept of Analogies to Determine Relationships Among Words: Member/Category</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>WMV 10 (pgs. 185-188)</p> <p>Teach- White Board Activity</p> <p>Apply-</p>	<p>Analogy Cards</p> <p>Analogy Sheets</p>	<p>LA.L.5.4.A</p> <p>LA.L.5.5</p>



		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	LA.L.5.4.B  LA.RF.5.3.A  LA.L.5.4.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	LA.L.5.2.E  LA.L.5.5  LA.L.5.5.C
Common Origins  1 week	WMV 32- Recognize that Words in Different Languages or the Same Language May Have a Common Origin    WMV 33- Recognize that Words in Different Languages or the Same Language May Have	WMV 32 (pgs. 273-276)  Teach- Word Map White Board Activity  Apply- Word Map and Word List  Share   WMV 33 (pgs. 277-280)  Teach- Five	Word Map  Word List  Five Box Sheet  Three Way Sorts	LA.RF.5.3.A  LA.L.5.5.C  LA.L.5.4.A

	a Common Origin	Box Sheet White Board Activity		
		Apply- Word Map and Five Box Sheet		
		Share		
	WMV 34- Recognize that Words in Different Languages or the Same Language May Have a Common Origin	WMV 34 (pgs. 281-284)		
		Teach- Three- Column Chart White Board Activity		
		Apply- Word Map and Three Way Sorts		
		Share		

- LA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
- LA.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- LA.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- LA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.
- LA.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- LA.RF.5.3.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.

### **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**

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- Wordwall.com
- Online games
- SmartBoard
- Spelling City
- BrainPOP
- Discovery Education

### **Cross Curricular/21st Century Connections**

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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**

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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: **March**  
Length: **Trimester**  
Status: **Not Published**

## Summary of the Unit

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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

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- 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

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- 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)	<p>HFW 1- Read and Write Approximately 50 High Frequency Words</p> <p>HFW 2- Recognize Commonly Misspelled Words and Rewrite them</p>	<p>HFW.1 (pgs.115-118)</p> <p>Teach- White board</p> <p>Apply- Word Cards from Online Resources</p> <p>Share</p> <p>HFW.2 (pgs.</p>	<p>Word Cards</p> <p>Paragraph Organizer</p> <p>Pre-assessment</p> <p>Sentence Sheet</p> <p>Concentration Game</p>	LA.L.5.2.E

	Correctly	119-122) Teach- Paragraph from Online Resources  Apply- Word Cards from Online Resources  Share	High Frequency Post-Test	
Different Language, Common Origin  1 week	WMV 47 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origin  WMV 48 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origin  WMV 49 - Recognize That Words in Different Language or in the Same Language May Have a Common Origin	WMV 47 - (pgs. 333- 336)  Teach - Three- Way Sort Activity  Apply - Three- Way Sorts from Online Resources  Share  WMV 48 - (pgs. 337- 340)  Teach - Word Maps  Apply - Word maps and word lists from Online Resources  Share  WMV 49 - (pgs. 341- 344)  Teach - Say	Task Sheet  Three-Way Sorts  Word Lists  Whiteboard  Dictionaries and etymology websites  Word Study notebooks  Word Maps  Word Lists  Two-way sort	LA.L.5.4.A  LA.L.5.4.C

	<p>WMV 50 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origins</p>	<p>and Sort</p> <p>Apply - Three- way sorts and word lists to student pairs</p> <p>Share</p> <p>WMV 50 - (pgs. 345- 348)</p> <p>Teach - Whiteboard Activity</p> <p>Apply - Two- way sorts and word lists from Online Resources</p> <p>Share</p>		
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WMV 43- Recognize and use prefixes, suffixes, and word roots that have Greek and Latin Origins to understand word meanings (hib, sent, hydr)</p>	<p>WMV 43 (pgs. 317-320)</p> <p>Teach- Whiteboard Activity</p> <p>Apply- Word Sort Cards from Online Resources</p> <p>Share</p>	<p>Word Sort</p>	<p>LA.L.5.4.B</p> <p>LA.RF.5.3.A</p> <p>LA.L.5.4.A</p>
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WMV 37- Recognize and use prefixes, suffixes, and word roots that have Greek and Latin Origins to understand word meanings (tain, vid, graph)</p>	<p>WMV 37 (pgs. 293-296)</p> <p>Teach- Whiteboard Activity</p> <p>Apply- Lotto Game Boards from Online Resources</p>	<p>Lotto Game</p>	<p>LA.L.5.4.B</p> <p>LA.RF.5.3.A</p> <p>LA.L.5.4.A</p>



		Share		
Idioms  2 per month (6 per trimester, 1 day each month)	<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"> <li>• Giving the cold shoulder/speak your mind</li> <li>• Pass with flying colors/missed the boat</li> <li>• Down to the wire/seeing eye to eye</li> </ul>	<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, Cards, and Board Markers</p> <p>Share</p>	<p>Idiom Cards</p> <p>Lotto Game</p> <p>Lotto Board</p> <p>Board Markers</p>	LA.L.5.5.B
Greek and Latin Word Prefixes  1 week	WMV 44 - Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (sign, ver, mega)	<p>WMV 44 (pgs. 317-320)</p> <p>Teach- White Board Activity</p> <p>Apply- Three Way Word Sort</p> <p>Share</p>	Three Way Word Sort	<p>LA.L.5.4.B</p> <p>LA.RF.5.3.A</p> <p>LA.L.5.4.A</p>
Greek and	WMV 40 - Recognize	WMV 40 (pgs.	Snap! Cards	LA.L.5.4.B

Latin Word Prefixes  1 week	and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meaning (pend, pens, meter)	305-308)  Teach- White Board Activity  Apply- Snap! Cards  Share		LA.RF.5.3.A  LA.L.5.4.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	LA.L.5.4.B  LA.RF.5.3.A  LA.L.5.4.A
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 and Use the Prefixes That Change Form Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes)  WS 21- Recognize and Use the Prefixes That Change Form	WS 19 (pgs. 427-430)  Teach- White Board Activity  Apply- Ten Box Sort Word Cards  Share  WS 20 (pgs. 431-434)  Teach- Pocket Chart Activity  Apply- Word Cards  Share  WS 21 (pgs. 435-438)  Teach- White Board	Ten Box Sort  Ten Box Word Cards  Pocket Chart Activity  Word Cards	LA.L.5.4.B  LA.RF.5.3.A  LA.L.5.4.A

	<p>Depending on the First Letter of the Word Root or Base Word (Assimilated Prefixes)</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>Activity</p> <p>Apply- Word Map</p> <p>Share</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 Online Resources</p> <p>Share</p>	<p>Three Way Sort</p>	<p>LA.L.5.4.B</p> <p>LA.RF.5.3.A</p> <p>LA.L.5.4.A</p>
<p>Greek and Latin Word Prefixes</p> <p>1 week</p>	<p>WS 18- Recognize and Use the Prefixes -em and -en</p>	<p>WS 18 (pgs. 423- 426)</p> <p>Teach- White Board Activity</p> <p>Apply- Ten Clues Game</p> <p>Share</p>	<p>Ten Clues Game Card</p>	<p>LA.L.5.4.B</p> <p>LA.RF.5.3.A</p> <p>LA.L.5.4.A</p>

LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.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.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.RF.5.3.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.

### **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

## **Cross Curricular/21st Century Connections**

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### 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**

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WMV 37- Recognize and Use Prefixes, Suffixes, and Word Roots That Have Greek and Latin Origins to Understand Word Meanings (tain, vid, graph)

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)