

Word Study Overview Grade 5

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 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

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:
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 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

- 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

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

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
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,	Anchor chart Assess students' ability to follow routines and procedures	SL.PE.5.1

		markers, dry 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>	<p>L.WF.5.2.E</p> <p>L.KL.5.1.A</p> <p>L.RF.5.3</p> <p>L.VL.5.2.B</p> <p>L.WF.5.2.H</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</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>	<p>L.VI.5.3.B</p> <p>L.WF.5.2.E</p>

	<p>Separate Words</p> <ul style="list-style-type: none"> • Backseat driver/break the ice • Keep your word/hit the books • Make ends meet/playing with fire • Blow the whistle/getting cold feet 	<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.VI.5.3.C</p> <p>LA.VI.5.2.A</p> <p>L.WF.5.2.H</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 1 (pgs. 97-100)</p> <p>Teach- White Board Activity</p> <p>Apply- Snap!</p>	<p>Snap! Cards</p> <p>Concentration</p>	<p>L.VI.5.3.C</p> <p>L.VL.5.2.A</p> <p>L.WF.5.2.H</p>

	<p>SP 2- Recognize and 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>Cards</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-</p>	<p>Concentration</p> <p>Analogy organizer</p>	<p>L.VI.5.3.C</p> <p>L.WF.5.2.H</p>

	<p>WMV 6- Understand the Concept of Analogies to Determine Relationships Among Words: Synonyms</p>	<p>Concentration 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>L.VI.5.3.C</p> <p>L.WF.5.2.H</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>L.VI.5.2.A</p> <p>L.WF.5.2.H</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>Word Cards</p> <p>Sentence Sheet</p> <p>Three Way Sort</p> <p>Three Way Chart</p> <p>Two Way Chart</p>	L.VL.5.2.A

	<p>WS 4- Recognize and Use Possessives That Add an Apostrophe to Plural Nouns That End with s to Show Ownership</p>	<p>Teach- White 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</p> <p>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>L.VL.5.2.A</p> <p>L.VL.5.2.B</p> <p>L.VL.5.2.C</p> <p>L.WF.5.2.H</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>Word List</p> <p>White Board</p>	<p>L.VL.5.2A</p> <p>L.VL.5.2.C</p> <p>L.WF.5.2.H</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>Apply- Word 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>	
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Word Meaning	WMV 5- Recognize and Use Words with Multiple Meanings	WMV 5 (pgs. 165-168)	Sentence Sheet	L.VL.5.3.C
1 Week		Teach- White Board Activity		L.VL.5.C L.WF.5.2.H
		Apply- Sentence Sheets		
		Share		

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.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.

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

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:
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>

	<p>Common Origin</p> <p>WMV 50 - Recognize That Words in Different Languages or in the Same Language May Have a Common Origins</p>	<p>WMV 49 - (pgs. 341-344)</p> <p>Teach - Say 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>ELA.L.VL.5.2.B ELA.L.RF.5.3 ELA.L.VL.5.2.A</p>
<p>Greek and Latin Word Prefixes</p>	<p>WMV 37- Recognize and use prefixes, suffixes, and word roots that</p>	<p>WMV 37 (pgs. 293- 296)</p>	<p>Lotto Game</p>	<p>ELA.L.VL.5.2.B ELA.L.RF.5.3</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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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.

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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.

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Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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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)