Unit 6—Word Study
Learning and Using Word Parts

Title: Word Study **Subject/Course**: Reading **Length**: 2-3 weeks **Topic:** Learning and Using Word Parts to Increase Vocabulary **Grade:** 5 **Designer:** Finch/Johnston	

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS:	ESSENTIAL QUESTIONS:
You learn words naturally--by listening, by reading, and by talking. You can also learn words by learning about context clues, word parts, and word tools, such as a dictionary.	How will developing a better vocabulary improve reading? How do we improve our vocabulary? How do vocabularies grow? How will learning root word meanings increase our vocabularies?

STUDENT LEARNING EXPECTATIONS:	
ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R 9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R 9.5.5 Monitor comprehension in relation to questions generated. R 9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R 9.5.12 Identify main ideas and supporting evidence in short reading passages. R .9.5.16 Skim materials to locate specific information. R .9.5.17 Scan materials to develop a general overview. R 9.5.18 Retell stories with detail. R 10.5.1. Read daily R 10.5.2 Read texts that reflect contributions of different cultural groups. R 10.5.3 Vary reading strategies according to text and purpose. R 10.5.6 Skim materials to locate specific information. R 10.5.7 Scan materials to develop a general overview. R 11.5.1 Automatically decode words to ensure focus on comprehension R 11.5.2 Continue to develop and maintain an adequate body of sight words. R 11.5.3 Add content words to sight vocabulary. R 11.5.13 Read grade level text orally with accuracy and expression. R.11.5.4 Use knowledge of root words and affixes and word relationships to determine meaning. R.11.5.5 Use context to determine meaning of multiple meaning words. R.11.5.7 Determine useful and relevant words. R.11.5.9 Use word origins including common roots and word parts from Greek and Latin to analyze the meaning and determine pronunciation and derivations of complex words.	R.11.5.10 Use context clues to select appropriate dictionary definition. R 11.5.11 Anticipate noun following noun markers including a, an, and the ORAL/VISUAL COMMUNICATION (ALL YEAR) OV 1.5.1 Develop vocabulary from content area texts OV 1.5.2 Use standard English in classroom discussion OV 15.3 Use appropriate oral communication for various purposes and audiences OV 1.5.4 Demonstrate appropriate eye contact OV 1.5.5 Use correct pronunciation to communicate ideas and information OV 1.5.6 Contribute appropriately to class discussion OV 1.5.7 Deliver oral presentations using standard English and appropriate vocabularu OV 1.5.8 Use illustrations, pictures, and /or charts in oral presentations across the curriculum OV 1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV 1.5.10 Evaluate self and peers' speaking performance based on preset criteria OV 2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV 2.5.2 Establish purpose for listening OV 2.5.3 Listen attentively for main ideas OV 2.5.4 Demonstrate attentive listening skills to respond to speaker's message OV 2.5.5 Evaluate presentations using established criteria/rubrics OV 3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV 3.5.2 Differentiate between fact and opinion in media OV 3.5.3 Use visual aids to convey information

SPECIFIC DECLARATIVE KNOWLEDGE	SPECIFIC PROCEDURAL KNOWLEDGE
	Use a dictionary to find meanings of new words and also

Use letters and word parts to decode new words. Identify and define Greek/Latin roots. Identify synonyms and antonyms. Identify prefixes and suffixes.	decide which meaning is being used in context. Use information in a text to understand words in context.

UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

1. Complete "flip-charts" out of Scholastic-Fill-in Flip Books for Grammar, Vocabulary, and More, for "Learning New Vocabulary," "Homonyms-Exploring Multiple Meanings of the Same Word," and "Synonyms and Antonyms."

Traditional Assessments:	Other Evidence of Learning:
Test on synonyms Test on antonyms Test on root word meanings Test on prefix meanings Test on suffix meanings. Test on dictionary skills	Use a dictionary. Collect new words every day. Choosing alternative words in sentences Word analogies Word Sorts

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Present minilessons to facilitate the following learning experiences: 1. When you're reading and see a word you don't know, check the surrounding words to see if you can figure out its meaning from its context. --Look for synonyms. --Study the surrounding sentences. --Check for antonyms. --Look for a definition. --Look for an example. --Check for repetition of an unknown word. 2. Learn about word parts. Practice using word parts that you know to break words apart and understand parts and then whole new words. --word roots (Latin and Greek) --prefixes --suffixes 3. Use analogies to show a relationship between two things and figure out which of the word choices will complete an analogy. 4. Learn the features of a dictionary and use one to: --spell and pronounce a word.	Reader's Handbook, pages 494-519. trade books Nonfiction Matters, S. Harvey pages 80,82 Fill-in Flip Books for Grammar, Vocabulary, and More, M. Gravois pages 27, 28, 29, 30, 35, and 36. Guiding Readers and Writers, I. Fountas, and G. Pinnell

--find the meaning of a word.
--divide a word into syllables.

5 Sort our confusion and expand vocabulary by reading a passage together as a class
        and discussing unknown words. Have peers explain meanings when they are
        known instead of always looking them up in the dictionary. Model how to use
        the context to eliminate some meanings and to crack strange words.

Career Connections

Lexicographer
Authors
Doctors
Pharmacists
Interpreters