



## **Kit A Connections to the Manitoba English Language Arts Curriculum and Foundational Skills in the Development of Literacy**

Bug Club Morphology (BCM) supports the teaching of many outcomes in the Manitoba English Language Arts curriculum. BCM supports the ELA curriculum as a whole by

- providing a detailed explanation and related research about the concept of morphology
- using terminology (morphemes, prefixes, suffixes, affixes, bases, word origins, etc.) addressed in the curriculum
- increasing students' overall morphological knowledge

### **Strand A: Explore and Discover Language and Literacy**

BCM supports this strand of the curriculum by

- embedding opportunities for students to talk and listen to each other during every lesson (Activating Prior Knowledge, Time to Talk)
- providing text and prompts through which students can develop vocabulary when reading, writing, listening, and speaking
- enabling students to connect to their prior knowledge, articulate opinions, and construct meaning about the content of the reading passage
- providing time for collaborative work during word study activities and investigations
- building on and reinforcing phonics knowledge
- analyzing the meanings of words and word parts (morphemes)
- including the specific morphemes referenced in the ELA curriculum in grades 3–6
- including the specific affixes referenced in the ELA curriculum in grades 3–6
- teaching roots with Greek and Latin origins
- providing students with opportunities to engage with vocabulary with the focus morphemes in authentic text
- regularly demonstrating how morphemes change the part of speech and often the function of a word
- supporting teachers in their discussion about morphemes and the many related spelling conventions and patterns
- addressing inflectional suffixes, tense, and compound words
- supporting students in predicting meanings of unfamiliar words using morphological cues
- embedding the review and teaching of parts of speech in the lessons
- providing opportunities to integrate knowledge of vocabulary and word study across multiple literacy contexts
- supporting students in developing morphological knowledge to analyze and understand new words in context
- addressing many Tier 2 and 3 vocabulary words



## Strand B: Comprehend and Respond to Multimodal Texts

BCM supports this strand of the curriculum by

- including a variety of text forms/structures/features in the reading passages
- offering prompts and suggestions for discussing these text forms/structures/features in the lesson
- exposing students to diverse Canadian content in culturally responsive and relevant texts, including current Indigenous content and ways of knowing in every kit
- providing authentic opportunities for students to apply their language knowledge and skills to read cross-curricular content
- providing prompts for students to connect to their own experiences and make predictions and/or inferences about the text
- providing teacher script in the lessons to ensure teachers can support their students with comprehension of the reading passage

## Strand C: Compose and Create Multimodal Texts

and

## Strand D: Communicate Ideas and Build New Understandings

BCM supports this strand of the curriculum by

- providing students with the opportunity to write in every lesson
- including reading passages that can be used both as a mentor text for student writing and as a springboard for generating ideas
- incorporating writing activities that focus on a variety of qualities, including purpose, audience, point of view, word choice, etc.
- encouraging students to use vocabulary with the morphemes being taught in their writing

**Note:** In addition to the ELA Curriculum, teachers will find many connections to outcomes in other subject areas, in particular, Mathematics and Science.

## Kit A Correlation to Specific Outcomes in the Manitoba ELA Curriculum

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
A1	<b>Sunflowers</b> (life cycle of a sunflower)	<b>-s, -es</b> suffixes	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Use a full range of plural nouns (e.g., add <b>-s</b> or <b>-es</b>) to form plurals of regular nouns-<i>experiment/experiments; glossary/glossaries</i>; use irregular plural nouns (e.g., children, mice).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>ELA.3.B2.7</b> Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A2	Understanding Force (pushing and pulling forces; simple machines)	-ed, -ing suffixes	<p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Writing: Sentence Structure</b> Use regular and irregular past tense verbs (e.g., jump-jumped/eat-ate, go-went) to increase clarity of meaning.</p> <p><b>Gr. 3 Writing: Spelling</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw" – <i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (re-, un, dis-, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk).</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>ELA.3.B2.7</b> Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A3	Bigger or Smaller? (making comparisons in various subject areas)	-er, -est suffixes	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, re-, dis-, pre-, mis-, non- and suffixes: -ly, -ness, <b>-er</b>, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Notice and understand adjectives that vary in shades of meaning (e.g., big rock-gigantic boulder) to deepen understanding of text.</p> <p><b>Gr. 3 Writing: Sentence Structure</b> Use parts of speech (e.g., adjectives) accurately to create grammatically correct compound and complex sentences.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluent in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.C1.1</b> Generate and select a topic with ideas integrated from personal experience, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p> <p><b>ELA.3.C2.3</b> Use more specific word choice (more precise nouns, adjectives, and verbs) in text creation to enhance meaning for the audience.</p>
A4	Reducing Waste (refilling and reusing things)	re- prefix  -less suffix	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, <b>re-</b>, dis-, pre-, mis-, non- and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Writing: Spelling</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw"–<i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (<b>re-</b>, un, dis-, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk)</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p>

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			<p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.3</b> Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p> <p><b>ELA.3.C1.5</b> Create multimodal texts (e.g., oral storytelling, written stories, posters, songs, research reports/projects, photo essays, interactive notebooks, slide show with narration); use digital tools and organizers with increasing independence; plan layouts; select relevant visuals and use appropriate elements (e.g., font, colour, imagery) to draft ideas effectively and creatively.</p>
A5	Two Métis Structures (Red River Cart and trapper's tent)	<p><b>struct</b> root</p> <p><b>de-, re-</b> prefixes</p> <p><b>-ure</b> suffix</p>	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, <b>re-</b>, dis-, pre-, mis-, non- and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr 3. Writing: Spelling</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw"–<i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (<b>re-</b>, un, dis-, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk).</p>

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			<p><b>Gr. 4 Reading: Word Study (Morphology)</b> Recognize prefixes (e.g., mis-, non-, over-, under-, trans-, etc.); suffixes (e.g., -able, -al/-ial, -ive, -sion, -tion, etc.); Greek/Latin roots (e.g., port, tele, graph, bio); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., re-construction; tele-port, etc.).</p> <p><b>Gr. 5 Reading: Phonics</b> Decode multi-syllable words using syllable types and morphemes (r-controlled+ing – har/vest/ing); morphology*-based decoding (e.g., trans- in transport; con- in contract, etc.); pronunciation (e.g., <i>produce</i> as a noun vs. verb – I eat fresh produce. I want to produce a record.)</p> <p><b>Gr. 4 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., cactus-cacti, etc.); use combined knowledge of letter-sound, syllables and morphology (base word/roots and affixes) to spell unfamiliar, multisyllabic words accurately.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluent in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.7</b> Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p>

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			<p><b>ELA.3.C1.1</b> Generate and select a topic with ideas integrated from personal experience, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A6	Confederation Bridge REVIEW CARD (A1–A5)	-s, -es -ed, -ing -er, -est re- struct	<p>Gr. 3–4 Reading: Word Study (Morphology)</p> <p>Gr. 3–4 Writing: Spelling</p> <p>ELA.3.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.3.B1 Acquire New Information</p> <p>ELA.3.B2 Construct Meaning</p> <p>ELA.3.B3 Think Critically about Multimodal Text and Respond</p>
A7	Natural Materials (Ojibway uses of natural materials)	-ly, -al suffixes	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, re-, dis-, pre-, mis-, non- and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3–5 Reading: Vocabulary</b> Notice and understand strong verbs (e.g., “strolling” “stalking”) and adverbs (e.g., “proudly”, “cheerfully”) that convey action and emotion in text.</p> <p><b>Gr. 3 Writing: Spelling</b> Spell words with vowel digraphs/diphthongs (e.g., “ai” – brain; “ay” – play; “aw”-saw); r-influenced vowels (ar, er, etc.); prefixes (re-, un, dis-, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk)</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p>

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			<p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.B2.1</b> Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A8	Staying Safe Online	<i>un-, dis-</i> prefixes	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: <b>un-</b>, <b>re-</b>, <b>dis-</b>, <b>pre-</b>, <b>mis-</b>, <b>non-</b> and suffixes: <b>-ly</b>, <b>-ness</b>, <b>-er</b>, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., <b>un-happi-ness</b>; <b>mis-understand-ing</b>).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Identify word relationships (synonyms-antonyms) and adapt to own vocabulary to enhance understanding</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Writing (Spelling)</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw"–<i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (<b>re-</b>, <b>un</b>, <b>dis-</b>, etc.), suffixes (e.g., <b>-ed</b>, <b>-ing</b>, <b>-ly</b>, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk).</p>

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			<p><b>ELA.3.A1.4</b> Ask thoughtful questions to begin to think critically about content and respond to questions by providing evidence to support thinking.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B1.2</b> Develop focused questions based on observations to drive group investigations.</p> <p><b>ELA.3.B2.1</b> Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A9	Fiction or Nonfiction?	<p><i>non-, in-</i> prefixes</p> <p><i>-ish</i> suffix</p>	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, re-, dis-, pre-, mis-, <b>non-</b> and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p>

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			<p><b>Gr. 3 Reading: Vocabulary</b> Identify word relationships (synonyms-antonyms) and adapt to own vocabulary to enhance understanding.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.1</b> Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p><b>ELA.3.B3.3</b> Recognize content presented in both fiction and nonfiction can highlight different viewpoints.</p> <p><b>ELA.3.B3.4</b> Express a personal response and share an opinion about text; explain why and give reasons using text evidence; begin to respond to stereotyping, bias, or prejudice with guidance.</p> <p><b>ELA.3.C2.4</b> Demonstrate personal voice in texts, using descriptive words, varied sentence patterns and images/illustrations to communicate thoughts, feelings and opinions about a topic with others.</p>

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			<p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A10	Below the Surface (human-made underground and underwater structures)	sub-, super- prefixes	<p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 5 Reading: Word Study (Morphology)</b> Recognize prefixes (e.g., <b>sub-</b>, anti-, inter-, post-, mid-, intra-, etc.); suffixes (e.g., -ous, -ive, -tion, -sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., create → creation); multiple morphemes (e.g., <i>sub</i> + <i>tract</i> + <i>ion</i> = <i>subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p><b>Gr. 4 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., cactus-cacti, etc.); use combined knowledge of letter-sound, syllables and morphology (base word/roots and affixes) to spell unfamiliar, multisyllabic words accurately.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluent in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p>

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			<p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B1.2</b> Develop focused questions based on observations to drive group investigations.</p> <p><b>ELA.3.B2.3</b> Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A11	Ready for an Eruption? (volcanic eruptions)	<p><b>rupt</b> root</p> <p><b>dis-, e-, inter-</b> prefixes</p> <p><b>-ive, -ure</b> suffixes</p>	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw"–<i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (re-, un, <b>dis-</b>, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk)</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 5 Reading: Word Study (Morphology)</b> Recognize prefixes (e.g., sub-, anti-, <b>inter-</b>, post-, mid-, intra-, etc.); suffixes (e.g., -ous, <b>-ive</b>, -tion, -sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., create → creation); multiple morphemes (e.g., <i>sub</i> + <i>tract</i> + <i>ion</i> = <i>subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluent in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.1</b> Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).</p> <p><b>ELA.3.B2.4</b> Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
<b>A12</b>	<b>An Unbelievable Day!</b> REVIEW CARD (A7–A11)	<b>-ly</b> <b>-un, -dis</b> <b>non-, in-</b> <b>sub-, super</b> <b>rupt</b>	<p>Gr. 3–4 Reading: Word Study (Morphology)</p> <p>Gr. 3 Reading: Vocabulary</p> <p>Gr. 3 Writing: Spelling</p> <p>ELA.3.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.3.B1 Acquire New Information</p> <p>ELA.3.B2 Construct Meaning</p> <p>ELA.3.B3 Think Critically about Multimodal Text and Respond</p>
<b>A13</b>	<b>Scotty</b> (Canadian discovery of largest <i>Tyrannasaurus rex</i> skeleton)	<b>pre-</b> prefix	<p><b>Gr. 3 Reading: Word Study (Morphology)</b></p> <p>Recognize common prefixes: un-, re-, dis-, <b>pre-</b>, mis-, non- and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Writing: Spelling</b> Spell words with vowel digraphs/diphthongs (e.g., "ai" – <i>brain</i>; "ay" – <i>play</i>; "aw"–<i>saw</i>); r-influenced vowels (ar, er, etc.); prefixes (re-, un, dis-, etc.), suffixes (e.g., -ed, -ing, -ly, etc.) and words with silent letters - mb, wr, kn, l (thumb, wrong, know, walk).</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B1.4</b> Review information gathered, and text selected and decide what to share or omit (e.g., facts, ideas).</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p><b>ELA.3.B2.7</b></p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p><b>ELA.3.C1.5</b> Create multimodal texts (e.g., oral storytelling, written stories, posters, songs, research reports/projects, photo essays, interactive notebooks, slide show with narration); use digital tools and organizers with increasing independence; plan layouts; select relevant visuals and use appropriate elements (e.g., font, colour, imagery) to draft ideas effectively and creatively.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A14	<p><b>Scientists at Work</b> (Canadian scientists: Philip J. Currie, paleontologist; Sophia He, engineer)</p>	<p><b>-or, -ar, -er, -ist</b> suffixes</p>	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, re-, dis-, pre-, mis-, non- and suffixes: -ly, -ness, <b>-er</b>, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific)</p> <p><b>Gr. 3 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common suffixes (e.g., -ive, -ous, -ment, -cian, etc.), common derivational suffixes (e.g., -ness, -ship, -able, etc.) and multisyllabic words.</p> <p><b>Gr. 3 Reading: Vocabulary</b> Notice and understand adjectives that vary in shades of meaning (e.g., big rock-gigantic boulder) to deepen understanding of text.</p> <p><b>Gr. 3 Writing: Sentence Structure</b> Use parts of speech (e.g., adjectives) accurately to create grammatically correct compound and complex sentences.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluentlly in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b></p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.4</b> Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p><b>ELA.3.B3.4</b> Express a personal response and share an opinion about text; explain why and give reasons using text evidence; begin to respond to stereotyping, bias, or prejudice with guidance.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A15	Dictionary Numbers (history of dictionaries)	<p><b>dict (dic)</b> root</p> <p><i>co-, contra-</i> prefixes</p> <p><i>-ate, -ion</i> suffixes</p>	<p><b>Gr. 3–4 Reading: Word Study (Morphology)</b> Recognize prefixes (e.g., mis-, non-, over-, under-, trans-, etc.); suffixes (e.g., -able, -al/-ial, -ive, -sion, -tion, etc.); Greek/Latin roots (e.g., port, tele, graph, bio); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., re-construc-tion; tele-port, etc.).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 3 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common suffixes (e.g., -ive, -ous, -ment, -cian, etc.), common derivational suffixes (e.g., -ness, -ship, -able, etc.) and multisyllabic words.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p><b>Gr. 4 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., cactus-cacti, etc.); use combined knowledge of letter-sound, syllables and morphology (base word/roots and affixes) to spell unfamiliar, multisyllabic words accurately.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluent in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p><b>ELA.3.B2.3</b> Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.</p> <p><b>ELA.3.B2.7</b> Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A16	Mistakes and Mishaps!	<i>mis-, mal-</i> prefixes	<b>Gr. 3–4 Reading: Word Study (Morphology)</b>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
	(using growth mindset to learn from mistakes)		<p>Recognize common prefixes: un-, re-, dis-, pre-, <b>mis-</b>, non- and suffixes: -ly, -ness, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 4 Writing (Spelling)</b> Spell words with more complex vowel digraphs/dithongs – “ee”, “ea”, “oa”, “ou”, etc.; alternate long /ā/ - eigh (freight), ey (hey), ea (great); alternate long /u/ - ew, (few) ou (soup); <b>au</b> and <b>aw</b> (author, saw); ei – long /ā/ (vein)/long e (receive); Latin/Greek prefixes/suffixes; words with silent letters - mb, wr, kn, l (climb, comb, wrist, write, wrap, knight, kneel, knock, chalk, calm, etc.).</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluently in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b> Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.1</b> Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).</p> <p><b>ELA.3.B2.3</b> Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.</p> <p><b>ELA.3.C1.5</b></p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Create multimodal texts (e.g., oral storytelling, written stories, posters, songs, research reports/projects, photo essays, interactive notebooks, slide show with narration); use digital tools and organizers with increasing independence; plan layouts; select relevant visuals and use appropriate elements (e.g., font, colour, imagery) to draft ideas effectively and creatively.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A17	<b>The Sacred Cedar</b> (Coast Salish uses of red cedar)	<p><b>-ness</b> suffix</p> <p><b>a-, inter-</b> prefixes</p>	<p><b>Gr. 3 Reading: Word Study (Morphology)</b> Recognize common prefixes: un-, re-, dis-, pre-, mis-, non- and suffixes: -ly, <b>-ness</b>, -er, etc.; use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words (e.g., un-happi-ness; mis-understand-ing).</p> <p><b>Gr. 3 Reading: Vocabulary</b> Recognize categories and sub-categories of words; acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific).</p> <p><b>Gr. 5 Reading: Word Study (Morphology)</b> Recognize prefixes (e.g., sub-, anti-, <b>inter-</b>, post-, mid-, intra-, etc.); suffixes (e.g., -ous, -ive, -tion, -sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., create → creation); multiple morphemes (e.g., <i>sub</i> + <i>tract</i> + <i>ion</i> = <i>subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p><b>Gr. 3 Writing: Spelling</b> Know and apply phonics and word analysis skills in spelling words with common suffixes (e.g., -ive, -ous, -ment, -cian, etc.), common derivational suffixes (e.g., <b>-ness</b>, -ship, -able, etc.) and multisyllabic words.</p> <p><b>ELA.3.A2.1</b> Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluently in the context of decoding and spelling written words.</p> <p><b>ELA.3.A2.3</b> Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p><b>ELA.3.A2.4</b></p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p><b>ELA.3.A2.5</b> Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p><b>ELA.3.B1.1</b> Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.</p> <p><b>ELA.3.B2.2</b> Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p><b>ELA.3.B2.4</b> Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p><b>ELA.3.B3.1</b> Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p><b>ELA.3.C3.2</b> Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
<b>A18</b>	<b>Serving More than Bread</b> REVIEW CARD (A13–A17)	<b><i>pre- -or, -ar, -er, -ist dict (dic) mis-, mal- -ness</i></b>	<p>Gr. 3–5 Reading: Word Study (Morphology)</p> <p>Gr. 3–4 Writing: Spelling</p> <p>ELA.3.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.3.B1 Acquire New Information</p> <p>ELA.3.B2 Construct Meaning</p> <p>ELA.3.B3 Think Critically about Multimodal Text and Respond</p>

Focus morphemes are in **bold**.

Manitoba English Language Arts expectations that match morphemes on the card are in **bold**.