



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	Sunflowers (life cycle of a sunflower)	-s, -es suffixes	<p>Gr. 3 Reading: Word Study (Morphology) Use a full range of plural nouns (e.g., add -s or -es) to form plurals of regular nouns- <i>experiment/experiments; glossary/glossaries</i>; use irregular plural nouns (e.g., children, mice).</p> <p>Gr. 3 Reading: Vocabulary 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.3.B1.1 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>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.B2.2 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>ELA.3.B2.7 Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p>ELA.3.C3.2 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Sentence Structure Use regular and irregular past tense verbs (e.g., jump-jumped/eat-ate, go-went) to increase clarity of meaning.</p> <p>Gr. 3 Writing: Spelling 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.3.B1.1 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>

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			<p>ELA.3.B2.7 Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A3	<p>Bigger or Smaller? (making comparisons in various subject areas)</p>	<p>-er, -est suffixes</p>	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Reading: Vocabulary Notice and understand adjectives that vary in shades of meaning (e.g., big rock-gigantic boulder) to deepen understanding of text.</p> <p>Gr. 3 Writing: Sentence Structure Use parts of speech (e.g., adjectives) accurately to create grammatically correct compound and complex sentences.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p>

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			<p>ELA.3.B1.1 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>ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.C1.1 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>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p> <p>ELA.3.C2.3 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)	<i>re-</i> prefix <i>-less</i> suffix	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Spelling 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>ELA.3.A2.1 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>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.3 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>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p> <p>ELA.3.C1.5 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)	struct root de-, re- prefixes -ure suffix	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Spelling 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>

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			<p>Gr. 4 Reading: Word Study (Morphology) 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., reconstruction; tele-port, etc.).</p> <p>Gr. 5 Reading: Phonics Decode multi-syllable words using syllable types and morphemes (r-controlled+ing – har/est/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>Gr. 4 Writing: Spelling 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.7 Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p>

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			<p>ELA.3.C1.1 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>ELA.3.C3.2 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)	<p>-s, -es -ed, -ing -er, -est re- struct</p>	<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)	<p>-ly, -a/ suffixes</p>	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3–5 Reading: Vocabulary Notice and understand strong verbs (e.g., “strolling” “stalking”) and adverbs (e.g., “proudly”, “cheerfully”) that convey action and emotion in text.</p> <p>Gr. 3 Writing: Spelling 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>ELA.3.A2.1 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>

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			<p>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.B2.1 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>ELA.3.C3.2 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>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary Identify word relationships (synonyms-antonyms) and adapt to own vocabulary to enhance understanding</p> <p>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing (Spelling) 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 (<i>thumb</i>, <i>wrong</i>, <i>know</i>, <i>walk</i>).</p>

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			<p>ELA.3.A1.4 Ask thoughtful questions to begin to think critically about content and respond to questions by providing evidence to support thinking.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B1.2 Develop focused questions based on observations to drive group investigations.</p> <p>ELA.3.B2.1 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>ELA.3.C3.2 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?	<i>non-, in-</i> prefixes - <i>ish</i> suffix	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Reading: Vocabulary Identify word relationships (synonyms-antonyms) and adapt to own vocabulary to enhance understanding.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.1 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>ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p>ELA.3.B3.3 Recognize content presented in both fiction and nonfiction can highlight different viewpoints.</p> <p>ELA.3.B3.4 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>ELA.3.C2.4 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>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A10	<p>Below the Surface (human-made underground and underwater structures)</p>	<p>sub-, super- prefixes</p>	<p>Gr. 3 Reading: Vocabulary 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>Gr. 5 Reading: Word Study (Morphology) Recognize prefixes (e.g., sub-, anti-, inter-, post-, mid-, intra-, etc.); suffixes (e.g., -ous, -ive, -tion, -sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., <i>create</i> → <i>creation</i>); multiple morphemes (e.g., <i>sub + tract + ion</i> = <i>subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 4 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., <i>cactus-cacti</i>, etc.); use combined knowledge of letter-sound, syllables and morphology (base word/roots and affixes) to spell unfamiliar, multisyllabic words accurately.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p>

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			<p>ELA.3.B1.1 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>ELA.3.B1.2 Develop focused questions based on observations to drive group investigations.</p> <p>ELA.3.B2.3 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>ELA.3.C3.2 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)	<i>rupt</i> root <i>dis-, e-, inter-</i> prefixes <i>-ive, -ure</i> suffixes	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 5 Reading: Word Study (Morphology) Recognize prefixes (e.g., sub-, anti-, inter-, post-, mid-, intra-, etc.); suffixes (e.g., -ous, -ive, -tion, -sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., <i>create</i> → <i>creation</i>); multiple morphemes (e.g., <i>sub + tract + ion = subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3 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>

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			<p>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.1 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>ELA.3.B2.4 Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A12	An Unbelievable Day! REVIEW CARD (A7–A11)	<i>-ly</i> <i>-un, -dis</i> <i>non-, in-</i> <i>sub-, super</i> <i>rupt</i>	Gr. 3–4 Reading: Word Study (Morphology) Gr. 3 Reading: Vocabulary Gr. 3 Writing: Spelling ELA.3.A2 Language as the Foundation for Reading and Writing ELA.3.B1 Acquire New Information ELA.3.B2 Construct Meaning ELA.3.B3 Think Critically about Multimodal Text and Respond
A13	Scotty (Canadian discovery of largest <i>Tyrannasaurus rex</i> skeleton)	pre- prefix	Gr. 3 Reading: Word Study (Morphology) 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).

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Spelling 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.3.B1.1 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>ELA.3.B1.4 Review information gathered, and text selected and decide what to share or omit (e.g., facts, ideas).</p> <p>ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p>ELA.3.B2.7</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>ELA.3.C1.5 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>ELA.3.C3.2 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>Scientists at Work (Canadian scientists: Philip J. Currie, paleontologist; Sophia He, engineer)</p>	<p>-or, -ar, -er, -ist suffixes</p>	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Spelling 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>Gr. 3 Reading: Vocabulary Notice and understand adjectives that vary in shades of meaning (e.g., big rock-gigantic boulder) to deepen understanding of text.</p> <p>Gr. 3 Writing: Sentence Structure Use parts of speech (e.g., adjectives) accurately to create grammatically correct compound and complex sentences.</p> <p>ELA.3.A2.1 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>ELA.3.A2.3</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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.3.B1.1 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>ELA.3.B2.4 Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p>ELA.3.B3.4 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>ELA.3.C3.2 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)	<i>dict (dic)</i> root <i>co-, contra-</i> prefixes <i>-ate, -ion</i> suffixes	<p>Gr. 3–4 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 3 Writing: Spelling 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>Gr. 4 Writing: Spelling 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p>ELA.3.B2.3 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>ELA.3.B2.7 Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.</p> <p>ELA.3.C3.2 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-</i> , <i>mal-</i> prefixes	Gr. 3–4 Reading: Word Study (Morphology)

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
	(using growth mindset to learn from mistakes)		<p>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>Gr. 3 Reading: Vocabulary 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>Gr. 4 Writing (Spelling) 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); au and aw (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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.</p> <p>ELA.3.B1.1 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>ELA.3.B2.1 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>ELA.3.B2.3 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>ELA.3.C1.5</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>ELA.3.C3.2</p> <p>Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A17	<p>The Sacred Cedar (Coast Salish uses of red cedar)</p>	<p>-ness suffix</p> <p>a-, <i>inter-</i> prefixes</p>	<p>Gr. 3 Reading: Word Study (Morphology) 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>Gr. 3 Reading: Vocabulary 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>Gr. 5 Reading: Word Study (Morphology) Recognize prefixes (e.g., sub-, 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 + tract + ion = subtraction</i>); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 3 Writing: Spelling 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>ELA.3.A2.1 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>ELA.3.A2.3 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>ELA.3.A2.4</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>ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.3.B1.1 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>ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.</p> <p>ELA.3.B2.4 Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.</p> <p>ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.</p> <p>ELA.3.C3.2 Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.</p>
A18	Serving More than Bread REVIEW CARD (A13–A17)	pre- -or, -ar, -er, -ist dict (dic) mis-, mal- -ness	<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**.