



Kit B 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 B Correlation to Specific Outcomes in the Manitoba ELA Curriculum

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
B1	My Drum Story (making a drum)	<i>-ful, -or*</i> suffixes	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p>

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			<p>ELA.4.B2.4 Make connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>
B2	Razi the Goose (the migration of geese)	-y suffix	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p>

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			<p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.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, color, imagery) to draft ideas effectively and creatively.</p> <p>ELA.4.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>
B3	Elephant Toothpaste (chemical reactions)	<p>act root</p> <p><i>ex-, pro-, un-*</i> prefixes</p> <p><i>-ion*</i> suffix</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>

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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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.</p>

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			<p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>
B4	Small but Mighty (scientific inventions)	<i>micro-</i> prefix <i>-ist, -logy</i> suffixes	<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., re-construc-tion; tele-port, etc.).</p> <p>G4. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.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.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice with guidance.</p> <p>ELA.4.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>
B5	What's in a Number?	<i>uni-, bi-, du-, tri-, mono-, di-, tri-</i> prefixes	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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>

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			<p>ELA.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.C1.3 Use strategies (e.g., brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners, discussion with others) to plan for text creation.</p> <p>ELA.4.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.4.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, color, imagery) to draft ideas effectively and creatively.</p>

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B6	Get Moving! REVIEW CARD (B1–B5)	<i>-ful</i> <i>-y</i> <i>act</i> <i>micro-</i> <i>uni-, bi-, du-, tri-,</i> <i>mono-, di-, tri-</i> <i>(-ive)</i>	Gr. 3–4 Reading: Word Study (Morphology) Gr. 3–4 Writing: Spelling ELA.4.A2 Language as the Foundation for Reading and Writing ELA.4.B1 Acquire New Information ELA.4.B2 Construct Meaning
B7	Across the Way (polygons and diagonals)	<i>dia-</i> prefix <i>poly-</i> prefix	<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., re-construction; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p>

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B8	The Perfect Photo	<p><i>photo,</i> <i>phon (phone)</i> roots</p> <p><i>sym-, tele-, xylo-</i> prefixes</p>	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>

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B9	Waste in Our World	-able*, -ible suffixes de- prefix	<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., re-construc-tion; tele-port, etc.).</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</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>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p>

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			<p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.4 Make connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.4.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>
B10	A Sense of Belonging (Indigenous Friendship Centre)	-ship* suffix	<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. 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. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p>

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			<p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>
B11	Textile Art	<i>multi-prefix</i>	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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>

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			<p>ELA.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.2 Create detailed questions that connect personal experiences with broader topics for collaborative inquiry.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.</p> <p>ELA.4.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>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
B12	A Sound Invention REVIEW CARD (B7–B11)	<i>dia-</i> <i>photo, phon (phone)</i> <i>-able, -ible</i> <i>-ship</i> <i>multi-</i> <i>(fore-)</i>	Gr. 4 Reading: Word Study (Morphology) Gr. 4 Reading: Vocabulary Gr. 3–4 Writing: Spelling ELA.4.A2 Language as the Foundation for Reading and Writing ELA.4.B1 Acquire New Information ELA.4.B2 Construct Meaning
B13	All Thanks to Engineers!	<i>spect</i> root <i>-ism</i> suffix	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice with guidance.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>
B14	A Berry Important Job (farming)	over-, under- prefixes	<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., re-construc-tion; tele-port, etc.).</p> <p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.</p> <p>ELA.4.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>
B15	Wildlife Crossings (wildlife protection and conversation)	<i>-ion</i> suffix <i>over-, under-</i> prefixes	<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., re-construc-tion; tele-port, etc.)</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B3.3 Identify how different perspectives presented in text might influence an audience; use text evidence and personal experiences to explain.</p> <p>ELA.4.C1.4 Recognize different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.</p> <p>ELA.4.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, color, imagery) to draft ideas effectively and creatively.</p> <p>ELA.4.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>
B16	The Spring Equinox	<p><i>equ</i> root</p> <p><i>mid-, un-*</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. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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</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>Gr. 4 Writing: Spelling</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>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.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.</p> <p>ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B2.4 Make connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.4.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice with guidance.</p> <p>ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.</p> <p>ELA.4.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>
B17	Interconnected (the internet)	<i>inter-, intra-</i> prefixes	<p>Gr. 4 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and Tier 3 words (content specific); continue to add new words from texts to grow vocabulary.</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>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</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>ELA.4.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.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.</p> <p>ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.4.B1.2 Create detailed questions that connect personal experiences with broader topics for collaborative inquiry.</p> <p>ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.</p> <p>ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.</p> <p>ELA.4.B2.4 Make connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.4.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice with guidance.</p> <p>ELA.4.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>
B18	Inspiration on the Field REVIEW CARD (B13–B17)	<i>spect</i> <i>over-, under-</i> <i>-ion</i> <i>equ</i> <i>inter-</i> <i>(post-)</i>	<p>Gr. 3–5 Reading: Word Study (Morphology)</p> <p>Gr. 4 Reading: Vocabulary</p> <p>Gr. 4 Writing: Spelling</p> <p>ELA.4.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.4.B1 Acquire New Information</p> <p>ELA.4.B2 Construct Meaning</p> <p>ELA.4.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**.

*Those morphemes with the asterisk are from an earlier grade level curriculum, but will be reviewed in Kit B.