



Bug Club

Morphology

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

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
C1	What Do YOU Think? (opinions on zoos)	<i>per-</i> prefix <i>pre-*</i> prefix	<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. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagrams/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.)</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p>

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			<p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.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.</p> <p>ELA.5.C1.4 Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>

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C2	The Language of Coding (computer coding)	<i>trans-</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-construc-tion; tele-port, etc.).</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.)</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p>

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			<p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.1 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C3	Endangered! (sea turtles)	-ous suffix	<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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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</p>

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			<p>words.</p> <p>Gr. 5 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.)</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.1 Use a variety of text features from multimodal forms of fiction and nonfiction for additional</p>

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			<p>information to clarify and enhance comprehension.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.C1.5 Create detailed multimodal texts (e.g., oral storytelling, written stories, posters, letters, research reports/projects, video reports, digital stories with narration, multimedia presentations, poetry); use digital tools and thinking maps to draft ideas effectively and creatively.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C4	Let's Talk Numbers (history of written numbers; mathematicians)	-ial*, -ian 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. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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>multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.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.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C5	Circles All Around (circles in Nehiyaw/Cree culture)	<i>circ</i> root <i>en-, semi-</i> prefixes <i>-ular</i> suffix	<p>Gr. 3 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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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>predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.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.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C6	Book It to the Library! REVIEW CARD (C1–C5)	<i>per-</i> <i>trans-</i> <i>-ous</i> <i>-ial, -ian</i> <i>circ</i>	<p>Gr. 3–5 Reading: Word Study (Morphology)</p> <p>Gr. 4–5 Reading: Vocabulary</p> <p>Gr. 5 Writing: Spelling</p> <p>ELA.5.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.5.B1 Acquire New Information</p> <p>ELA.5.B2 Construct Meaning</p> <p>ELA.5.B3 Think Critically about Multimodal Text and Respond</p>
C7	Mahcacowayis: Gift Lake (Métis Settlement)	<i>com-</i> prefix <i>-ee, -ity</i> suffixes	<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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 Reading: Vocabulary Acquire and apply understanding of Tier 1 words (basic vocabulary), Tier 2 words (high utility) and</p>

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			<p>Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.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.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p> <p>ELA.5.C1.4 Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>

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C8	The Skeletal System	-ic, -al*, -ical 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. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p>

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C9	Meet a Conductor (music conductor)	-ance, -ence suffixes	<p>Gr. 5 Reading: Word Study (Morphology) Recognize prefixes (e.g., sub-, anti-, inter-, post-, mid-, intra-, etc.); suffixes (e.g., -ous, -ive, -tion,</p>

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		<p>-ant, -ent suffixes</p>	<p>-sion, -ture, -ible, etc.); Greek/Latin derivational patterns (e.g., create → creation); multiple morphemes (e.g., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p> <p>ELA.5.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.5.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.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.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.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such</p>

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			as digital dictionaries/apps or spell check to confirm conventional spelling.
C10	Quite a Sight! (various inventions)	<i>scope</i> root <i>micro-*</i> , <i>peri-</i> , <i>tele-*</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. 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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagrams/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C11	Wisdom in Wampum (Haudenosaunee wampum belt)	<i>ad-</i> prefix	<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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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: Vocabulary Notice and understand adjectives that vary in shades of meaning to (e.g., pretty rainbow – dazzling rainbow) to deepen understanding of text.</p> <p>Gr. 5 Writing: Sentence Structure Use parts of speech (e.g., nouns, subject-verb agreement, adjectives, and pronouns, etc.) accurately to create grammatically correct compound and complex sentences; vary sentence length and structure to create flow of ideas.</p> <p>Gr. 5 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagrams/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p>

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			<p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.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.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p> <p>ELA.5.C1.4 Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C12	Science Exploration REVIEW CARD (C7–C11)	<i>com-</i> <i>-ic, -al, -ical</i> <i>-ance, -ence</i> <i>scope</i> <i>ad-</i>	Gr. 4–5 Reading: Word Study (Morphology) Gr. 5 Reading: Vocabulary Gr. 5 Writing: Spelling ELA.5.A2 Language as the Foundation for Reading and Writing ELA.5.B1 Acquire New Information ELA.5.B2 Construct Meaning ELA.5.B3 Think Critically about Multimodal Text and Respond

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C13	Kicking for Gold (Inuit one-foot high kick)	<i>ob-</i> prefix - <i>ion</i> *, - <i>ive</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. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.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.5.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.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.</p> <p>ELA.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.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.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>

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C14	Consider the Force (forces acting on structures)	-ity suffix	<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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C15	What's the Matter? (states of matter; physical/chemical changes)	-ment* suffix	<p>Gr. 3 Reading: Word Study (Morphology) 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. 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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.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.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p>

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			<p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.C1.4 Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C16	The Wonders of Water	<i>hydr, aqua</i> roots <i>de-*, re-*</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. 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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin</p>

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			<p>derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.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.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.B1.2 Generate complex questions that require critical thinking and multiple sources of information for group exploration.</p> <p>ELA.5.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.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm</p>

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			<p>predictions before, during and after reading.</p> <p>ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.</p> <p>ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.</p>
C17	Explorer's Log	<i>ex-</i> * prefix <i>e-, in-</i> * prefixes <i>-ian</i> suffix	<p>Gr. 5 Reading: Word Study (Morphology) Use possessive nouns (e.g., student's, women's); understand and apply plural forms of nouns borrowed from other languages (e.g., cactus → cacti).</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., sub + tract + ion = subtraction); use strategies to identify base words and affixes (prefix and suffix) to decode and comprehend new words.</p> <p>Gr. 5 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 Writing: Spelling Know and apply phonics and word analysis skills in spelling words with common Greek/Latin derived words, including plurals (e.g., criterion-criteria, 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 Writing: Spelling Spell words with more complex vowel diagraphs/diphthongs (e.g., oi, oy, 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 (doubt, height, etc.).</p> <p>ELA.5.A2.3 Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more</p>

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			<p>complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.</p> <p>ELA.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.</p> <p>ELA.5.B1.2 Generate complex questions that require critical thinking and multiple sources of information for group exploration.</p> <p>ELA.5.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.5.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p> <p>ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.</p> <p>ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			ELA.5.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.
C18	Swim, Climb, or Dig? REVIEW CARD (C13–C17)	<i>ob-</i> <i>-ity</i> <i>-ment</i> <i>hydr, aqua</i> <i>ex-</i>	Gr. 3–5 Reading: Word Study (Morphology) Gr. 5 Reading: Vocabulary Gr. 5 Writing: Spelling ELA.5.A2 Language as the Foundation for Reading and Writing ELA.5.B1 Acquire New Information ELA.5.B2 Construct Meaning ELA.5.B3 Think Critically about Multimodal Text and Respond

Focus morphemes are in **bold**.

ELA outcomes that match morphemes on the card are in **bold**.

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