



Bug Club

Morphology

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

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
D1	Drone Power	<i>en-</i> prefix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p>

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D2	Canadian Wildlife	-ary suffix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.2 Design comprehensive questions that integrate various perspectives and disciplines to lead in-depth group inquiries.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.B1.4 Review information gathered and recognize gaps; locate and gather additional information.</p> <p>ELA.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p>

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			<p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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.6.C1.2 Gather and assess information from multiple sources including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources) to focus or expand ideas.</p> <p>ELA.6.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>
D3	Fractured!	<i>fract</i> root - <i>ion</i> * suffix <i>re-</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. 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>

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			<p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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.6.C1.2 Gather and assess information from multiple sources including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources) to focus or expand ideas.</p> <p>ELA.6.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.6.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>
D4	Supervillains Unite!	<i>anti- (ant-)*</i> <i>counter-</i> <i>prefixes</i> <i>-ist*</i> <i>suffix</i>	<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>

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			<p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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.6.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.6.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>
D5	Life in Labrador	<i>pro-</i> prefix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p>

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			<p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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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D6	An Unexpected Discovery REVIEW CARD (D1–D5)	<i>en-</i> <i>-ary</i> <i>fract</i> <i>anti- (ant-)</i> <i>pro-</i>	<p>Gr. 3 Reading: Word Study (Morphology)</p> <p>ELA.6.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.6.B1 Acquire New Information</p> <p>ELA.6.B2 Construct Meaning</p> <p>ELA.6.B3 Think Critically about Multimodal Text and Respond</p>
D7	A Hidden Gem (Blackfoot Crossing Historical Park)	<i>-en</i> suffix <i>en-*</i> prefix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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>

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			<p>ELA.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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>
D8	Coral Reefs in Danger	<i>bio-</i> <i>a-*</i> <i>auto-</i> <i>sym-*</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>ELA.6.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.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on</p>

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			<p>understandings.</p> <p>ELA.6.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.6.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.6.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>
D9	An Inventors Museum (Canadian Multicultural Inventors Museum)	<i>-logy*</i> <i>-ist*</i> suffixes	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.2 Design comprehensive questions that integrate various perspectives and disciplines to lead in-depth group inquiries.</p>

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			<p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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.6.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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D10	Stewards of the Land (Kendall Island Migratory Bird Sanctuary)	<i>con-, com-*</i> <i>co-*</i> prefixes	<p>Gr. 5 Reading: Phonics Decode multi-syllable words using syllable types and morphemes (r-controlled+ing – har/vest/ing); morphology*-based decoding (e.g., trans- in transport; con- in contract, etc.); pronunciation (e.g., produce as a noun vs. verb – I eat fresh produce. I want to produce a record.)</p> <p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.2 Design comprehensive questions that integrate various perspectives and disciplines to lead in-depth group inquiries.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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>

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			<p>ELA.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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>
D11	Stretched! (plasticity, elasticity)	<i>form</i> root <i>con-</i> <i>de-*</i> prefixes	<p>Gr. 5 Reading: Phonics Decode multi-syllable words using syllable types and morphemes (r-controlled+ing – har/vest/ing); morphology*-based decoding (e.g., <i>trans-</i> in <i>transport</i>; <i>con-</i> in <i>contract</i>, etc.); pronunciation (e.g., produce as a noun vs. verb – I eat fresh produce. I want to produce a record.)</p> <p>ELA.6.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.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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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D12	She Chose Spiders! REVIEW CARD (D7–D11)	<i>-en</i> <i>bio-</i> <i>-logy,</i> <i>con-, com-</i> <i>form</i>	<p>Gr. 5 Reading: Phonics</p> <p>ELA.6.A2 Language as the Foundation for Reading and Writing</p> <p>ELA.6.B1 Acquire New Information</p> <p>ELA.6.B2 Construct Meaning</p> <p>ELA.6.B3 Think Critically about Multimodal Text and Respond</p>
D13	A Celebration in the Sky (fireworks)	<i>-ize</i> suffix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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>
D14	Early Forms of Writing	graph scribe (script) de-*	<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>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.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>
D15	<p>Green Energy (fictional energy company)</p>	<p><i>il-</i> <i>ir-</i> <i>im-, in-*</i> prefixes</p>	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.B3.2 Identify examples of stereotyping, bias or prejudice using text evidence (e.g., word choice, tone); recognize relevant and dependable sources of information with support.</p> <p>ELA.6.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.6.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.</p> <p>ELA.6.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>
D16	Paddle into the Past (Métis Crossing)	<i>port</i> root <i>trans-*</i> prefix <i>-ation*</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>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
		suffix	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p> <p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.</p> <p>ELA.6.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>
D17	Noel's Space Blog	<i>astro (aster)</i> root	<p>ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.</p> <p>ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.</p> <p>ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.</p> <p>ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			<p>ELA.6.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.6.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.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.</p> <p>ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.</p> <p>ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.</p> <p>ELA.6.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.6.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.</p>

Card	Title (Topic)	Focus/Additional Morpheme(s)	ELA Curriculum
			ELA.6.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.
D18	Exploring the Cosmos REVIEW CARD (D13–D17)	<i>-ize</i> <i>graph-</i> <i>scribe (script)</i> <i>il-, ir-</i> <i>port-</i> <i>astro (aster)</i>	Gr. 5 Reading: Word Study (Morphology) ELA.6.A2 Language as the Foundation for Reading and Writing ELA.6.B1 Acquire New Information ELA.6.B2 Construct Meaning ELA.6.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 D.