



Kit C Connections to the Alberta English Language Arts and Literature (ELAL) Curriculum

Bug Club Morphology (BCM) supports the teaching of many outcomes in the Alberta Language Arts and Literature Curriculum. BCM supports the ELAL 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

Organizing Idea: Text Forms and Structures

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

Organizing Idea: Oral Language

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)
- 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

Organizing Idea: Vocabulary

BCM supports this strand of the curriculum by

- analyzing the meanings of words and word parts (morphemes)
- including the specific affixes referenced in the ELAL 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
- supporting students in predicting meanings of unfamiliar words using morphological cues
- providing text and prompts through which students can develop vocabulary when reading, writing, listening, and speaking
- 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



Organizing Idea: Phonics

BCM supports this strand of the curriculum by

- building on and reinforcing phonics knowledge

Organizing Idea: Comprehension

BCM supports this strand of the curriculum by

- 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

Organizing Idea: Writing

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

Organizing Idea: Conventions

BCM supports this strand of the curriculum by

- including the specific morphemes referenced in the ELAL curriculum in grades 3–6
- embedding the review and teaching of parts of speech in the lessons
- 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

Note: In addition to the ELAL Curriculum, teachers will find many connections to outcomes in other subject areas, in particular, Mathematics and Science. Please see the Kit C correlation to specific outcomes in ELAL and other Alberta curricula that begins on the next page.

Kit C Correlation to Specific Outcomes in ELAL and Other Alberta Curricula

| Card | Title (Topic) | Focus/Additional Morpheme(s) | ELAL Curriculum | STEAM and Other Curricula |
|------|---|--|---|--|
| C1 | What Do YOU Think? (opinions on zoos) | <i>per-</i> prefix <i>pre-</i> prefix | <p>Gr. 5 Text Forms and Structures: School newspaper opinion column</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Prefix <i>per-</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Communicate a clear position supported by relevant evidence (write an opinion piece about zoos)</p> | <p>Science Gr. 4 Earth Systems: Conservation practices can be implemented in natural and human-made areas</p> <p>Social Studies Gr. 5 Citizenship: Informed citizenship involves seeking information from different sources and comparing perspectives on issues and events</p> <p>Physical Education and Wellness Gr. 5 Character Development: Life experiences can influence understanding of events or situations and responses to them</p> |
| C2 | The Language of Coding (computer coding) | <i>trans-</i> prefix | <p>Gr. 5 Text Forms and Structures: Informational text</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Prefix <i>trans-</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self,</p> | <p>Science Gr. 5 Computer Science: Code is any language that can be understood by and run on a computer</p> |

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|------|---|-------------------------------|--|---|
| | | | <p>between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (generative sentences activity)</p> | |
| C3 | Endangered! (sea turtles) | -ous suffix | <p>Gr. 5 Text Forms and Structures: Photo essay</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Suffix -ous</p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (create a photo essay)</p> <p>Gr. 5 Conventions: Investigate spelling patterns within and across words (for words ending in silent <i>e</i>, replace <i>e</i> with <i>-ous</i>; for words ending in a consonant and <i>y</i>, change <i>y</i> to <i>i</i> and add <i>-ous</i>; for words ending in <i>ce</i>, replace <i>e</i> with <i>i</i> and add <i>-ous</i>)</p> | Science Gr. 4 Earth Systems: Water provides habitat for many organisms; Conservation is the preservation and protection of Earth's systems from pollution, depletion, or extinction |
| C4 | Let's Talk Numbers (history of written numbers; mathematicians) | -ial, -ian suffixes | <p>Gr. 5 Text Forms and Structures: Biographical and informational text with table</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> | Social Studies Gr. 5 Citizenship: Structures, systems, ideas, and innovations that originated in earlier times evolved to meet the needs and wants of contemporary populations; The |

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| | | | <p>Gr. 5 Vocabulary: Suffixes <i>-ial, -ian</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs (write a paragraph about how we use numbers)</p> | <p>enduring legacies of civilizations and empires are still evident today</p> |
| C5 | <p>Circles All Around (circles in Nehiyaw/ Cree culture)</p> | <p><i>circ</i> root</p> <p><i>en-, semi-</i> prefixes</p> <p><i>-ular</i> suffix</p> | <p>Gr. 5 Text Forms and Structures: Informational text</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts for a variety of audiences and purposes (reader-response writing to one or more given prompts: I learned...; This reminds me of...; I wonder...)</p> <p>Gr. 6 Vocabulary: Prefix <i>en-</i></p> | <p>Social Studies Gr. 3 Time and Place: First Nations communities have distinct languages and cultural practices</p> <p>Science Gr. 4 Earth Systems: First Nations, Métis, and Inuit hold understandings of Earth systems that sustain life, including that all things are interconnected</p> <p>Physical Education and Wellness Gr. 4: Character Development: Strategies that support resilience</p> <p>Physical Education and Wellness Gr. 4: Healthy Relationships: First Nations, Métis, and Inuit communities have traditional events, processes, and ceremonies to renew relationships, restore balance, and reconcile conflict</p> <p>Mathematics Gr. 5 Geometry: Symmetry can be found in First Nations, Métis, and Inuit designs, such as architecture (e.g., tipis); Symmetry can be</p> |

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| | | | | created and can occur in nature; A circle has infinitely many reflection and rotation symmetries |
| 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> | Gr. 5 Text Forms and Structures: Informational text Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world | Science Gr. 5: Computer Science: Design process can be influenced by various factors, including safety, functionality, usability, reliability, efficiency, aesthetics |
| C7 | Mahcacowayis: Gift Lake (Métis Settlement) | <i>com-</i> prefix <i>-ee, -ity</i> suffixes | Gr. 5 Text Forms and Structures: Autobiographical text Gr. 5 Vocabulary: Words in the English language come from a variety of origins Gr. 5 Vocabulary: Prefix <i>com-</i>; Suffix <i>-ity</i> Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world Gr. 5 Writing: Create written texts using a variety of text forms and structures; Research findings can be shared in a variety of digital or non-digital forms, including visual images (use a numbered list, a paragraph, or a slide presentation to communicate information about your community) | Social Studies Gr. 3: Time and Place: Distinct Métis communities developed along fur trade routes throughout the Prairies, including in the land now known as Alberta |

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| | | | Gr. 6 Comprehension: Context clues in texts include information in pictures, diagrams, charts, or graphs | |
| C8 | The Skeletal System | <i>-ic, -al, -ical</i> suffixes | <p>Gr. 5 Text Forms and Structures: Informational text with labelled visuals</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Suffixes <i>-al, -ic, -ical</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (write a true or fictional text that includes human bones or a human skeleton)</p> | Science Gr. 5: Living Systems: Humans and many other animals have internal biological systems that include the musculoskeletal system |
| C9 | Meet a Conductor (music conductor) | <i>-ance, -ence</i> suffixes <i>-ant, -ent</i> suffixes | <p>Gr. 5 Text Forms and Structures: Interview with informational sidebar</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Suffixes <i>-ance, -ence, -ant, -ent</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 4 Comprehension: Making predictions, making inferences, making connections between</p> | <p>Music Gr. 4, Gr. 5 Listening: Identify instruments and families of musical instruments</p> <p>Physical Education and Wellness Gr. 4: Character Development: Perseverance involves effort, courage, commitment, and belief in one's abilities to be successful</p> <p>Physical Education and Wellness Gr. 5: Character Development: Perseverance can be demonstrated by individuals, groups, or communities</p> |

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| | | | <p>texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (write interview questions, or write about playing an instrument, or write about persevering to meet a goal)</p> <p>Gr. 5 Conventions: Investigate spelling patterns within and across words (to change adjectives to nouns replace <i>-ant</i> with <i>-ance</i> and <i>-ent</i> with <i>-ence</i>; for verbs ending in <i>ure</i> or <i>ear</i>, add <i>-ance</i>; for verbs ending with <i>ere</i>, add <i>-ence</i>)</p> | <p>Music Gr. 6 Listening: Identify band, orchestra, instrumental duet, trio, quartet and ensemble</p> |
| C10 | <p>Quite a Sight! (various inventions)</p> | <p><i>scope</i> root</p> <p><i>micro-, peri-, tele-</i> prefixes</p> | <p>Gr. 5 Text Forms and Structures: Timeline</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Vocabulary changes over time and reflects how words are used at a given time in society</p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (create a timeline about yourself or about a topic that interests you)</p> | <p>Science Gr. 5 Scientific Methods: Phenomena that cannot be directly observed using the human senses can be observed and measured using technologies such as telescopes, microscopes</p> <p>Mathematics Gr. 5: Geometry: Symmetry can be created and can occur in nature</p> <p>Social Studies Gr. 5 Time and Place: Timelines are visual representations of periods of time and events</p> |

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| C11 | Wisdom in Wampum (Haudenosaunee wampum belt) | <i>ad-</i> prefix | <p>Gr. 4 Oral Language: Oral traditions can support connections to people; the community; the natural world; the constructed world</p> <p>Gr. 5 Text Forms and Structures: Informational text</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Oral Language: Oral traditions include the use of stories to connect prior knowledge to lived experiences</p> <p>Gr. 5 Vocabulary: Prefix <i>ad-</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (write a list of four or five pieces of advice for avoiding conflict or write about how you have tried to resolve a conflict)</p> | <p>Art Gr. 3–6 Expression: A narrative can be retold or interpreted visually</p> <p>Social Studies Gr. 4 Time and Place: First Nations and Europeans made treaties with each other, such as the Two Row Wampum (Gaswéñdah), to start a relationship of living side by side</p> <p>Social Studies Gr. 5 Time and Place: Primary sources are original records from the time and place of an event; for example, wampum</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> | <p>Gr. 5 Text Forms and Structures: Informational text and persuasive text</p> <p>Gr. 5 Text Forms and Structures: Texts can have more than one purpose, including to inform, entertain, persuade, inspire</p> | <p>Science Gr. 4 Computer Science: Design involves processes that can transform ideas into artifacts that meet needs</p> <p>Science Gr. 5 Computer Science: Design can be used by humans or machines to meet needs</p> |

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| | | | <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world</p> | |
| C13 | Kicking for Gold (Inuit one-foot high kick) | <i>ob-</i> prefix <i>-ion, -ive</i> suffixes | <p>Gr. 5 Text Forms and Structures: Sportscast transcript with table</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Vocabulary changes over time and reflects how words are used at a given time in society</p> <p>Gr. 5 Vocabulary: Prefix <i>ob-</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world, summarizing</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (describe a favourite sport or activity, including the equipment needed, the objective, and a numbered list of rules)</p> | <p>Social Studies Gr. 2 Time and Place: Heritage is culture and traditions that are passed down through generations</p> <p>Mathematics Gr. 3 Measurement: Length is measured in standard units according to the metric system and the imperial system; Recognize length expressed in metric or imperial units</p> <p>Physical Education and Wellness Gr. 5 Active Living: Games and activities to support motivation and skill development include cultural</p> <p>Physical Education and Wellness Gr. 5 Movement Skill Development: Physical activity and game structures include rules, positions, boundaries, safety considerations, objective of game</p> |
| C14 | Consider the Force (forces acting on structures) | <i>-ity</i> suffix | Gr. 5 Text Forms and Structures: Informational text | Science Gr. 3: Energy: Forces can affect properties and movement of objects in different ways |

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| | | | <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Suffix <i>-ity</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (design a structure that serves a community purpose and take into consideration how to ensure its stability)</p> <p>Gr. 5 Conventions: Investigate spelling patterns within and across words (adding <i>-ity</i> creates abstract nouns)</p> | <p>Science Gr. 4: Energy: Gravity on Earth is a non-contact force that pulls objects toward the ground</p> <p>Science Gr. 5: Computer Science: Design process can be influenced by various factors, including safety, functionality, usability, reliability, efficiency, aesthetics</p> |
| C15 | <p>What's the Matter? (states of matter; physical/chemical changes)</p> | <p><i>-ment</i> suffix</p> | <p>Gr. 5 Text Forms and Structures: Informational text with experiment</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Suffix <i>-ment</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world</p> | <p>Science Gr. 5 Matter: The particle model of matter explains the behaviour of particles in matter; Relate the movement and arrangement of particles to the state of matter</p> |

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| | | | <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (write numbered instructions explaining how to make a mug of tea or hot chocolate, including a list of materials required)</p> <p>Gr. 5 Conventions: Investigate spelling patterns within and across words (adding <i>-ment</i> usually creates nouns)</p> | |
| C16 | The Wonders of Water | <p><i>hydr, aqua</i> roots</p> <p><i>de-, re-*</i> prefixes</p> | <p>Review of Gr. 3 Vocabulary: Prefix re-</p> <p>Gr. 5 Text Forms and Structures: Informational text with labelled diagram</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Examine words that are new to the English language</p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world, summarizing</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (write three or four questions about water or ways we use water)</p> | <p>Science Gr. 4 Earth Systems: Water is a basic need for plants and animals; Water provides habitat for many organisms</p> <p>Science Gr. 5 Energy: Renewable energy resources include water and hydro</p> <p>Science Gr. 6 Energy: Many energy resources are processed into electricity</p> |

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| C17 | Explorer's Log | <p>ex- prefix</p> <p><i>e-, in-*</i> prefixes</p> <p><i>-ian</i> suffix</p> | <p>Review of Gr. 3 Vocabulary: Prefix <i>in-</i></p> <p>Gr. 5 Text Forms and Structures: Entries in an explorer's log</p> <p>Gr. 5 Vocabulary: Words in the English language come from a variety of origins</p> <p>Gr. 5 Vocabulary: Prefix <i>ex-</i>; Suffix <i>-ian</i></p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making inferences, making connections between texts and self, between a text and other texts, and between texts and the world, summarizing</p> <p>Gr. 5 Writing: Create written texts using a variety of text forms and structures (create three entries for an explorer's log)</p> | <p>Science Gr. 4 Scientific Methods: Data can be descriptive and expressed using words (qualitative)</p> <p>Science Gr. 5 Scientific Methods: Phenomena are facts or events that can be observed</p> |
| C18 | Swim, Climb, or Dig? REVIEW CARD (C13–C17) | <p>ob- -ity -ment hydr, aqua ex-</p> | <p>Gr. 5 Text Forms and Structures: Informational text</p> <p>Gr. 5 Vocabulary: Investigate the meaning of bases and affixes in words</p> <p>Gr. 5 Comprehension: Making predictions, making connections between texts and self, between a text and other texts, and between texts and the world</p> | <p>Science Gr. 4: Living Systems: Organisms can be classified in various ways, including by appearance, habitat, structures</p> |

Focus morphemes are in **bold**.

ELAL 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.