



West Windsor-Plainsboro Regional School District  
Word Study Grade 4

WORD STUDY	
Content Area: Language Arts	
Course & Grade Level: English, Grade 4	
Summary and Rationale	
<p>Word study is an important part of Balanced Literacy instruction. It is a developmental approach to the teaching of phonics, spelling, and vocabulary that allows teachers to differentiate instruction based on careful and ongoing assessment of students' strengths and challenges. It teaches students through exposure to the three layers of English orthography: alphabet, patterns, and meaning. Students have opportunities to develop a deeper understanding of how the written word works, and allows them to generalize these understandings as they read and write independently.</p> <p>Bear, Invernizzi, Templeton, and Johnston state: "Becoming fully literate is absolutely dependent on fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers and writers can focus their attention on making meaning." (<i>Words Their Way</i>, 2004, p. 4)</p>	
Recommended Pacing	
Students will work in differentiated groups, and receive a new word sort/pattern approximately every 1-2 weeks based on ongoing assessment. Word study instruction may be scheduled as part of reading and/or writing workshop if necessary.	
New Jersey Student Learning Standards	
Standard RF.4 Reading: Foundational Skills	
RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard L.4 Language	
L.4.1.G	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).

L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
<b>Interdisciplinary Standards</b>	
MP1	Make sense of problems and persevere in solving them
MP6	Attend to precision
MP7	Look for and make use of structure
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Readers and writers use all they know about words to figure out how to read, spell, and determine the meaning of unfamiliar words.</li> <li>• Readers and writers recognize, analyze, and generalize patterns related to: sounds associated with letters and letter combinations; spelling patterns; and meaning, use and parts of speech.</li> <li>• Readers and writers use their knowledge of the principles and patterns of words throughout the day and across content areas.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does having an understanding of our language system help us communicate?</li> <li>• How do readers and writers use general knowledge about words (phonics/alphabet, spelling/patterns, and vocabulary/meaning) to increase their knowledge of specific words?</li> </ul>	

- How do readers and writers apply what they know about words as they read and write?

## **Objectives**

### **Students will know:**

- Words have patterns, and those patterns can be used to help them read, write, and determine the meanings of new/unfamiliar words.
- Some words are “oddballs” (e.g., do not fit the pattern) and have to be memorized.
- General knowledge about spelling patterns can be understood and learned through exploration and discussion.

### **Students will be able to:**

- Work at their own level of word knowledge, building on what they already know to learn what they need to know next.
- Recognize, analyze and generalize patterns in their reading and writing across content areas.
- Manipulate and experiment with letters, patterns, and meaning in order to become “word detectives.”

## Resources

### Suggested Resources:

- Bear, Donald R., et. Al. (2015). *Vocabulary Their Way: Word Study with Middle and Secondary Students*. Pearson.
- Bear, Donald R., et. Al. (2016). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.
- Bear, Donald R., et. Al. (2016). *Words Their Way For Pre-K*. Pearson.
- Bear, Donald R., et. Al. (2012). *Words Their Way With English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Pearson.
- Cunningham, Patricia M. & Hill, Dorothy P. (1994). *Making Words: Multilevel, Hands-on, Developmentally Appropriate Spelling and Phonics Activities*. McGraw-Hill.
- Cunningham, Patricia M. & Hill, Dorothy P. (1997). *Month-by-Month Phonics: Systemic, Multilevel Instruction*. Carson-Dellosa.
- Fountas, Irene C. & Pinnell, Gay Su. (2011). *Continuum of Literacy Learning*. Heinemann.
- Fountas, Irene C. & Pinnell, Gay Su. (2003). *Phonics Lessons: Letters, Words, and How They Work*. Heinemann.
- Fountas, Irene C. & Pinnell, Gay Su, ed. (1999). *Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom*. Heinemann.
- Ganske, Kathy. (2008). *Mindful of Words: Spelling and Vocabulary Explorations 4-8*. Guilford.
- Ganske, Kathy. (2014). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford.
- Ganske, Kathy. (2006). *Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3*. Guilford.
- Marten, Cindy. (2003). *Word Crafting: Teaching Spelling, Grades K-6*. Heinemann.
- Snowball, Diane & Bolton, Faye. (1999). *Spelling K-8: Planning and Teaching*. Stenhouse.
- Teachers College Reading and Writing Project Curricular Calendars.