

Teacher: Core Reading Working with Words Grade4

Year: 2011-12

Course: Working with Words Grade 4

Month: All Months

S e p t e m b e r	Decoding - Sept							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocal	
	R.B.4.1.0- Demonstrates the habit of reading widely and extensively* R.B.4.1.1- Reading with frequency, including inschool, out-of-school, and summer reading (Local) R.B.4.1.2- Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) R.B.4.2.0- Demonstrates participation in a literate community R.B.4.2.1-Self-selecting		3rd grade prefixes to review: <b>pre/post</b> (prefix/postpone), <b>trans</b> (transport), <b>inter</b> (interrupt), <b>multi</b> (multiply)  3rd grade suffixes to review: <b>able, ible</b> (comfortable, gullible), <b>ly</b> (slowly), <b>ation, ion, tion, sion</b> (desparation, companion, attention, tension), <b>en</b> (golden)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. unfriendly</b> Decode multisyllabic words by using phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, root/base, content clues or dictionary				

reading materials aligned with reading ability and personal interests (Local)						
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Word Wall Words - Sept ~ **Four Blocks as Model of Instructional Delivery applies to each unit and**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)		List of 20 WWW to be provided by the 3rd grade teachers	Accurate, instant recognition of each word Demonstrate mastery of each word in their writing across the curriculum		"ReadingGLEs." DerryCooperative School District. Derry Cooperative School District. 6 May 2009.  Fry,Ph.D., Edward Bernard., Kress, Ed.D., Jacqueline E., Fountoukidis, Ed.D. DonaLee TheReading Teacher's Book of Lists. 4th. San Francisco: Jossey-Bass, 2000. Print.  Cunningham,Patricia M.. SystematicSequential Phonics They Use. For Beginning Readers of All Ages. Greensboro:Carson-Dellosa Publishing Company, 2000. Print.  Rasinski,Ph.D, Timothy. Makingand Writing Words.Grades 3-6. Greensboro: Carson-

						<p>Dellosa Publishing Company, 2001. Print.</p> <p>Cunningham, Patricia M.. Big Words for Big Kids, Systematic Sequential Phonics and Spelling. Carson Dellosa, 2003. Print. Arens, Amanda B., Loman Karen, L.,</p> <p>Cunningham, Patricia M., Hall, Dorothy P. The Teacher's Guide to Big Blocks. Grades 4-8. Greensboro: Carson-Dellosa Publishing Company, 2005. Print.</p> <p>Cunningham, Patricia M.. Big Words for Big Kids. Upper Grades. Greensboro: Carson-Dellosa Publishing Co</p>
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Decoding - Oct (includes some NTF Words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
<p>R.4.1.0- Applies word identification/decoding strategies by</p> <p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes)</p>		<p>Prefixes: <b>de</b> (depart), <b>ir</b> (irregular)</p> <p>Suffixes: <b>ance, ence</b> (annoyance, violence)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> Decode multisyllabic words by phonics rules</p>			

<p>(Local) R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.4.2.0-Students identify the meaning of unfamiliar vocabulary by R.B.4.2.1-Self-selecting reading materials aligned with reading ability and personal interests (Local)</p>			<p>Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root, context clues or dictionary</p>			
<p>R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of October's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. <b>traff</b>/<b>ic</b>, <b>in</b>/<b>sect</b> Divide words with VC/CCCV (3 letter blends) after first consonant i.e. <b>in</b>/<b>struct</b> Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. <b>pi</b>/<b>lot</b> or after the first consonant VC/V i.e. <b>cab</b>/<b>in</b> Divide words with prefixes after the prefix (re/<b>view</b>) and words with</p>			

			<p>suffixes before the suffix (play/ing)</p> <p>Divide compound words between words <b>i.e.</b> (root/beer, dog/house)</p> <p>Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble</p>			
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Word Meaning - Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)</p> <p>R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p>		<p>Any of October's WWW or decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning</p>	<p>Generate synonyms and antonyms</p> <p>Generate homonyms and homophones</p> <p><b>*NEW</b> Discuss shades of meaning (<b>cold, freezing</b>)</p>		

Word Wall Words - Oct

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
<p>R.4.1.3-Reading grade-level appropriate</p>		<p>24 WWW from list and 16 teacher choice words taken</p>	<p>Accurate, instant recognition of each word</p>		<p>Teacher note: Grade 4 Word Wall Words for the year are</p>	

words (in connected text) with automaticity (Local) R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)		from weaknesses in student writing Recommended: 6 from list and 4 teacher choice introduced per week	Demonstrate mastery of each word in writing across the curriculum		posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	
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November

Decoding - Nov (includes NFT words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
R.4.1.0-Applies word identification/decoding strategies by R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.4.2.0-Students identify the meaning of unfamiliar vocabulary by R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and		Prefixes: <b>anti</b> (antifreeze), <b>il</b> (illegal)  Suffixes: <b>hood</b> (childhood), <b>ous</b> (joyous)	Identify prefix, base/root, suffix of multisyllabic words  <b>i.e un-friendly</b> Decode multisyllabic words by using phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root. context clues or dictionary			

<p>base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>						
<p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of November's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. <b>traf/fic, in/sect</b> Divide words with VC/CCCV (3 letter blends) after first consonant i.e. <b>in/struct</b> Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. <b>pi/lot</b> or after the first consonant VC/V i.e. <b>cab/in</b> Divide words with prefixes after the prefix (<b>re/view</b>) and words with suffixes before the suffix (<b>play/ing</b>) Divide compound words between words <b>i.e.</b> (root/beer, dog/house) Divide words</p>			

			ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble		
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Word Meaning - Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)		Any of November's WWW or decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms <b>* NEW</b> Discuss shades of meaning( <b>cold,freezing</b> )		

Word Wall Words - Nov

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.4.1.4-Reading grade-appropriate words (including irregularly spelled words) (Local)		18 WWW from list and 12 teacher choice words taken from weaknesses in student writing Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	

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Decoding - Dec (includes NFT words)

c e m b e r	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
	<p>R.4.1.0-Applies word identification/decoding strategies by</p> <p>R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local)</p> <p>R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.4.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>		<p>Prefixes: <b>auto</b> (autobiography), <b>out</b> (outdo)</p> <p>Suffixes: <b>ward</b> (forward), <b>ern</b> (eastern)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friend-ly</b></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root, context clues, or dictionary</p>			
	<p>R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable</p>		<p>Syllabication of December's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. traf/fic, in/sect</p> <p>Divide words with VC/CCCV</p>			

<p>division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>(3 letter blends) after first consonant i.e. <b>in/struct</b> Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. <b>pi/lot</b> or after the first consonant VC/V i.e. <b>cab/in</b> Divide words with prefixes after the prefix (<b>re/view</b>) and words with suffixes before the suffix (<b>play/ing</b>) Divide compound words between words i.e. (root/beer, dog/house) Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> i.e. pur/ple, ta/ble</p>			
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Word Meaning - Dec

Standards	Enduring Understandings	Content	Skills	Lessons Resources
R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word		Any of December's WWW or decoding words that may be good examples of antonyms, synonyms,	Generate synonyms and antonyms Generate homophones/homonyms	

meanings or relationships by R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)		homophones/homonyms, or shades of meaning	* <b>NEW</b> Discuss shades of meaning( <b>cold, freezing</b> )		
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Word Wall Words - Dec

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.4.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local) R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)		18 WWW from list and 12 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	

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Decoding - Jan (includes NFT words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.4.1.0- Applies word identification/decoding strategies by R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2-Reading		Prefixes: <b>cent/centi</b> (century, centimeter)  Suffixes: <b>ize</b> (computerize), <b>some</b> (awesome)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> Decode mutlisyllabic words by phonics rules Read multisyllabic			

<p>multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)  R.4.2.0-Students identify the meaning of unfamiliar vocabulary by  R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>words  Define meaning of words by using one of the following strategies:  word structure, prefix.  base/root, suffix, context clues, or dictionary</p>			
<p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local)  R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of January's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. traf/fic, in/sect  Divide words with VC/CCCV (3 letter blends) after first consonant i.e. in/struct  Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. pi/lot or after the first consonant VC/V i.e. cab/in</p>			

			Divide words with prefixes after the prefix ( <b>re</b> /view) and words with suffixes before the suffix (play/ <b>ing</b> ) Divide compound words between words <b>i.e.</b> (root/beer, dog/house) Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble			
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Word Meaning - Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by		Any January's WWW or decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms  Generate homophones/homonyms  <b>*NEW</b> Discuss shades of meaning ( <b>cold, freezing</b> )		

Word Wall Words - Jan

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.3-Reading grade-level appropriate		24 WWW from list and 16 teacher choice words taken	Accurate, instant recognition of each word		Teacher note: Grade 4 Word Wall Words for the year are	

words (in connected text) with automaticity (Local) R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)		from weaknesses in student writing Recommended: 6 from list and 4 teacher choice introduced per week	Demonstrate mastery of each word in writing across the curriculum		posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.
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February

Decoding - Feb (includes NFT words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
R.4.1.0-Applies word identification/decoding strategies by R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.4.2.0-Students identify the meaning of unfamiliar vocabulary by R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and		Prefixes: <b>dec/dec</b> (decade, decimeter)  Suffixes: <b>ancy, ency</b> (vacancy, frequency)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> <b>Decode multisyllabic words by phonics rules</b> <b>Read multisyllabic words</b> <b>Define meaning of words by using one of the following strategies:</b> <b>word structure, prefix, base/root, suffix, context clues, or dictionary</b> <b>Define</b>			

<p>base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p><b>meaning of words by using one of the following strategies: word structure, prefix, base/root, suffix, context clues, or dictionary</b></p>			
<p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of February's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. traf/fic, in/sect Divide words with VC/CCCV (3 letter blends) after first consonant i.e. in/struct Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. pi/lot or after the first consonant VC/V i.e. cab/in Divide words with prefixes after the prefix (re/view) and words with suffixes before the suffix (play/ing) Divide compound</p>			

			words between words <b>i.e.</b> (root/beer, dog/house) Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble			
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Word Meaning - Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by		Any of February's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms  Generate homophones/homonyms  <b>*NEW</b> Discuss shades of meaning( <b>cold, freezing</b> )		

Word Wall Words - Feb

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.4.1.4-Reading grade-appropriate words (including		18 WWW from list and 12 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice introduced per week.	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	

	irregularly spelled words) (Local)						
March	Decoding - Mar (includes NFT words)						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	<p>R.4.1.0-Applies word identification/decoding strategies by</p> <p>R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local)</p> <p>R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.4.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>		<p>Prefixes: <b>du/duo</b> ( duet, duo), <b>poly</b> ( polyster)</p> <p>Suffixes: <b>ant , ent</b> (servant, resident)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words</p> <p><b>i.e. un-friendly</b></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies:</p> <p>word structure, prefix root/base, suffix, context clues, or dictionary</p>			
R.4.1.1-Identifying multi-syllabic		Syllabication of March's WWW and decoding	Divide words with VC/CV patterns				

<p>words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>words</p>	<p>between consonants i.e. <b>traff/fic, in/sect</b> Divide words with VC/CCCV (3 letter blends) after first consonant i.e. <b>in/struct</b> Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. <b>pi/lot</b> or after the first consonant VC/V i.e. <b>cab/in</b> Divide words with prefixes after the prefix (<b>re/view</b>) and words with suffixes before the suffix (<b>play/ing</b>) Divide compound words between words i.e. (root/beer, dog/house) Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> i.e. pur/ple, ta/ble</p>			
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Word Meaning - Mar

Standards	Enduring Understandings	Content	Skills	Lessons Resources
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R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by		Any of March's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms Generate homophones/homonyms  <b>*NEW</b> Discuss shades of meaning ( <b>cold, freezing</b> )		
R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)					

Word Wall Words - Mar

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.4.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)		24 WWW from list and 16 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	

April  
Decoding - Apr (includes NFT words)

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.0-Applies word identification/decoding strategies by R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable		Prefixes: <b>equi</b> (equator), <b>uni</b> (unicorn)  Suffixes: <b>mal</b> (malfunction)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un-friendly</b> Decode			

<p>division, or word patterns (including prefixes, and suffixes) (Local)  R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)  R.4.2.0-Students identify the meaning of unfamiliar vocabulary by  R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>		<p><b>under</b> (underripe)</p>	<p>multisyllabic words by phonics rules  Read multisyllabic words  Define meaning of words by using one of the following strategies:  word structure, prefix, base/root, suffix, context clues, or dictionary</p>			
<p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local)  R.4.1.2- Reading multi-syllabic words, by using</p>		<p>Syllabication of April's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. traf/fic, in/sect  Divide words with VC/CCCV (3 letter blends) after first consonant i.e. in/struct  Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e.</p>			

knowledge of sounds, syllable types, or word patterns (Local)			<p><b>pi/lot</b> or after the first consonant VC/V i.e. <b>cab/in</b></p> <p>Divide words with prefixes after the prefix (<b>re/view</b>) and words with suffixes before the suffix (<b>play/ing</b>)</p> <p>Divide compound words between words <b>i.e.</b> (root/beer, dog/house)</p> <p>Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble</p>		
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Word Meaning - Apr

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
<p>R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p> <p>R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)</p>		Any of April's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	<p>Generate synonyms and antonyms</p> <p>Generate homophones/homonyms</p> <p><b>*NEW</b> Discuss shades of meaning (<b>tired, exhausted</b>)</p>		

Word Wall Words - Apr

Standards	Enduring	Content	Skills	Lessons	Resources	Voca
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Understandings						
R.4.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)		18 WWW from list and 12 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	
R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)		introduce per week				
M a y	Decoding - May (includes NFT words)					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.1.0-Applies word identification/decoding strategies by R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) R.4.2.0-Students identify the meaning of unfamiliar vocabulary by R.4.2.1-Using		Prefixes: <b>milli</b> (milligram)  Suffixes: <b>ive</b> ( active), <b>ble</b> ( stumble)	Identify prefix, base/root, suffix of multisyllabic words <b>i.e. un- friend-ly</b> Decode multisyllabic words by phonics rules Read multisyllabic words Define meaning of words by using one of the following strategies: word structure, prefix, suffix, base/root,			

<p>strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>			<p>context clues, or dictionary</p>			
<p>R.4.1.1- Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>Syllabication of May's WWW and decoding words</p>	<p>Divide words with VC/CV patterns between consonants i.e. traf/fic, in/sect Divide words with VC/CCCV (3 letter blends) after first consonant i.e. in/struct Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. pi/lot or after the first consonant VC/V i.e. cab/in Divide words with prefixes after the prefix (re/view) and words with suffixes before the suffix (play/ing) Divide compound</p>			

			words between words <b>i.e.</b> (root/beer, dog/house) Divide words ending with <b>le</b> before the consonant preceding the <b>le</b> <b>i.e.</b> pur/ple, ta/ble			
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Word Meaning - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources
R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)		Any of May's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning	Generate synonyms and antonyms  Generate homophones/homonyms  <b>*NEW</b> Discuss shades of meaning <b>i.e. cold, freezing</b>		

Word Wall Words - May

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.1.3-Reading grade-level appropriate words (in connected text) with automaticity (Local) R.4.1.4-Reading grade-appropriate words (including		24 WWW from list and 16 teacher choice words taken from weaknesses in student writing. Recommended: 6 from list and 4 teacher choice introduced per week	Accurate, instant recognition of each word Demonstrate mastery of each word in writing across the curriculum		Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.	

	irregularly spelled words) (Local)						
J u n e	Decoding - June (includes NFT words)						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
	<p>R.4.1.0-Applies word identification/decoding strategies by</p> <p>R.4.1.1-Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local)</p> <p>R.4.1.2-Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R.4.2.0-Students identify the meaning of unfamiliar vocabulary by</p> <p>R.4.2.1-Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as "un-covered;" or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)</p>		<p>Prefixes: <b>bene</b> (benefit)</p> <p>Suffixes: <b>th, eth</b> (fifth, twentieth)</p>	<p>Identify prefix, base/root, suffix of multisyllabic words</p> <p><b>i.e. un-friend-ly</b></p> <p>Decode multisyllabic words by phonics rules</p> <p>Read multisyllabic words</p> <p>Define meaning of words by using one of the following strategies: word structure, prefix, base/root, suffix, context clues, or dictionary</p>			
R.4.1.1-Identifying multi-syllabic		Syllabication of June's WWW and decoding	Divide words with VC/CV patterns				

<p>words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (Local) R.4.1.2- Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p>		<p>words</p>	<p>between consonants i.e. traf/fic, in/sect Divide words with VC/CCCV (3 letter blends) after first consonant i.e. in/struct Decide if a word VCV pattern should be divided after the first vowel (V/CV i.e. pi/lot or after the first consonant VC/V i.e. cab/in Divide words with prefixes after the prefix (re/view) and words with suffixes before the suffix (play/ing) Divide compound words between words i.e. (root/beer, dog/house) Divide words ending with le before the consonant preceding the le i.e. pur/ple, ta/ble</p>			
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Word Meaning - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resour
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<p>R.4.3.0-Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by</p> <p>R.4.3.1-Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State)</p>		<p>Any of June's WWW and decoding words that may be good examples of antonyms, synonyms, homophones/homonyms, or shades of meaning</p>	<p>Generate synonyms and antonyms</p> <p>Generate homophones/homonyms</p> <p><i>*NEW</i> Discuss shades of meaning</p>		
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Word Wall Words - June

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.4.1.3- Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R.4.1.4- Reading grade-appropriate words (including irregularly spelled words) (Local)</p>		<p>Review Based on formal and informal reading and writing assessments.</p>	<p>Accurate, instant recognition of each word</p> <p>Demonstrate mastery of each word in writing across the curriculum</p>		<p>Teacher note: Grade 4 Word Wall Words for the year are posted under Assessments in the month of September. Additional Resources are posted under Resources in September of this map.</p>	