

# Grade 4 Just Words

**Unit Title:** Just Words - Unit 1

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS ELA Reading**

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8. -** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

#### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### **NJSLS Knowledge of Language**

- **L.KL.4.1. -**Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A. -**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B. -**Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C. -** Choose punctuation for effect.
- **L.KL.4.1.D. -** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2. -**Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A. -**Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B. -**Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

## Grade 4 Just Words

- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS Writing

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

### Content:

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

### **Learning Activity Overview:**

### Skills(Objectives):

- Brief history of written English
- Letter-Keyword-Sound for consonants
- Letter-Keyword-Sound for short vowels
- Sound recognition for consonants and short vowels

## Grade 4 Just Words

<ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> <li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.</li> <li>7. <b>Just Start - High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li> <li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.</li> <li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li> <li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over</li> </ol>	<ul style="list-style-type: none"> <li>• Phoneme segmentation (3 sounds)</li> <li>• Blending of sounds for decoding</li> <li>• Concept of consonant digraph, keywords, and sounds: <b>wh, ch, sh, th, ck</b></li> <li>• Segmenting sounds for spelling (3 sounds, short vowel words, and pseudo words)</li> <li>• Spelling of <b>ck</b> at the end of words</li> <li>• Demonstration words: <b>gap, chat, shock</b></li> <li>• High frequency words: <b>they, is, was, the, have, from, of, are</b></li> </ul>
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## Grade 4 Just Words

time. Students complete, check, and chart their progress.

11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

## Grade 4 Just Words

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles
- Name in hieroglyphics

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 1 Day 1

##### **Getting Underway**

- Introduce Just Words as a program of English orthography.
- Read "About Written English" T44
- Students add illustrations on the Brief History of English Language page.
- Students retell.
- Distribute index cards T47.
- Students create logograms.
- Collect logograms and share forming various sentences.

##### Unit 1 Day 2

##### **Teach Alphabetical Writing Systems**

- Explain more about the English writing system.
- Read bold, italicized words and give examples.
- Explain that in English there are 26 letters used to represent all words, and show examples.
- Students write letters.
- Use sound cards to demonstrate.

##### **Hieroglyphics**

- Pair students and distribute copies of hieroglyphic alphabet from Appendix T385.
- Students use hieroglyphics to spell and write their name.

##### Unit 1 Day 3

##### **Review Written English**

- Review the difference between the logographic writing system and the alphabetical writing system.

#### Resources:

##### Unit 1 Day 1 (T44-47)

- Student Challenge Book, pg. 4
- Index Cards

##### Unit 1 Day 2 (T48-49)

- Student Challenge Book pg. 4
- Copy of Hieroglyphic Alphabet T385
- Sound Cards

- Copy of Hieroglyphic Alphabet T385

##### Unit 1 Day 3 (T50-52)

## Grade 4 Just Words

<ul style="list-style-type: none"><li>• Explain that English is based on a sound system with 26 letters and 44 sounds.</li></ul> <p><b>Discuss Just Words Class</b></p> <ul style="list-style-type: none"><li>• Discuss how the majority of words in English follow a system.</li><li>• Explain to students that they will construct words to see how words work in English.</li></ul> <p><b>Introduce New Concepts - Student Notebook</b></p> <ul style="list-style-type: none"><li>• Refer students to the Contents page to locate sections in the Student Notebook.</li><li>• Instruct students to locate the Consonant page.</li></ul> <p><b>Teach New Sounds - Consonants</b></p> <ul style="list-style-type: none"><li>• Explain consonants and vowels.</li><li>• Present each consonant with the sound card.</li><li>• Practice saying the consonant sounds.</li><li>• Explain keywords and refer to the Basic Keyword page in the Reference Charts.</li><li>• Show <b>qu</b> and explain <b>u</b> as the 'Buddy Letter'.</li></ul> <p><b>Teach Short Vowel Sounds</b></p> <ul style="list-style-type: none"><li>• Show Sound Cards, pointing out that vowels are on peach colored cards.</li><li>• Use Vowel Sounds page in the Reference Charts to say letter-keyword-sound for short vowels.</li></ul> <p><b>Teacher Builds Words - Blending</b></p> <ul style="list-style-type: none"><li>• Teach students how to segment and blend familiar three-sound words.</li><li>• Teach students to tap letter sounds</li><li>• Provide more examples.</li></ul> <p><b>Unit 1 Day 4</b> <b>Warm-Up/Drill Sounds</b></p> <ul style="list-style-type: none"><li>• Students open to the Sound Section of their Student Notebook.</li><li>• Model selected consonants and all short vowels.</li></ul> <p><b>Teacher Builds Words - Review Blending</b></p> <ul style="list-style-type: none"><li>• Build <b>zap</b> - students Tap.</li><li>• Change one letter to make a 'chain' of words.</li><li>• Explain that sounds are called 'phonemes'.</li></ul> <p><b>Introduce New Concepts - High Frequency Words</b></p> <ul style="list-style-type: none"><li>• Students locate High Frequency/Sight Word Check page and view graphic.</li><li>• Explain that High Frequency words are learned by sight/memorization.</li></ul> <p><b>Pre-Test High Frequency Words</b></p> <ul style="list-style-type: none"><li>• Dictate Units 1-3 High Frequency Words.</li><li>• Students repeat and spell each word.</li></ul>	<ul style="list-style-type: none"><li>• Student Notebook pgs. i, 1</li><li>• Colored Pencils or Markers</li></ul> <ul style="list-style-type: none"><li>• Sound Cards</li><li>• Reference Charts</li></ul>  <ul style="list-style-type: none"><li>• Sound Cards</li><li>• Reference Charts</li></ul>  <ul style="list-style-type: none"><li>• Unit Resources T68-69</li></ul> <p><b>Unit 1 Day 4 (T54-55)</b></p> <ul style="list-style-type: none"><li>• Student Notebook, pg. 1</li><li>• Sound Cards</li></ul>  <ul style="list-style-type: none"><li>• Sound Cards</li></ul>  <ul style="list-style-type: none"><li>• Student Challenge Book, pg. 1</li></ul>  <ul style="list-style-type: none"><li>• Student Challenge Book, pg. 1</li><li>• Index Cards</li></ul>
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## Grade 4 Just Words

- Collect, correct, and record missed words.
- Students make flash cards of missed words.

### Teach High Frequency Words

- Display High Frequency Word flashcards: **the, they, is, was.**
- Students spell words with two fingers on desk.
- Write each word, and then use it in a sentence.
- Students circle the words and write the sentence provided.

### Phrase It - Practice Days 1-5

- Students locate unit phrases.
- Select students to read bold words
- Read phrase and scoop while reading
- Select a phrase and provide a sentence
- Ask "What's the Scoop?"
- Students scoop into appropriate phrases

### Unit 1 Day 5

#### Warm-Up

- Drill Sounds
  - Point to Sound Card, say letter-keyword-sound as students echo
- Magnetic Journal Set-Up
  - Explain why the board is set up in four segments
  - Students set up their Magnetic Journals
- Student Notebook: Demonstration Words
  - Build the word **gap** with Sound Cards
  - Explain that **gap** is a Demonstration Word that demonstrates, or shows, a word structure that is being learned.
  - Students enter Demonstration Word in their Student Notebook.
  - Explain that this is how they will record all Demonstration Words.

### Introduce New Concepts

- Teach New Sounds: Digraphs
  - Show Sound Cards for the digraphs **wh, ch, th, sh, ck.**
  - Explain that digraphs are two letters that form one sound.
  - Use Sound Cards to teach digraph letter-keyword-sound.
- Teacher Builds Words
  - Build the word **shed**, tap and blend
  - Build additional words containing digraphs and tap. (T57)
  - Teach students to mark digraphs.
- Teach Spelling
  - Explain that students will sounds in two ways: letter/sound and sound/letter

- High-Frequency Word Cards
- Student Notebooks pgs. 68-76

- Student Challenge Book, pg. 6

### Unit 1 Day 5 (T56-57)

- Sound Cards
- Magnetic Journals and Letter Tiles
- Student Notebook pg. 44-67
- Sound Cards
- Unit Resources T68-69
- Magnetic Journals and Letter Tiles
- Sound Cards

## Grade 4 Just Words

- o Practice with sounds: /t/, /m/, /sh/, /a/, /kw/, /i/, /ch/.
- o Dictate unit words, tap, build.

### Unit 1 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **have, from, of, are** and write the sentence.

#### **High Frequency Words**

- Present the new high frequency words: **have, from, of, are**
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Introduce New Concepts: Review Digraphs**

- Show digraphs **sh, ch, th, wh, ck**
- Say letter-keyword-sound and review meaning.
- Students draw keyword picture.

#### **Teacher Builds Words**

- Build the word **posh**.
- Tap, blend, discuss meaning, and mark digraph.
- Create additional words. T58

#### **Nonsense Words**

- Build the nonsense word **lish**, tap, and read.
- To compare, build the real word **publish**.
- Build additional nonsense words.

#### **Teach Spelling**

- Students echo a sound and locate in journal.
- Dictate words, students tap and name letters.
- Teach **ck** to spell /k/.
- Arrange letter tiles with **ck** last as a reminder.

#### **Dictation: Dry Erase**

- Dictate 3 sounds and 6 current words including words with digraphs, being sure to include **ck**.
- Students tap, orally spell, write, and mark.
- Dictate 3 high frequency words
- Students orally spell, and write with finger prior to writing on Dry Erase Tablet.
- Dictate 3 phrases; students repeat and write.

### Unit 1 Day 7

#### **Just Start! (5 minutes)**

- Students remove Letter Tiles from Magnetic Journals.
- Write **a-f, g-l, m-s, t-z** on the board.
- Students replace Letter Tiles on their Magnetic Journals in the correct quadrant.

#### **Warm-Up**

- Drill Sounds: letter-keyword-sound.

#### **Teacher Builds Words**

- Build nonsense word **quet**.

### Unit 1 Day 6 (T58-59)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Books, pg. 1
- Index Cards

- Sound Cards
- Student Notebook, pg. 2

- Unit Resources T68-69

- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources T68-69

- Magnetic Journals and Letter Tiles
- Unit Resources T68-69

- Dry Erase Tablet
- Markers

### Unit 1 Day 7 (T60-61)

- Magnetic Journals and Letter Tiles

- Sound Cards

- Sound Cards



## Grade 4 Just Words

- Tap to decode and change letters to build additional nonsense words. T60

### Teach Spelling

- Students echo sounds and find the letters of their Magnetic Journals.
- Be sure to include /k/.
- Explain that nonsense syllables can also be built by tapping or segmenting sounds.
- Dictate the nonsense word **tib**.
- Students tap and spell.
- Build several current words.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 3-4 more examples

### Unit 1 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **chat** on Demonstration Words page.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build and discuss several words including the Demonstration Word **chat**.
- Use word in a sentence.
- Build additional words and mark.

#### Word Talk

- Use Demonstration Word Cards and unit nonsense words as flashcards for students to read words.
- Build additional words.
- Display and have students find, read, and mark.
- Question students about vowel sounds, tapping, number of sounds, etc.

#### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Continue with additional sounds.
- Dictate a word and have students echo, tap, and spell.
- Continue with additional nonsense words.

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T68-69

- Student Challenge Book, pg. 7

### Unit 1 Day 8

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Marker
- Unit Resources T68-69

- Flashcards
- Blank Word Cards
- Marker

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T68-69

## Grade 4 Just Words

### Dictation Dry Erase

- Follow proper Dictation Activity procedures:
  - dictate 3 sounds
  - dictate 3 current words
  - dictate 3 high frequency words
  - dictate 3 phrases

### Unit 1 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **shock** in their notebooks.

#### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate them from this drill.

#### Teacher Builds Words

- Build the word **shock**.
- Point out that there are five letters, but only three sounds.
- Discuss meaning, provide examples, and use in a sentence.
- Build additional real and nonsense words.

#### Dictation: Composition Books

- Dictate 3 sounds, 2 nonsense words, and 6 current words.
- Students tap and orally spell, then write and mark digraphs.
- Dictate 3 phrases.
- Students repeat and write.
- Dictate 3 sentences.
- Students write and proofread.
- Ask, "What's the Scoop?"
- Students scoop the sentences.

### Unit 1 Day 10

#### Just Start! (5 minutes)

- Students practice reading phrases.

#### Teacher Builds Words

- Review segmenting three sounds, digraphs, and spelling **/k/** after a short vowel.
- Build words and discuss these concepts with the following words and nonsense words: **mash, luck, jid, chop, sheck**. T66

#### Unit Dictation Test

- Dictate sounds and words; students repeat and write.
- Underline digraphs in real words.

- Dry Erase Tablets and Markers

### Unit 1 Day 9 (T64-65)

- Timer
- Student Notebook, pgs. 44-67
- High Frequency Word flashcards
- Sound Cards
- Unit Resources T68-69
- Composition Books

### Unit 1 Day 10 (T66-67)

- Timer
- Student Challenge Book, pgs. 6-7
- Sound Cards
- Student Challenge Book, pg. 10
- Blue and Red Pencils

## Grade 4 Just Words

<ul style="list-style-type: none"><li>Underline digraphs in nonsense words.</li><li>Dictate phrases and sentences; students repeat and write.</li><li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T66</li></ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"><li>Meet individually with students, score test, and show students how to graph unit test results.</li><li>Chart accurate phrasing, tally scores, and record results.</li><li>Review homework and outstanding work for the unit.</li></ul>	<ul style="list-style-type: none"><li>Student Challenge Book, pgs. 9, 144</li><li>Student Challenge Phrase Kit</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p><b>On Grade Level Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p><b>Struggling Students</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p><b>Special Needs/ELL</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>

**Unit Title:** Just Words - Unit 2

### Stage 1: Desired Results

**Standards & Indicators:**  
**NJSLS ELA Reading**

## Grade 4 Just Words

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Knowledge of Language**

- **L.KL.4.1.-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.-** Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.-** Choose punctuation for effect.
- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.-** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.-** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.-** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A -** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C -** Recognize and explain the meaning of common idioms, adages, and proverbs.

## Grade 4 Just Words

### **NJSLS Writing**

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

### **Content:**

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.

### **Skills(Objectives):**

- Concept of blends
- Concept of digraph blends
- Blending and segmenting 4 sounds in a syllable
- Closed syllable type
- Blending and segmenting 5 and 6 sounds in a syllable
- Closed syllable exception

## Grade 4 Just Words

2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.
4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.

- Demonstration words: **shift, shred, script, post, mind**
- High frequency words: **one, for, to, do, you, your, were, where**

## Grade 4 Just Words

<p>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Student Notebook</li> <li>● Student Composition Book</li> <li>● Student Challenge Book</li> <li>● Direct Observation of Daily Work: <ul style="list-style-type: none"> <li>○ Dictation</li> <li>○ Letter-Keyword-Sounds</li> <li>○ Tapping</li> <li>○ Marking</li> <li>○ Punctuation and Capitalization</li> <li>○ Scooping</li> <li>○ Spelling</li> <li>○ Student work on Dry Erase Tablet</li> </ul> </li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Assessment of Student Mastery <ul style="list-style-type: none"> <li>○ Progress Check</li> <li>○ Dictation Check-Up</li> <li>○ Unit Tests</li> </ul> </li> <li>● Smartboard Activities (optional)</li> <li>● Independent Application of Skills in Reading and Writing</li> <li>● Questioning to Guide Student Learning and Mastery</li> <li>● Student Collaboration</li> </ul>
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## Grade 4 Just Words

- o Student work on Magnetic Journal and Letter Tiles

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 2 Day 1

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Introduce New Concepts - Teacher Builds Words**

- **Review Digraphs**
  - o Show digraphs **wh, sh, ch, th, ck**.
  - o Review letter-keyword-sound of digraphs.
  - o Build the word **ship** - students mark digraph.
- **Teach Blends**
  - o Build the word **slip**.
  - o Explain the difference between a digraph and a blend.
  - o Show blends at the beginning and end of words.
  - o Provide more examples.
- **Teach Digraph Blends**
  - o Demonstrate the digraph blends **lunch, shred**.
  - o Tap for sounds.
- **Teach Students to Mark Words**
  - o Blends are marked differently than digraphs.
  - o Build **slush, slip, mask**.
  - o Guide students as they mark.
  - o Build **lunch, shred**.
  - o Guide students as they mark.

##### Unit 2 Day 2

##### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **one, for, to, do** and write the sentence. T74
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

##### **Introduce New Concepts - Teacher Builds Words**

- **Review Blends**
  - o Build the word **flip**.
  - o Tap individual sounds and blend together.
  - o Provide additional examples.
- **Teach Closed Syllable**

#### Resources:

##### Unit 2 Day 1 (T72-73)

- Student Challenge Book, pgs. 11, 140-141
- Progress Check T74
- Blue and Red Pencil(s)

- Sound Cards

- Sound Cards
- Unit Resources T85-87

- Sound Cards

- Sound Cards

##### Unit 2 Day 2 (T74-75)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 1
- Index cards

- Sound Cards
- Unit Resources T85-87



## Grade 4 Just Words

- Explain syllables and give the examples **cat**, **catnip**.
- Tell students that there are 6 types of syllables.
- Build **bat** and define closed syllables.
- Build **bath** and discuss.
- Build and discuss **such**, **it**, **she**, **coal**.
- **Mark Words**
  - Show students how to mark a closed syllable
  - Add to notebook and mark the following words:  
**up**, **flash**, **bunch**, **chip**, **em**, **stip**.

## Teach Spelling

- Teach students to tap each sound of a blend.
- Demonstrate with **soft**.
- Dictate **shift**, students repeat and tap.
- Build the word, mark the blend and digraph.
- Dictate, discuss, and mark the following words: **glad, flock, crib, mask**.
- Provide additional examples.
- Students enter **crib, mask** as examples of /k/ spelling.

## Unit 2 Day 3

### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **shift** on Demonstration Words page.
- Students mark word.

## Warm-Up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

## Teacher Builds Words

- Build the word **shift** and review the concepts of closed syllables and blends.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

## Word Talk

- Add Demonstration Word to Word Card packet and use a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards and question students. T76

## Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Students spell orally.

### Dictation: Dry Erase

- Follow proper Dictation Activity procedures:

- Sound Cards
- Student Notebook-Six Syllable Types, pg. 17

- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources, T85-87
- Student Notebook, pg. 24

### Unit 2 Day 3 (T76)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Unit Resources, T85-87

- Word Card Packet
- Blank Word Cards

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T85-87

- Dry Erase Tablet and Marker

## Grade 4 Just Words

- Dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students mark closed syllables, digraphs, blends, and digraph blends.

### Unit 2 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **shred** on Demonstration Words page.
- Students mark the word.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

#### **Teacher Builds Words**

- Build the word **shred** and review the concepts of digraph blends and closed syllables.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards and question students. T77

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures:
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students read words and mark closed syllables.
- Students mark digraphs, blends, and digraph blends.
- "What's the Scoop?"

### Unit 2 Day 5

#### **Just Start! (5 minutes)**

- Write phrases on board. T78
- Students mark closed syllables.

#### **Teacher Builds Words**

- Build and discuss several unit and review words.
- Students read words and discuss word structure.
- Students tap, mark, and scoop.

#### **Phrase It - Practice: Days 1-5**

- Students read bold words and then phrases.
- Students scoop the phrase while reading.

### Unit 2 Day 4 (T77)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Unit Resources T85-87

- Word Card Packet
- Blank Word Cards

- Unit Resources T85-87
- Composition Books

### Unit 2 Day 5 (T78)

- Composition Books, pg. 1

- Sound Cards
- Unit Resources T85-87

## Grade 4 Just Words

- Provide a sentence using a phrase and ask, “What’s the Scoop?”
- Complete 3-4 more examples
- Students mark bold words.

### Student Challenge

- Write nonsense words on board. T78
- Students cross out words that are not closed syllables.
- Read closed syllable words.

### Dictation/Check-Up

- Students check the ‘Check-Up’ box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 2 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **you**, **your**, **were**, **where** and write the sentences. T79

### High Frequency Words

- Present the new high frequency words: **you**, **your**, **were**, **where**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts: Teacher Builds Words

- Teach blending words with 5 sounds.
- Build the word **rust** and have students tap.
- Add **c** to make **crust** and show students how to tap words with 5 sounds.
- Build the word **shrimp** and identify the digraph blend.
- Mark both **crust** and **shrimp**.
- Build the word **scrap** and mark.

### Teach Spelling

- Review spelling and remind students to tap sounds of a blend or digraph blend separately.
- Dictate the word **clasp**.
- Students repeat, tap, and mark.
- Provide several more examples.
- Students spell words using blank tiles: **thump**, **blast**, **strap**. T79

### Unit 2 Day 7

#### Just Start! (5 minutes)

- Students copy words and mark them to identify blends, digraphs, and closed syllables.
- Discuss **squint** as a closed syllable.

- Student Challenge Book, pg. 14

- Student Composition Book, pgs. 11-76

### Unit 2 Day 6 (T79)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Books, pg. 1
- Index Cards

- Sound Cards

- Sound Cards
- Unit Resources T85-87
- Magnetic Journals and Letter Tiles
- Blank Magnetic Letter Tiles

### Unit 2 Day 7 (T80-81)

- Student Composition Book, pg. 1

## Grade 4 Just Words

### Teacher Builds Words

- Review closed syllable concept.
- Build **drop**.
- Tap, read and discuss with students.

### Introduce New Concepts: Teach New Sounds

- Teach the 5 exceptions to closed syllable rules.
- Say letter-keyword-sound for **ind, old, ost, ild, olt**.

### Teacher Builds Words

- Build the word **cold** using the green **old** card.
- Demonstrate tapping glued or welded sounds.
- Build several words, students tap and read.
- Demonstrate with **lost, wind, wind**.
- Teach students to mark exceptions.
- Students add keyword pictures, closed syllable exceptions, and sentence to their notebook.

### Student Challenge

- Mark the following: **stint, blond, quilt, most, shrimp, find**.

### Teach Spelling

- Students echo welded sounds and find tiles
- Dictate **cold**, tap and build.
- Build additional words.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 3-4 more examples
- Chorally read sentences with prosody.

### Unit 2 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **script** on Demonstration Words page.

### Warm-Up

- Drill Sounds

### Teacher Builds Words

- Build the word **script** and review the concepts of blends and closed syllables
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.

- Sound Cards

- Sound Cards

- Sound Cards
- Unit Resources T85-87
- Student Notebook, pgs. 8,17

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T68-69

- Student Challenge Book, pgs. 15-16

### Unit 2 Day 8 (T82)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Marker
- Unit Resources T85-87

- Flashcards
- Blank Word Cards

## Grade 4 Just Words

- Build additional words.
- Display and have students find, read, and mark.
- Question students about vowel sounds, tapping, number of sounds, etc.

### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Continue with additional sounds.
- Dictate a word and have students echo, tap, and spell.
- Provide additional words.

### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students mark closed syllables and closed syllable exceptions.
- Students underline digraphs, blends, and digraph blends.

### Unit 2 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **post**, **mind** on the Demonstration Words pages in their Student Notebooks.

### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the words **mind**, **post**.
- Review the concept of closed syllable exceptions.
- Discuss meaning, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

- Marker

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T85-87

- Dry Erase Tablets and Markers

### Unit 2 Day 9 (T83)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word flashcards

- Sound Cards
- Unit Resources T85-87

- Flashcards
- Blank Word Cards
- Marker

- Student Composition Books, pgs. 11-76
- Unit Resources T85-87

## Grade 4 Just Words

<p><b>Unit 2 Day 10</b> <b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"><li>Students practice reading phrases.</li></ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"><li>Build and discuss the nonsense words: <b>scrib, shrick, trisk, zind</b>. T84</li><li>Students read and discuss word structure: blends, digraph blends, number of sounds, why it is a closed syllable or exception, and spelling of the /k/ sound.</li></ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"><li>Dictate sounds, words, phrases, and sentences.</li><li>Students repeat and write.</li><li>Students underline blends and digraph blends.</li><li>Students mark closed syllables and exceptions.</li><li>Students circle the high frequency words and underline phonetic words in phrases and sentences. T84</li></ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"><li>Meet individually with students, score test, and provide feedback.</li><li>Chart accurate phrasing, tally scores, and record results.</li><li>Review homework and outstanding work for the unit.</li></ul>	<p><b>Unit 2 Day 10 (T84)</b></p> <ul style="list-style-type: none"><li>Timer</li><li>Student Challenge Book, pgs. 14-15</li><li>Sound Cards</li><li>Student Challenge Book, pg. 18</li><li>Blue and Red Pencils</li><li>Student Challenge Book, pgs. 17, 144</li><li>Student Challenge Phrase Kit</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p><b>On Grade Level Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p><b>Struggling Students</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p>	<p><b>Special Needs/ELL</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p>

## Grade 4 Just Words

		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 3

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8. -** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

##### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

##### NJSLS Knowledge of Language

- **L.KL.4.1. -**Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A. -**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B. -**Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C. -** Choose punctuation for effect.
- **L.KL.4.1.D. -** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

## Grade 4 Just Words

- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS Writing

- **W.WP.4.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?



## Grade 4 Just Words

### Content:

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.
4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop

### Skills(Objectives):

- Bonus letter spelling rule, **ff**, **ll** **ss**, and sometimes **zz**
- Segmenting and spelling words with bonus letters
- Welded sounds: **all, am, an, ang, ing, ong, ung, ank, ink onk, unk**
- Blending and reading words with welded sounds
- Segmenting and spelling words with welded sounds
- Demonstration words: **bill, stall, ban, link**
- High frequency words: **when, what, which, why, who, how come, some**

## Grade 4 Just Words

fluency and understanding by reading in meaningful phrases.

10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

## Grade 4 Just Words

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 3 Day 1

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Introduce New Concepts - Teacher Builds Words**

##### **Teach Bonus Letter**

- Display letters **m, i, s**. Tap and blend to read.
- Display letters Discuss that the word **mis** needs another **s**.
- **f, l, and s** all get bonus letters at the end of the word if they follow a short vowel.
- Make the words **smell, sniff**, tap and discuss.
- Build additional words.
- Build the word **shelf**.
- Explain that the bonus letter is only added if the **f, l, or s** comes immediately after a vowel.
- **z** is the bonus letter 'want to be'.
- Build **buzz** and **quiz** as examples.

##### **Teach Students to Mark Words**

- Students put a star over the bonus letter.
- Build words with bonus letters and have students mark

##### **Teach Spelling**

- Dictate 5 review sounds, students repeat, find correct letter, and say name.
- Dictate the word **thrill** and tap. Student demonstrates and marks the bonus letter.
- Complete with additional words.
- Students add examples of Bonus Letter Rule for **ll, ss, ff** and **zz** to notebooks.

#### Resources:

##### Unit 3 Day 1 (T90-91)

- Student Challenge Book, pgs. 19, 140-141
- Progress Check T90
- Blue and Red Pencil(s)

- Sound Cards
- Unit Resources T105-107

- Sound Cards
- Unit Resources T105-107
- Marker

- Magnetic Journals and Letter Tiles
- Sound Cards
- Marker
- Unit Resources T105-107
- Student Notebooks, pg. 23

## Grade 4 Just Words

### Unit 3 Day 2

#### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **when, what, which, why** and write the sentence. T92
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

#### **Introduce New Concepts**

##### **Review**

- Build the words **bill, stiff, and fuss**.
- Review Bonus Letter rule.

##### **Teach New Sounds**

- Teach the welded sound **all**.
- Display the letters **a, I, I**.
- Tell students the bonus **ll** changes the sound of the 'a'.
- Replace the letters **a, I, I** with the green **all** card.
- Explain that the green Sound Cards are glued or welded sounds.
- Students enter keyword picture to their notebooks.

##### **Teacher Builds Words**

- Teach tapping of glued/welded sounds.
- Build **fall** with the **f** and **all** cards.
- Model how to tap glued/welded sounds.
- Build additional words.
- Show students how to mark welded sounds.

##### **Teach Spelling**

- Dictate 5 review sounds, students repeat, find correct letter, and say name.
- Dictate **spill** and tap. Student demonstrates and marks bonus letter.
- Continue with additional **all** words.
- Students add **all** examples to the Bonus Letter Rule page in their notebooks.

### Unit 3 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **bill** on Demonstration Words page.
- Students mark word.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

##### **Teacher Builds Words**

- Build the word **bill** and review the bonus letter concept.

### Unit 3 Day 2 (T92-93)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 1
- Index cards

- Sound Cards

- Sound Cards
- Student Notebook, pg. 3

- Sound Cards
- Unit Resources T105-107

- Sound Cards
- Magnetic Journals and Letter Tiles
- Unit Resources, T105-107
- Student Notebook, pg. 23

### Unit 3 Day 3 (T94)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Provide everyday examples and use in a sentence.</li> <li>• Build and discuss additional words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use a flashcard.</li> <li>• Build additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T94</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound, students echo and find the letters.</li> <li>• Dictate several words, students echo, tap, and build.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation: Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures:</li> <li>• Dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students star the bonus letters and box the <b>all</b> welded sound.</li> </ul> <p><b>Unit 3 Day 4</b> <b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry - students enter word, meaning, and sentence for <b>stall</b> on Demonstration Words page.</li> <li>• Students mark the word, including star the bonus letter and box the <b>all</b> welded sound.</li> </ul> <p><b>Warm-Up/Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• As words are mastered for both reading and spelling, eliminate the word from the drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Build the word <b>shred</b> and review the concepts of digraph blends and closed syllables.</li> <li>• Discuss meaning and provide everyday examples.</li> <li>• Students use the word in a sentence.</li> <li>• Build and discuss additional words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add Demonstration Word to Word Card packet and use a flashcard.</li> <li>• Build additional words.</li> <li>• Students tap and read words.</li> <li>• Display Word Cards and question students. T95</li> </ul> <p><b>Dictation: Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures:</li> <li>• Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Resources, T105-107</li> </ul> <ul style="list-style-type: none"> <li>• Word Card Packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Sound Cards</li> <li>• Unit Resources T105-107</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablet and Marker</li> </ul> <p><b>Unit 3 Day 4 (T95)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook, pgs. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Unit Resources T105-107</li> </ul> <ul style="list-style-type: none"> <li>• Word Card Packet</li> <li>• Blank Word Cards</li> </ul> <ul style="list-style-type: none"> <li>• Unit Resources T105-107</li> <li>• Composition Books</li> </ul>
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## Grade 4 Just Words

- Students read words and star the bonus letter.
- Students box the **all** welded sound and underline digraphs, blends, and digraph blends.
- “What’s the Scoop?”

### Unit 3 Day 5

#### **Just Start! (5 minutes)**

- Write phrases on board. T96
- Students mark bonus letter and box welded sounds.

#### **Teacher Builds Words**

- Build and discuss several unit and review words.
- Students read words and discuss word structure.
- Students tap and mark.
- Challenge students by making some unit nonsense words.

#### **Phrase It - Practice: Days 1-5**

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, “What’s the Scoop?”
- Complete 2-3 more examples
- Students mark bold words.

#### **Student Challenge**

- Write nonsense words on board. T96
- Students add bonus letter to words.

#### **Dictation/Check-Up**

- Students check the ‘Check-Up’ box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 3 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **who**, **how**, **come**, **some** and write the sentences. T98

#### **High Frequency Words**

- Present the new high frequency words: **who**, **how**, **come**, **some**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Introduce New Concepts:**

##### **Review Bonus Letters**

- Build **bill**, **cuff**, **toss**, **mall**. Discuss the **all** welded sound.

##### **Teach New Sounds**

### Unit 3 Day 5 (T96)

- Composition Books, pg. 1
- Sound Cards
- Unit Resources T105-107
- Student Challenge Book, pg. 22

- Student Composition Book, pgs. 11-76

### Unit 3 Day 6 (T98-99)

- Timer
- Student Notebooks pgs. 68-76
- High Frequency Word Cards
- Student Challenge Books, pg. 1
- Index Cards
- Sound Cards
- Unit Resources T105-107
- Student Notebook, pg. 3

## Grade 4 Just Words

- Build the word **pat**. Change the **t** to **n**.
- Compare the sounds /**m**/ and /**n**/.
- Show Sound Cards for welded sounds **am, an**.
- Say letter-keyword-sounds.

### Teacher Builds Words

- Build **brand, lamp**. Tap and blend.
- Make several **am, an** words.
- Enter keyword pictures for **am, an** in notebook.

### Teach New Sounds

- Teach **ng, nk** welded sounds.
- Say letter-keyword-sound for **ang, ing, ong, ung, ank, ink, onk, unk**.
- Build **rink** and tap.
- Build additional **ng, nk** welded sound words.
- Mark words. Box welded sounds.
- Enter keyword picture for new welded sounds.
- Add **mink** to 'Three Ways to Spell /k/' page.

### Unit 3 Day 7

#### Just Start! (5 minutes)

- Students copy phrases and mark bonus letter and welded sounds.

### Teacher Builds Words

- Drill all the green welded sounds.
- Say letter-keyword-sound. Build **sing, sink**. Review tapping.
- Build and tap words with **an, am, ng, nk**.

### Teach Spelling

- Echo sounds. Ask "What says \_\_\_\_?"
- Make review and current words.
- Use the green Sound Cards to spell glued sounds.
- Dictate **cram**. Students build. Dictate **cramp** and tap.
- Build additional words.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 3 Story, *Math Test Pangs*.
- Read first sentence and phrase it.
- Continue phrasing first paragraph.
- Phrase last paragraph.
- Retell the passage using visualization as a guide.

- Sound Cards
- Unit Resources T105-107

- Welded Sounds Reference Chart
- Sound Cards
- Unit Resources T105-107
- Student Notebook, pgs. 3, 24

### Unit 3 Day 7 (T100-101)

- Student Composition Book, pg. 1

- Sound Cards
- Unit Resources T105-107

- Magnetic Journals and Letter Tiles
- Unit Resources T105-107
- Sound Cards

- Student Challenge Book, pgs. 23, 24

## Grade 4 Just Words

### Unit 3 Day 8

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **ban** on Demonstration Words page.

#### **Warm-Up**

- Drill Sounds

#### **Teacher Builds Words**

- Build the word **ban** and review the welded sound concept.
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students about bonus letters, welded sounds, etc.

#### **Students Build Words**

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Continue with additional sounds.
- Dictate a word and have students echo, tap, and spell.
- Provide additional words.

#### **Dictation Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark the words.

### Unit 3 Day 9

#### **Just Start! (5 minutes)**

- Student Notebook Entry - Students copy the word, meaning, and sentence for **link** on the Demonstration Words pages in their Student Notebooks. Mark the word.

#### **Warm-Up: Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate them from this drill.

#### **Teacher Builds Words**

- Build the word **link**.
- Review the welded or glued sound concept.
- Discuss meaning, provide examples, and use in a sentence.

### Unit 3 Day 8 (T102)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Marker
- Unit Resources T105-107

- Flashcards
- Blank Word Cards
- Marker

- Magnetic Journals and Letter Tiles
- Sound Cards
- Unit Resources T105-107

- Dry Erase Tablets and Markers

### Unit 3 Day 9 (T103)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word flashcards

- Sound Cards
- Unit Resources T105-107



# Grade 4 Just Words

- Build additional real and nonsense words.

## Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.

## Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

## Unit 3 Day 10

### **Just Start! (5 minutes)**

- Students practice reading phrases.

## Teacher Builds Words

- Build and discuss the real and nonsense words: **spill, steff, vall, cramp, brank, bring.** T104
- Students read and discuss word structure: bonus letters and welded sounds.

## Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Students star bonus letters.
- Students box welded sounds.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T104

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

- Flashcards
- Blank Word Cards
- Marker

- Student Composition Books
- Unit Resources T105-107

### Unit 3 Day 10 (T104)

- Timer
- Student Challenge Book, pgs. 22-23
- Sound Cards

- Student Challenge Book, pg. 26
- Blue and Red Pencils

- Student Challenge Book, pgs. 25, 145
- Student Challenge Phrase Kit

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions into statements.	During dictation, students rewrite sentence(s), turning statements into questions.	Write words on desk with fingers	Write words on desk with fingers
		During dictation, check that students have	During dictation, check that students have

## Grade 4 Just Words

Scoop personal writing to improve fluency.	<p>or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p>recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p>recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>
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**Unit Title:** Just Words - Unit 4

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

##### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.

## Grade 4 Just Words

- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5** - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Knowledge of Language

- **L.KL.4.1** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C** - Choose punctuation for effect.
- **L.KL.4.1.D** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B** - Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS Writing

- **W.WP.4.4** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A** - Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B** - Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C** - Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D** - With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E** - After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?

## Grade 4 Just Words

	<ul style="list-style-type: none"> <li>• How do we decide on which spelling options to use?</li> <li>• How do I know how to phrase my words when reading?</li> <li>• How do suffixes change the meanings of words?</li> <li>• How do prefixes change the meanings of words?</li> <li>• What do good readers sound like?</li> <li>• Why do I have to pay attention to punctuation and capitalization when reading and writing?</li> <li>• How do we make sure we understand what we read?</li> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b>Content:</b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> <li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.</li> </ol>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Baseword and suffix with the suffixes <b>-s, -es</b></li> <li>• Plural words/Action verbs</li> <li>• Homophones: <b>to, two, too</b></li> <li>• <b>-ing, -ed</b> suffix endings</li> <li>• Demonstration words: <b>bids, lacks, bosses, risking, bonded, thrilled, ranked</b></li> <li>• High frequency words: <b>toward, two, too, also, does, together, shall both</b></li> </ul>

## Grade 4 Just Words

7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.

## Grade 4 Just Words

17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 4 Day 1**

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Pretest High Frequency Words**

- Dictate Units 4-7 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make flash cards of missed words.

##### **Introduce New Concepts**

##### **Teacher Builds Words**

- Teach baseword and the **-s**, **-es** suffixes.
- Build the word **shop**. Add the yellow **-s** suffix frame to form **shops**. Discuss baseword and suffix.
- Build the word **bug**. Add the yellow **-s** suffix frame to form **bugs**.
- Discuss **/s/** and **/z/** sound. Make two columns on the board. T111

#### Resources:

##### **Unit 4 Day 1 (T110-111)**

- Student Challenge Book, pgs. 27, 140-141
- Progress Check T110
- Blue and Red Pencil(s)
  
- Student Challenge Book, pg. 2
- Index Cards
  
- Sound Cards
- Suffix Frames
- Unit Resources T125-127

## Grade 4 Just Words

- Build the following words and place incorrect column: **chops, chugs, slacks, clogs, clinks, clings.**
- Build the word **pen**, add **-es**, discuss plurals.
- Build the word **box**, add **-es**, discuss plurals.
- Complete additional examples.

### Teach Students to Mark Words

- Students underline the baseword and circle the suffix.
- Build words and have students mark
- Add **bugs** keyword for the sound of /z/.

### Unit 4 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **toward, two, too, also**, and write the sentence. T112
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Spelling Practice: too, two, to

- Dictate sentences and students write the spelling of **to, two, too** for each.

### Teacher Builds Words

- Teach the difference between a vowel suffix and a consonant suffix.
- Build the word **stamps**.
- Teach plural nouns vs. action verbs.
- Complete additional **-s, -es** examples.

### Teach Spelling

- Dictate 5 review sounds, students repeat, find correct letter, and say name.
- Ask "Whata says /z/?"
- Build the word **bugs** using the yellow Suffix Frame. Model the proper way to read the baseword and suffix.
- Say "**pens**". Ask, "What's the baseword?"
- Dictate **brags**, identify and tap baseword.
- Build **b, r, a, g**. Add yellow Suffix Card for suffix **-s**.
- Demonstrate with **bells, trenches**.
- Complete additional examples.
- Add example of a word to vowel suffix **-es** and consonant suffix **-s**.

### Unit 4 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **bids, lacks** on Demonstration Words page.
- Students mark word. Discuss suffix **-s**.

- Student Notebook, pg. 1

### Unit 4 Day 2 (T112-113)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Dry Erase Tablets and Marker

- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Sound Cards
- Suffix Frames
- Magnetic Journals and Letter Tiles
- Unit Resources, T125-127
- Student Notebook, pgs. 26-27

### Unit 4 Day 3 (T114)

- Timer
- Student Notebooks, pgs. 44-67

## Grade 4 Just Words

## Warm-Up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

## Teacher Builds Words

- Build the words **bids**, **lacks** and review baseword and suffix.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

## Word Talk

- Add Demonstration Word to Word Card packet and use a flashcard.
  - Build additional words.
  - Students tap and read words.
  - Display Word Cards and question students.
- T114

## Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name and spell baseword and then add suffix.
- Students spell orally.

### Dictation: Dry Erase

- Follow proper Dictation Activity procedures:
- Dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students underline baseword and circle suffix.
- Mark basewords as closed syllables.

## Unit 4 Day 4

### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **bosses** on Demonstration Words page.
- Students underline the baseword and circle the suffix.
- Discuss **bosses** as both a plural noun and an action verb.

## Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

## Teacher Builds Words

- Build the word **bosses** and review baseword and suffixes.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

- Sound Cards

- Sound Cards
- Suffix Frames
- Unit Resources, T125-127

- Word Card Packet
- Blank Word Cards
- Unit Resources T125-127

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Dry Erase Tablet and Marker

### Unit 4 Day 4 (T115)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Suffix Frames
- Unit Resources T125-127



## Grade 4 Just Words

### Word Talk

- Add Demonstration Word to Word Card packet and use a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards/question students. T115

### Dictation: Composition Books

- Follow proper Dictation Activity procedures:
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students underline baseword and circle suffix.
- Students mark baseword as closed syllable.
- Students star bonus letter and box welded sounds.
- "What's the Scoop?"

### Unit 4 Day 5

#### Just Start! (5 minutes)

- Write basewords on board. T116
- Students add suffix **-s** or **-es** to baseword.
- Underline baseword and circle suffix.

#### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss word structure (closed syllable, baseword suffix).
- Students tap and mark.
- Challenge students by making some unit nonsense words.

#### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Make a plural and action verb column and categorize the bold words.

#### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 4 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **does, together, shall, both**, and write the sentences. T118

- Word Card Packet
- Blank Word Cards

- Unit Resources T115-117
- Composition Books

### Unit 4 Day 5 (T116)

- Composition Books, pg. 1

- Sound Cards
- Unit Resources T115-117

- Student Challenge Book, pg. 30

- Student Composition Book, pgs. 11-76

### Unit 4 Day 6 (T118-119)

- Timer
- Student Notebooks pgs. 68-76

## Grade 4 Just Words

### High Frequency Words

- Present the new high frequency words: **does, together, shall, both.**
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts:

#### Teacher Builds Words

- Teach the **-ed, -ing** suffixes.
- Build the word **brush**. Add **-es** and discuss. T118
- Discuss vowel and consonant suffixes.
- Display yellow **-ed, -ing** Suffix Frames.
- Write basewords on white Syllable Frame. Add suffix **-ing**
- Write the word **fold** and add **-ed**. Discuss.
- Review marking baseword and suffix.

#### Students Build Words

- Say a sound, students echo, and find the letter.
- Dictate several words with **-s, -es, -ing, -ed.**
- Students echo, tap, and build.
- Name and spell baseword, then add suffix.
- Students spell orally.

### Dictation/Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Do not select words with **/d/** or **/t/** sound for the **-ed** suffix.
- Students mark the words.

### Unit 4 Day 7

#### Just Start! (5 minutes)

- Students copy phrases and underline basewords and circle suffixes.

### Introduce New Concepts

- Teach additional sounds **-ed**.
- Build **rented**, read baseword and whole word.
- Discuss past tense. Suffix **-ed** can make two sounds.
- Build **jump**, student demonstrates, add **-ed**, and emphasize the **/t/** sound.
- Build **filled**, read word, and emphasize the **/d/** sound.
- Build additional words for 3 sounds of **-ed**.

### Teach Spelling

- Echo sounds. Ask "What says \_\_\_\_?"
- Show the **t** and **-ed**, say **/t/**.
- Show the **d** and **-ed**, say **/d/**.
- Dictate **jumped**. Ask what suffix should be added.
- Build additional words and mark.

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Suffix Frames
- White Syllable Frames
- Unit Resources T125-127
- Student Notebook, pg. 26

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Dry Erase Tablet and Marker

### Unit 4 Day 7 (T120-121)

- Student Composition Book, pg. 2

- Sound Cards
- Unit Resources T105-107

- Magnetic Journals and Letter Tiles
- Unit Resources T125-127
- Sound Cards
- Suffix Cards

## Grade 4 Just Words

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 4 Story, *The Big One*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 4 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **risking**, **bonded** on Demonstration Words page.

### Warm-Up

- Drill Sounds

### Teacher Builds Words

- Build the words **risking**, **bonded** and review the baseword - suffix concept emphasizing the sounds of **-ed**.
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students about vowel and consonant suffixes.

### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Continue with additional sounds.
- Dictate a word and have students echo, tap, and spell.
- Provide additional words.

### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark the words.

### Unit 4 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **thrilled**, **ranked** on the Demonstration Words pages in their Student Notebooks. Mark the word.

- Student Challenge Book, pgs. 31, 32

### Unit 4 Day 8 (T122)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Suffix Frames
- Marker
- Unit Resources T125-127

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T125-127

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Dry Erase Tablets and Markers

### Unit 4 Day 9 (T123)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the words **thrilled, ranked**.
- Review the baseword and suffix concept, emphasizing the sounds of **-ed** suffix.
- Discuss meaning, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students about suffixes, etc. T123

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 4 Day 10

#### Just Start! (5 minutes)

- Students practice reading phrases.

### Teacher Builds Words

- Build and discuss the words: **thrills, thrilled, thrilling, crunches, crunched, crunching, posted, posting**. T124
- Students read and discuss word structure: closed syllable, closed syllable exception, and suffixes.

### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Students underline the basewords and circle the suffixes.
- Mark the sounds of **-ed, -s** suffixes.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T124

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.

- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Unit Resources T125-127

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T125-127

- Student Composition Books
- Unit Resources T125-127

### Unit 4 Day 10 (T124)

- Timer
- Student Challenge Book, pgs. 30-31

- Sound Cards

- Student Challenge Book, pg. 34
- Blue and Red Pencils

- Student Challenge Book, pgs. 33, 145
- Student Challenge Phrase Kit

## Grade 4 Just Words

<ul style="list-style-type: none"><li>• Chart accurate phrasing, tally scores, and record results.</li><li>• Review homework and outstanding work for the unit.</li></ul>			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	Write words on desk with fingers	Write words on desk with fingers
Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
	Interactive SmartBoard Activities	Use Unit Resources for additional practice	Use Unit Resources for additional practice
		High Frequency Word work	High Frequency Word work
		Interactive Smartboard Activities	Interactive Smartboard Activities
		Distinguish between real and nonsense words	Distinguish between real and nonsense words
		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 5

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS ELA Reading**

- RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

## Grade 4 Just Words

- **RI.CT.4.8.** - Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.**- Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.**- Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.**-Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.**-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A.**-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.**- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Knowledge of Language**

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** - Choose punctuation for effect.
- **L.KL.4.1.D.** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.**- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### **NJSLS Writing**

- **W.WP.4.4.**- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

## Grade 4 Just Words

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

### Content:

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.

### Skills(Objectives):

- Reading and spelling two-syllable words
- Compound words
- Syllable division rules for dividing between closed syllables with one or two consonants between syllables
- Procedure for spelling words with more than one syllable
- Spelling of **ic** at the end of multisyllabic words
- Syllable division for two-syllable words with three or four consonants between the syllables
- Reading and spelling words with three closed syllables
- Reading and spelling multisyllabic words with a suffix

## Grade 4 Just Words

4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.

- Demonstration words: **insist, rapid, complex, conflict**
- High frequency words: **want, friend, front, often, put, pull, full, push**



## Grade 4 Just Words

14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 5 Day 1

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

#### Resources:

##### Unit 5 Day 1 (T130-131)

- Student Challenge Book, pgs. 35, 140-141
- Progress Check T130
- Blue and Red Pencil(s)

## Grade 4 Just Words

### Introduce New Concepts

#### Teacher Builds Words

- Teach syllable division and reading multisyllabic words.
- Each syllable is one push of breath.
- Place hand under your chin and say **catnip**.
- Explain why you can feel your chin drop with each syllable.
- Say the following words: **magnet, athlete, bug, Wisconsin, note, Atlantic**.
- Explain the strategies for reading and spelling multisyllabic words.
- Illustrate with the words **bath** and **tub**. Push words together, scooping each syllable.
- Repeat with additional compound words.
- Write **punish** and discuss syllables.
- Explain that to read longer words, you need to know how to separate words into syllables.
- Build **muffin** and discuss how to separate.
- Complete with **skillet, mascot, habit, jacket**.
- Add examples to Student Notebook.

### Unit 5 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **want, friend, front, often**, and write the sentence. T132
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Teacher Builds Words

- Build the word **cabin**. Discuss and divide into syllables, scoop, and read.
- Continue with the word **locket**. Digraphs stay together.
- Review rules of Syllable Division.
- Build the word **public**. Explain that multisyllabic words ending in /k/ are spelled with the letters **ic**, not **ck**.
- Write a unit word with each syllable in a frame.
- Scoop and read. Repeat with 5-6 unit words.
- Students copy **upset, pocket, tonic**. Build **upset**, separate and scoop, then mark. Repeat with the other words.
- Present additional examples

#### Teach Spelling

- Display two blank Syllable Frames.
- Dictate **mascot**, say in separate syllables while touching the frames.
- Student spells while the teacher builds.
- Dictate current words.
- Build **lick** and discuss.
- Build **public** and explain **is** versys **ick** ending in multisyllabic words.
- Complete additional examples.

- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Student Notebook, pg. 16

### Unit 5 Day 2 (T132-133)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Sound Cards
- Syllable Frames
- Unit Resources T145-147
- Dry Erase Tablets and Marker
- Student Notebook, pgs. 16, 24

- Sound Cards
- Syllable Frames
- Magnetic Journals and Letter Tiles
- Dry Erase Boards and Marker
- Unit Resources, T145-147
- Student Notebook, pgs. 24

## Grade 4 Just Words

- Add **public** as an example of **ic** word in notebook.

### Unit 5 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **insists** on Demonstration Words page.
- Students mark word. Discuss syllable division.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### **Teacher Builds Words**

- Build the word **insists** and review syllable division.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students scoop words.
- Display Word Cards and question students.  
T134

#### **Students Build Words**

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Students spell orally.

#### **Dictation: Dry Erase**

- Dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students underline baseword and circle suffix.
- Mark closed syllables in multisyllabic words.

### Unit 5 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **rapid** on Demonstration Words page.
- Students scoop and discuss syllable division.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Unit 5 Day 3 (T134)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Unit Resources, T145-147

- Word Card Packet
- Blank Word Cards
- Unit Resources T145-147

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T145-147

- Dry Erase Tablet and Marker

### Unit 5 Day 4 (T135)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

## Grade 4 Just Words

### Teacher Builds Words

- Build the word **rapid** and review syllable division.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T135

### Dictation: Composition Books

- Follow proper Dictation Activity procedures:
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students mark closed syllables in multisyllabic words.
- "What's the Scoop?"

### Unit 5 Day 5

#### Just Start! (5 minutes)

- Write words on board. T126
- Students divide words into syllables.
- Students mark the syllables.

### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss syllable structure (syllable division).
- Tap as needed.

### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Make a plural and action verb column and categorize the bold words.

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 5 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **put, pull, full, push**, and write the sentences. T138

- Sound Cards
- Syllable Frames
- Unit Resources T145-147

- Word Card Packet
- Blank Word Cards
- Unit Resources T145-147

- Unit Resources T145-147
- Composition Books

### Unit 5 Day 5 (T136)

- Composition Books, pg. 2

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T145-147

- Student Challenge Book, pg. 38

- Student Composition Book, pgs. 11-76

### Unit 5 Day 6 (T138-139)

- Timer
- Student Notebooks pgs. 68-76

## Grade 4 Just Words

### High Frequency Words

- Present the new high frequency words: **put, pull, full, push.**
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts:

#### Teacher Builds Words

- Build the word **ethnic** and explain division procedure for 3 consonants between 2 vowels.
- Build the word **hundred** and discuss division.
- Demonstrate with other words such as **children.**
- Build **chestnut** and discuss division with compound words.
- Demonstrate with four consonants together.
- Keep welded sounds, digraphs, and blends together.
- Explain that words with four consonants together can have 3-letter blends and that these stay together in the second syllable.
- Demonstrate with additional words.

#### Teach Spelling

- Say the word **gumdrop** in syllables, while pointing to syllable frames.
- Spell each syllable.
- Scoop the word.
- Continue with additional examples.

### Unit 5 Day 7

#### Just Start! (5 minutes)

- Put syllables on board and match columns to make words.

#### Teacher Builds Words

- Build the word **athletic.**
- Explain that the same syllable division rules are applied to multisyllabic words.
- Divide **athletic.**
- Demonstrate with **snapdragon, fantastic, athletic.**
- Continue with additional words.

#### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 4 Story, *The Thrill of Camping.*
- Chorally read.
- Retell the passage using visualization as a guide.

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Syllable Frames
- White Syllable Frames
- Unit Resources T145-147
- Student Notebook, pg. 16

- Syllable Frames
- Dry Erase Tablets and Marker
- Unit Resources T145-147

### Unit 5 Day 7 (T140-141)

- Student Composition Book, pg. 2

- Sound Cards
- Syllable Cards
- Unit Resources T145-147
- Student Notebook, pg. 26

- Student Challenge Book, pgs. 39, 40

## Grade 4 Just Words

### Teach Spelling

- Review **ic** spelling at end of multisyllabic words.
- Dictate several more words.
- Build the word **subject** and discuss the **/kt/** spelling with additional examples.
- Dictate the word **backed**, discuss baseword and identify the suffix.
- Discuss the difference between **ct** blend and **-ed** suffix.
- Dictate more multisyllabic words.
- Dictate **publishing**, identify the baseword and suffix, then write the syllables.
- Continue with additional examples.

### Unit 5 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **complex** on Demonstration Words page.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build the word **complex** and review syllable division.
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T142

#### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Name and spell baseword, then add suffix.
- Students spell orally.

#### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

- Sound Cards
- Suffix Frames
- Syllable Frames
- Dry Erase Tablets and Marker
- Unit Resources T145-147

### Unit 5 Day 8 (T142)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Marker
- Unit Resources T145-147

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T145-147

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T145-147

- Dry Erase Tablets and Markers

## Grade 4 Just Words

### Unit 5 Day 9

#### **Just Start! (5 minutes)**

- Student Notebook Entry - Students copy the word, meaning, and sentence for **conflict** on the Demonstration Words pages in their Student Notebooks. Mark the word.

#### **Warm-Up: Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- As words are mastered for both reading and spelling, eliminate them from this drill.

#### **Teacher Builds Words**

- Build the word **conflict**.
- Review syllable division.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students about suffixes, etc. T143

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 5 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

#### **Teacher Builds Words**

- Build and discuss the words: **chestnut, disrupted, ethnic**. T124
- Students read and discuss word structure.
- Review syllable division.

#### **Unit Dictation Test**

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop words into syllables.
- Circle suffixes.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T144

### Unit 5 Day 9 (T143)

- Timer
- Student Notebook, pgs. 44-67
- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T145-147

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T145-147

- Student Composition Books
- Unit Resources T145-147

### Unit 5 Day 10 (T144)

- Timer
- Student Challenge Book, pgs. 38-39

- Sound Cards
- Syllable Frames

- Student Challenge Book, pg. 42
- Blue and Red Pencils

## Grade 4 Just Words

<b>Record Unit Test/Chart Phrases</b> <ul style="list-style-type: none"><li>Meet individually with students, score test, and provide feedback.</li><li>Chart accurate phrasing, tally scores, and record results.</li><li>Review homework and outstanding work for the unit.</li></ul>		<ul style="list-style-type: none"><li>Student Challenge Book, pgs. 41, 146</li><li>Student Challenge Phrase Kit</li></ul>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	Write words on desk with fingers	Write words on desk with fingers
Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
	Interactive SmartBoard Activities	Use Unit Resources for additional practice	Use Unit Resources for additional practice
		High Frequency Word work	High Frequency Word work
		Interactive Smartboard Activities	Interactive Smartboard Activities
		Distinguish between real and nonsense words	Distinguish between real and nonsense words
		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 6

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS ELA Reading**

- RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.



## Grade 4 Just Words

- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
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- **L.RF.4.4.B.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Knowledge of Language**

- **L.KL.4.1.-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.-** Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.-** Choose punctuation for effect.
- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.-** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.-** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.-** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A -** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C -** Recognize and explain the meaning of common idioms, adages, and proverbs.

### **NJSLS Writing**

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

## Grade 4 Just Words

- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

#### Content:

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

#### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.

#### Skills(Objectives):

- Vowel suffix **-er** (noun-person)
- Vowel suffix **-er/-est** (comparative adjectives)
- Consonant suffixes **-ful, -less, -ment, -ness**
- Vowel suffixes **-ish, -en**
- 1-1-1 Spelling rule
- Demonstration words: **publisher, wilder, wildest, kindness, investment, banned, bidder, jobless**
- High frequency words: **would, could, should, been, into, once, their, there**

## Grade 4 Just Words

3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.
4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound

## Grade 4 Just Words

<p>Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

<p><u><b>Performance Task(s):</b></u></p> <ul style="list-style-type: none"> <li>● Student Notebook</li> <li>● Student Composition Book</li> <li>● Student Challenge Book</li> <li>● Direct Observation of Daily Work:             <ul style="list-style-type: none"> <li>○ Dictation</li> <li>○ Letter-Keyword-Sounds</li> <li>○ Tapping</li> <li>○ Marking</li> <li>○ Punctuation and Capitalization</li> <li>○ Scooping</li> <li>○ Spelling</li> <li>○ Student work on Dry Erase Tablet</li> <li>○ Student work on Magnetic Journal and Letter Tiles</li> </ul> </li> </ul>	<p><u><b>Other Evidence:</b></u></p> <ul style="list-style-type: none"> <li>● Assessment of Student Mastery             <ul style="list-style-type: none"> <li>○ Progress Check</li> <li>○ Dictation Check-Up</li> <li>○ Unit Tests</li> </ul> </li> <li>● Smartboard Activities (optional)</li> <li>● Independent Application of Skills in Reading and Writing</li> <li>● Questioning to Guide Student Learning and Mastery</li> <li>● Student Collaboration</li> </ul>
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 6 Day 1</b>  <b>Progress Check</b></p> <ul style="list-style-type: none"> <li>● Dictate phrases.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 6 Day 1 (T162-163)</b></p> <ul style="list-style-type: none"> <li>● Student Challenge Book, pgs. 43, 140-141</li> <li>● Progress Check T162</li> </ul>
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## Grade 4 Just Words

- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

### Introduce New Concepts

#### Teacher Builds Words

- Teach suffix **-er**. Display **-er** frame.
- Build the word **jump** and add **-er**
- Explain this is someone who does something.
- Complete additional examples: **singer, planter, insulter, publisher**
- Display **-er, -est** frames. Explain that they are used to make comparisons.
- Build the word **taller** and discuss.
- Replace **-er** with **-est** and discuss.
- Complete additional examples.

#### Teach Spelling

- Echo sounds, dictate /z/ sound. Ask what suffix says /z/.
- Say **-est** and discuss spelling when used as a comparison
- Always spell the baseword first and then add the suffix.
- Dictate several **-er, -est** words.
- Dictate **quicker** and build.
- Dictate **wildest** and build.
- Complete additional examples.
- Enter examples in notebooks.

### Unit 6 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **would, could, should, been**, and write the sentence. T164
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Teacher Builds Words

- Teach new suffixes. Build the word **plant** and add the **-er** suffix. Identify the baseword and root.
- Display vowel and consonant suffixes learned so far. Question students.
- Introduce suffixes: **-ful, -less, -ment, -ness, -ish, -en** following the proper procedure.
- Complete additional examples.

#### Suffix Challenge

- Write words on board. Display suffixes. Work in pairs to make as many words as possible.

#### Teach Spelling

- Review suffixes.
- Dictate several words with suffixes. Identify the baseword and suffix.

- Blue and Red Pencil(s)

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T178-180
- Student Notebook, pg. 26
- Student Challenge Book, pg. 44

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix Frames
- Unit Resources T178-180
- Student Notebook, pg. 26

### Unit 6 Day 2 (T164-165)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Sound Cards
- Suffix Frames
- Unit Resources T178-180
- Student Notebook, pgs. 16, 24

- Paper

- Sound Cards
- Syllable Frames
- Suffix Frames
- Magnetic Journals and Letter Tiles

## Grade 4 Just Words

- Dictate the word **investment**. Identify the baseword and build the word.
- Build the word **thankfulness**. Underline the baseword and circle the two suffixes.
- Dictate the word **blackened** and repeat.
- Complete with two additional words.
- Enter suffixes in notebook.

### Unit 6 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **publisher, wilder, wildest** on Demonstration Words page.
- Students mark word. Discuss syllable division.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### **Teacher Builds Words**

- Build the words **publisher, wilder, wildests** and review the concept of **-er, -est** vowel suffixes.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T166

#### **Students Build Words**

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### **Dictation: Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Unit 6 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **kindness, investment** on Demonstration Words page.
- Students mark syllables.

- Dry Erase Boards and Marker
- Unit Resources, T178-180
- Student Notebook, pgs. 26-27

### Unit 6 Day 3 (T166)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T178-180

- Word Card Packet
- Blank Word Cards
- Unit Resources T178-180

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T178-180

- Dry Erase Tablet and Marker

### Unit 6 Day 4 (T167)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Teacher Builds Words

- Build the words **kindness**, **investment** and review suffixes.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T167

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students underline baseword and circle suffix.
- “What’s the Scoop?”

### Unit 6 Day 5

#### Just Start! (5 minutes)

- Write words on board. T168
- Underline baseword and circle suffixes.
- Students mark the syllables.

### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss.
- Tap as needed.

### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, “What’s the Scoop?”
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Dictation/Check-Up

- Students check the ‘Check-Up’ box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T178-180

- Word Card Packet
- Blank Word Cards
- Unit Resources T178-180

- Unit Resources T178-180
- Composition Books

### Unit 6 Day 5 (T168)

- Composition Books, pg. 4

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T178-180

- Student Challenge Book, pg. 46

- Student Composition Book, pgs. 11-76

## Grade 4 Just Words

- Students repeat and then write independently.
- Collect and review.

### Unit 6 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **into**, **once**, **their**, **there**, and write the sentences. T170

#### **High Frequency Words**

- Present the new high frequency words: **into**, **once**, **their**, **there**.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Introduce New Concepts:**

##### **Teacher Builds Words**

- Make the following words: **run**, **boat**, **cup**, **path**, **step**, **bake**. Ask the 1-1-1 questions.
- Present additional words and determine if they are 1-1-1 words. Discuss.
- Teach the 1-1-1 rule.
- Consonant suffixes are added to 1-1-1 words.
- Double the final consonant when adding vowel suffixes to 1-1-1 words.
- Teach homophones: **there**, **their**, **they're**.
- Explain **they're** is a contraction and can be replaced with **they are**.
- Dictate additional sentences and discuss homophones.
- Discuss the word **their** and that is shows ownership.
- Enter **they're** in notebook.

### Unit 6 Day 7

#### **Just Start! (5 minutes)**

- Put words on board, have students copy, and circle the 1-1-1 words.

#### **Teacher Builds Words**

- Build the word **shop**.
- Review adding consonant and vowel suffixes to 1-1-1 words.
- Identify 1-1-1 words from the following: **step**, **foam**, **lift**, **pencil**, **beat**, **stick**, **pin**, **drip**.
- Add suffix to those 1-1-1 words. Review doubling the final consonant.
- Build the word **tax**. Add the **-es** suffix frame.
- Explain that the letter **x** never gets doubled.
- Build the word **mix** and discuss.
- Dictate additional words ending in **x**.

#### **Students Build Words**

- Dictate words with a suffix.
- Name and spell baseword before adding suffix

### Unit 6 Day 6 (T170-171)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T178-180
- Student Notebook, pg. 28, Part 1, 74

### Unit 6 Day 7 (T178-180)

- Student Composition Book, pg. 4

- Sound Cards
- Suffix Frames
- Dry Erase Tablets and Marker
- Unit Resources T178-180

- Magnetic Journals and Letter Tiles
- Unit Resources T178-180



## Grade 4 Just Words

### Dictation: Dry Erase

- Dictate words with a suffix. Write baseword then add suffix.
- Underline baseword, circle suffix, and mark bonus letter.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 4 Story, *The Bat House*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 6 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **banned** on Demonstration Words page.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build the words **ban**, then **banned** and review the 1-1-1 rule.
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T174

#### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Name one syllable at a time, then build with tiles.
- Name and spell baseword, then add suffix.
- Students spell orally.

#### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

- Dry Erase Tablet and Marker
- Unit Resources T178-180

- Student Challenge Book, pgs. 47-48

### Unit 6 Day 8 (T174)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T178-180

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T178-180

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T178-1807

- Dry Erase Tablets and Markers

## Grade 4 Just Words

### Unit 6 Day 9

#### **Just Start! (5 minutes)**

- Student Notebook Entry - Students copy the word, meaning, and sentence for **bidder**, **jobless** on the Demonstration Words pages in their Student Notebooks. Mark the word.

#### **Warm-Up: Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

#### **Teacher Builds Words**

- Build the words **bid**, **bidder**, then **jobless**.
- Review 1-1-1 rule.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T175

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 6 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

#### **Teacher Builds Words**

- Build and discuss the words: **bigger**, **biggest**, **jobless**, **stomping**. T176
- Students read and discuss word structure.

#### **Unit Dictation Test**

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline the baseword and circle the suffix.
- Put a star over the extra consonant when added to the baseword.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T176

### Unit 6 Day 9 (T175)

- Timer
- Student Notebook, pgs. 44-67
- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T178-180

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T178-180

- Student Composition Books
- Unit Resources T178-180

### Unit 6 Day 10 (T176)

- Timer
- Student Challenge Book, pgs. 46-47

- Sound Cards
- Suffix Frames

- Student Challenge Book, pg. 50
- Blue and Red Pencils

## Grade 4 Just Words

<b>Record Unit Test/Chart Phrases</b> <ul style="list-style-type: none"><li>• Meet individually with students, score test, and provide feedback.</li><li>• Chart accurate phrasing, tally scores, and record results.</li><li>• Review homework and outstanding work for the unit.</li></ul>		<ul style="list-style-type: none"><li>• Student Challenge Book, pgs. 49, 146</li><li>• Student Challenge Phrase Kit</li></ul>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	Write words on desk with fingers	Write words on desk with fingers
Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
	Interactive SmartBoard Activities	Use Unit Resources for additional practice	Use Unit Resources for additional practice
		High Frequency Word work	High Frequency Word work
		Interactive Smartboard Activities	Interactive Smartboard Activities
		Distinguish between real and nonsense words	Distinguish between real and nonsense words
		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 7

### Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS ELA Reading**

- RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

## Grade 4 Just Words

- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Knowledge of Language**

- **L.KL.4.1.-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.-** Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.-** Choose punctuation for effect.
- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.-** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.-** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.-** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A -** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C -** Recognize and explain the meaning of common idioms, adages, and proverbs.

### **NJSLS Writing**

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

## Grade 4 Just Words

- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

#### Content:

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

#### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.

#### Skills(Objectives):

- Introduce vowel-consonant-e syllables
- **S - /s/ and /z/**
- Spelling Option Procedure
- Two-syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (**-ive**)
- Suffix **-ive**
- Silent e spelling rule
- Demonstration words: **blame, dispute, compare, objective, shamed, confusing**

## Grade 4 Just Words

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|--|---|
| <ol style="list-style-type: none"><li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li><li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li><li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li><li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.</li><li>7. <b>Just Start - High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li><li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.</li><li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li>11. <b>Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.</li><li>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</li><li>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound</li></ol> | <ul style="list-style-type: none"><li>• High frequency words: <b>more, use, sure, done, write, place, move, above</b></li></ul> |
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## Grade 4 Just Words

<p>Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

<p><u><b>Performance Task(s):</b></u></p> <ul style="list-style-type: none"> <li>● Student Notebook</li> <li>● Student Composition Book</li> <li>● Student Challenge Book</li> <li>● Direct Observation of Daily Work:             <ul style="list-style-type: none"> <li>○ Dictation</li> <li>○ Letter-Keyword-Sounds</li> <li>○ Tapping</li> <li>○ Marking</li> <li>○ Punctuation and Capitalization</li> <li>○ Scooping</li> <li>○ Spelling</li> <li>○ Student work on Dry Erase Tablet</li> <li>○ Student work on Magnetic Journal and Letter Tiles</li> </ul> </li> </ul>	<p><u><b>Other Evidence:</b></u></p> <ul style="list-style-type: none"> <li>● Assessment of Student Mastery             <ul style="list-style-type: none"> <li>○ Progress Check</li> <li>○ Dictation Check-Up</li> <li>○ Unit Tests</li> </ul> </li> <li>● Smartboard Activities (optional)</li> <li>● Independent Application of Skills in Reading and Writing</li> <li>● Questioning to Guide Student Learning and Mastery</li> <li>● Student Collaboration</li> </ul>
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 7 Day 1</b> <b>Progress Check</b></p> <ul style="list-style-type: none"> <li>● Dictate phrases.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 7 Day 1 (T184-185)</b></p> <ul style="list-style-type: none"> <li>● Student Challenge Book, pgs. 51, 140-141</li> </ul>
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## Grade 4 Just Words

- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

### Introduce New Concepts

#### Teacher Builds Words

- Build the word **hop** and question students.
- Say the word **hope** and tap. Build word and explain vowel-consonant-e rule.
- Complete additional examples: **cap/cape, hop/hope, cut/cute, kit/kite, rid/ride, fin/fine.**
- Teach long vowel sounds.
- Teach marking of vowel-consonant-e words.
- Build **mistake** and discuss dividing.
- Separate into syllables showing that vowel-consonant-e does not get divided.
- Build multisyllabic words and divide.
- Teach compound words.
- Build **fireman** and separate between two words.
- Build additional multisyllabic words including compound words and mark.

### Unit 7 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **more, use sure, done**, and write the sentence. T186
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Teacher Builds Words

- Review new vowel sounds.
- Enter keyword pictures in notebook.
- Enter examples of v-e words in notebook.

#### Teach Spelling

- Build long vowel sound using peach vowel tile, ivory blank tile, and **e** tile.
- Dictate **hop**. Build and question the vowel sound. Add **e** to **hop** and tap. Discuss.
- Dictate several one syllable words.
- Dictate the word **back**. Review **ck** at the end of a word.
- Dictate **bake**. Replace the **ck** card with **k** and **e**.
- Review the **/z/** sound. Explain **s** can say **/z/**.
- Build **rose** to demonstrate. Build **nose** using the ivory card for the **s**. Cover the blank card with **z** and then **s**.
- Teach spelling option.
- Dictate several words with the **/z/** sound.
- Using spelling option, determine correct option.
- Review multisyllabic word spelling.
- Dictate **invite** and write in syllable frames.
- Dictate additional current unit words.

- Progress Check T184
- Blue and Red Pencil(s)

- Sound Cards
- Syllable FramesUnit
- Resources T199-202
- Reference Charts

### Unit 7 Day 2 (T186-187)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Reference Charts
- Sound Cards

- Reference Charts
- Sound Cards
- Syllable Frames
- Suffix Frames
- Magnetic Journals and Letter Tiles
- Dry Erase Boards and Marker
- Unit Resources, T199-202
- Student Notebook, pgs. 5, 18



## Grade 4 Just Words

### Unit 7 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **blame** on Demonstration Words page.
- Students mark word. Discuss syllable division.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### **Teacher Builds Words**

- Build the word **blame** and review the concept of vowel-consonant-e syllable.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T189

#### **Students Build Words**

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### **Dictation: Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Unit 7 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **dispute**, **compare** on Demonstration Words page.
- Students mark syllables.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Unit 7 Day 3 (T189)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T199-202

- Word Card Packet
- Blank Word Cards
- Unit Resources T199-202

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T199-202

- Dry Erase Tablet and Marker

### Unit 7 Day 4 (T190)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

## Grade 4 Just Words

### Teacher Builds Words

- Build the words **dispute**, **compare** and review vowel-consonant-e.
- Discuss long vowel sounds.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T190

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark closed and v-e syllables.
- "What's the Scoop?"

### Unit 7 Day 5

#### Just Start! (5 minutes)

- Write words on board. T191
- Mark the syllables.
- Review /z/, /k/, /u/.

### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss syllable structure (syllable type and vowel sounds).
- Tap and mark as needed.

### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T199-202

- Word Card Packet
- Blank Word Cards
- Unit Resources T199-202

- Unit Resources T199-202
- Composition Books

### Unit 7 Day 5 (T191)

- Composition Books, pg. 4

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T199-202

- Student Challenge Book, pg. 56

- Student Composition Book, pgs. 11-76

## Grade 4 Just Words

### Unit 7 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **write**, **place**, **move**, **above**, and write the sentences. T192

#### **High Frequency Words**

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Introduce New Concepts:**

##### **Teacher Builds Words**

- Demonstrate v-e words with the suffix **-s**. (**cakes**, **hopes**, etc.)
- Review closed syllable exceptions: **ind**, **ild old**, **olt**, **ost**.
- Teach v-e exception using the word **give**.
- Write the words **olive**, **captive**.
- Build the word **five** and explain **e** sometimes does two jobs.
- Build the word **act** and add **-ive**. Discuss.
- Build additional words.
- Notebook entry: **-ive** keyword picture, example of **-ive** words, and **active** as example word.

##### **Teach Spelling**

- Dictate several words with the **-ive** sound.
- Discuss **-ive** as v-e or suffix.
- Dictate **hopes**.
- Complete additional examples of consonant suffix.

### Unit 7 Day 7

#### **Just Start! (5 minutes)**

- Put words on board, have students copy, and mark all syllables.

#### **Review Suffixes**

- Remove Suffix Frames from display.
- Brainstorm a list of consonant and vowel suffixes.

##### **Teacher Builds Words**

- Build the word **hope**.
- Review rules when adding consonant suffixes.
- Build **hopeful**, **hopeless**.
- Explain rule for adding vowel suffixes when words end in silent e. Build **hoping**.
- Complete additional examples.
- Practice silent e spelling rule.
- Teach students to mark the words.
- Scoop the baseword, circle the suffix, and put a small e above the word.

### Unit 7 Day 6 (T192-193)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T199-202
- Student Notebook, pg. 8, 18, 26

- Magnetic Journal and Letter Tiles
- Sound Cards
- Syllable Frames
- Suffix Frames

### Unit 7 Day 7 (T199-202)

- Student Composition Book, pg. 4

- Suffix Frames
- Unit Resources T199-202

- Sound Cards
- Suffix Frames
- Syllable Frames
- Dry Erase Tablet and Marker
- Unit Resources T199-202

## Grade 4 Just Words

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 4 Story, *Limit Those Plastic Bags*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 7 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **objective** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build the words **object**, then **objective**. Review combining syllables and the **-ive** suffix.
- Discuss word meaning and use it in a sentence.
- Build additional words and mark.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T196

#### Students Build Words

- Say a sound. Have students echo and find letter on their Magnetic Journals.
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword, then add suffix.
- Students spell orally.

#### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

### Unit 7 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **shamed**, **confusing** on the

- Student Challenge Book, pgs. 55-56

### Unit 7 Day 8 (T196)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T199-202

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T199-202

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T199-202

- Dry Erase Tablets and Markers

### Unit 7 Day 9 (T197)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

Demonstration Words pages in their Student Notebooks. Mark the words.

### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the words **shame** then **shamed** and **confuse** then **confusing**.
- Review adding vowel suffixes to words ending in a silent e.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T197

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 7 Day 10

#### Just Start! (5 minutes)

- Students practice reading phrases.

### Teacher Builds Words

- Build and discuss the words: **chase**, **rose**, **doze**, **mistake**. T198
- Students read and discuss word structure.

### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop syllables and circle suffixes.
- Mark v-e syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T198

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.

- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T199-202

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T199-202

- Student Composition Books
- Unit Resources T199-202

### Unit 7 Day 10 (T198)

- Timer
- Student Challenge Book, pgs. 46-47

- Sound Cards
- Suffix Frames
- Syllable Frames

- Student Challenge Book, pg. 58
- Blue and Red Pencils

- Student Challenge Book, pgs. 57,147
- Student Challenge Phrase Kit

## Grade 4 Just Words

<ul style="list-style-type: none"><li>• Chart accurate phrasing, tally scores, and record results.</li><li>• Review homework and outstanding work for the unit.</li></ul>			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	Write words on desk with fingers	Write words on desk with fingers
Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
	Interactive SmartBoard Activities	Use Unit Resources for additional practice	Use Unit Resources for additional practice
		High Frequency Word work	High Frequency Word work
		Interactive Smartboard Activities	Interactive Smartboard Activities
		Distinguish between real and nonsense words	Distinguish between real and nonsense words
		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 8

### Stage 1: Desired Results

#### **Standards & Indicators:**

#### **NJSLS ELA Reading**

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

## Grade 4 Just Words

- **RI.CT.4.8.** - Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Knowledge of Language**

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** - Choose punctuation for effect.
- **L.KL.4.1.D.** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### **NJSLS Writing**

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

## Grade 4 Just Words

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

#### **Content:**

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

#### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.
2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate

#### **Skills(Objectives):**

- Open syllables
- **y-** one syllable /i/
- Reading and spelling multisyllabic words with open syllables
- Multisyllable **y-** /e/
- Suffixes: **-ly, -ty, -y**
- Demonstration words: **comprehend, document, rally, entirely**
- High frequency words **know, now, new, knew, any, many, only, pretty**



## Grade 4 Just Words

sounds, words, phrases, sentences, etc. following dictation procedures.

4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their

## Grade 4 Just Words

<p>Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 8 Day 1

##### **Progress Check**

- Dictate phrases.

#### Resources:

##### Unit 8 Day 1 (T210-211)

- Student Challenge Book, pgs. 65, 142-143
- Progress Check T210
- Blue and Red Pencil(s)

## Grade 4 Just Words

- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

### Pretest High Frequency Words

- Dictate Units 8-10 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

### Introduce New Concepts

#### Teacher Builds Words

- Build the word **got** and question students.
- Remove the **t** and discuss open syllable.
- Build the word **met** discuss, remove the **t**, and discuss further.
- Build the word **fluke**, changing to **flub**, then to **flu**.
- Discuss and remind students of two long sounds for **u**.

#### Teach New Sounds

- Build the word **fly**.
- Tell students **y** can be a vowel in an open syllable.
- Build one-syllable words ending in **y**.
- Teach letter-keyword-sounds. T211
- Keyword picture entry and examples of one-syllable words (**me, no, hi, cry**).
- Drill all vowel sounds.
- Teaching marking open syllables.

### Unit 8 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **know, now, new, knew**, and write the sentence. T212
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Teacher Builds Words

- Write the word **pretend**. Discuss the type of syllable.
- Build the word **unit** and discuss.
- Build the word **relish** and discuss syllable division rules.
- Continue with additional words such as **remote, program, hydrate**.

#### Teach Spelling

- Explain multiple responses for "What says /a/?"
- Dictate the word **shy** and discuss.
- Dictate several one-syllable words.
- Have students spell multisyllabic words.
- Dictate **protest** and identify syllables.
- Dictate **hydrate** and discuss spelling.
- Complete additional examples.
- Add example words to student notebook.

- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Unit Resources T225-228

- Sound Cards
- Unit Resources T225-228
- Student Notebook, pgs. 6,19

### Unit 8 Day 2 (T212-213)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T225-228

- Magnetic Journals and Letter Tiles
- Dry Erase Boards and Marker
- Unit Resources, T225-228
- Student Notebook, pg. 16

## Grade 4 Just Words

### **Unit 8 Day 3**

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **comprehend** on Demonstration Words page.
- Students mark word.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### **Teacher Builds Words**

- Build the word **comprehend** and review open syllables in multisyllabic words.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T214

#### **Students Build Words**

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### **Dictation: Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### **Unit 8 Day 4**

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **document** on Demonstration Words page.
- Students mark syllables.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### **Unit 8 Day 3 (T214)**

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T225-228

- Word Card Packet
- Blank Word Cards
- Unit Resources T225-228

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T225-228

- Dry Erase Tablet and Marker

### **Unit 8 Day 4 (T215)**

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

## Grade 4 Just Words

### Teacher Builds Words

- Build the words **document** and review open syllables in multisyllabic words
- Discuss long vowel sounds.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T215

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark open syllables and if the open syllable has a **y**, mark the sound of **y**.
- "What's the Scoop?"

### Unit 8 Day 5

#### Just Start! (5 minutes)

- Write syllables on board. T216
- Match columns to form words and mark.
- Review.

### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss syllable division
- Tap and mark as needed.

### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T225-228

- Word Card Packet
- Blank Word Cards
- Unit Resources T225-228

- Unit Resources T225-228
- Composition Books

### Unit 8 Day 5 (T216-217)

- Composition Books, pg. 5

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T225-228

- Student Challenge Book, pg. 68

- Student Composition Book, pgs. 11-76

## Grade 4 Just Words

### Unit 8 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **any**, **many**, **only pretty**, and write the sentences. T218.

#### **High Frequency Words**

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Introduce New Concepts:**

##### **Teacher Builds Words**

- Teach open syllable at the end of the word.
- Build **menum**, **tempo**. Build **nifty** and break into syllables.
- Explain the sound of **y** in an open syllable at the end of a multisyllabic word.
- Complete additional examples.
- Discuss words with short vowel sounds in the first syllable. We double the consonant to keep the syllable closed.
- Build **lobby**, **silly**, **taffy** to demonstrate.
- Keyword picture entry in notebook.
- Review sounds.

##### **Teach Spelling**

- Teach long **e** spelling. Dictate **crazy** and say each syllable.
- Dictate **dizzy**, repeat, and point to the frames.
- Tap sounds of first syllable and write. Complete with second syllable.
- Dictate additional examples.

### Unit 8 Day 7

#### **Just Start! (5 minutes)**

- Write phrases on board, have students copy, and mark the sound of **y**.
- Discuss why consonants are doubled in **happy**, **penny**, **lobby**, **funny**, **puppy**.

##### **Teacher Builds Words**

- Teach suffixes **-y**, **-ly**, **-ty**.
- Build **chill** and add **y**. Discuss.
- Build additional words.
- Make words with **-ly**, **-ty** suffixes and discuss.
- Enter examples of words **-y**, **-ly**, **-ty** in notebook.
- Review the 1-1-1 spelling rule.
- Dictate the word **foggy**. Discuss.
- Dictate **classy**, **buggy**, **floppy**, **lucky**.
- Dictate several more examples

##### **Phrase It**

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.

### Unit 8 Day 6 (T218-219)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T225-228
- Student Notebook, pg. 6
- Reference Charts

- Magnetic Journal and Letter Tiles
- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T225-228

### Unit 8 Day 7 (T220-221)

- Student Composition Book, pg. 5

- Sound Cards
- Suffix Frames
- Syllable Frames
- Dry Erase Tablet and Marker
- Student Notebook, pgs. 26-27
- Unit Resources T225-228

- Student Challenge Book, pgs. 69-71

## Grade 4 Just Words

- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate Unit 4 Story, *A Well Behaved Puppy*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 8 Day 8

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **rally** on Demonstration Words page. Mark the word.

#### **Warm-Up**

- Drill Sounds

#### **Teacher Builds Words**

- Build the word **rally**. Discuss why the consonant is doubled if it is followed by an open syllable ending in **y**.
- Discuss meaning and use it in a sentence.
- Build additional words and mark.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T222

#### **Students Build Words**

- Say a sound. Have students echo and find the letter(s).
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword, then add suffix.
- Students spell orally.

#### **Dictation Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

### Unit 8 Day 9

#### **Just Start! (5 minutes)**

- Student Notebook Entry - Students copy the word, meaning, and sentence for **entirely** on the Demonstration Words pages in their Student Notebooks. Mark the words.

#### **Warm-Up: Flashcard Review**

### Unit 8 Day 8 (T222)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T225-228

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T225-228

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T225-228

- Dry Erase Tablets and Markers

### Unit 8 Day 9 (T223)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the word **entirely**.
- Discuss the baseword and suffix.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T223

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 8 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

### Teacher Builds Words

- Build and discuss the words: **spry, hydrate, cozy, hobby, primate, floppy, bravely**. T224
- Students read and discuss open syllables.

### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop syllables and circle baseword.
- Mark open syllables. If it has a **y** in the open syllable, indicate the **y** sound.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T224

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T225-228

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T225-228

- Student Composition Books
- Unit Resources T225-228

### Unit 8 Day 10 (T224)

- Timer
- Student Challenge Book, pgs. 68-69

- Sound Cards
- Suffix Frames
- Syllable Frames

- Student Challenge Book, pg. 73
- Blue and Red Pencils

- Student Challenge Book, pgs. 72, 147
- Student Challenge Phrase Kit

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.



## Grade 4 Just Words

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>

### Unit Title: Just Words - Unit 9

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8. -** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

#### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

## Grade 4 Just Words

- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** - Choose punctuation for effect.
- **L.KL.4.1.D.** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.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.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS Writing

- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

### NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### Central Idea / Enduring Understanding:

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.

#### Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Understand word building with prefixes, roots, and suffixes.</li> <li>• Read and spell phonetic and irregular high frequency words.</li> <li>• Blend sounds for reading.</li> <li>• Segment sounds for spelling.</li> <li>• Decode frequently using automatic sound symbol correspondence.</li> <li>• Identify the six syllable types of the English language.</li> <li>• Study word parts - prefixes, roots and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• How do word parts help me learn to read words I do not know?</li> <li>• What is a syllable?</li> <li>• What is a syllable type and how can it help us to read unfamiliar words?</li> <li>• How do syllable types change vowel sounds?</li> <li>• How do I divide words into syllables?</li> <li>• How will practice help me to read and spell better?</li> <li>• How do we decide on which spelling options to use?</li> <li>• How do I know how to phrase my words when reading?</li> <li>• How do suffixes change the meanings of words?</li> <li>• How do prefixes change the meanings of words?</li> <li>• What do good readers sound like?</li> <li>• Why do I have to pay attention to punctuation and capitalization when reading and writing?</li> <li>• How do we make sure we understand what we read?</li> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b>Content:</b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> </ol>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• R-controlled: <b>-ar, -er, -ir, -or, -ur</b>/one syllable</li> <li>• Spelling option for /ər/</li> <li>• R-controlled words plus suffix</li> <li>• 1-1-1 Spelling with r-controlled words</li> <li>• Demonstration words: <b>harsh, perch, nerve, blurry</b></li> <li>• High frequency words: <b>large, year, very, every, learn, four, hour, our</b></li> </ul>

## Grade 4 Just Words

5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts

## Grade 4 Just Words

including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.

16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 9 Day 1**

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Introduce New Concepts**

##### **Teach New Sounds**

- Show Sound Cards for **ar, or**.
- Drill the r-controlled vowels.
- Show **er, ir, ur** Sound Cards and drill.

##### **Teacher Builds Words**

- Build the words **car, horn**

#### Resources:

##### **Unit 9 Day 1 (T244-245)**

- Student Challenge Book, pgs. 75, 142-143
- Progress Check T244
- Blue and Red Pencil(s)

- Sound Cards

- Sound Cards

## Grade 4 Just Words

- Explain that when r follows the vowel, the r controls the vowel.
- Build other examples.
- Build the word **north**. Demonstrate how to mark r-controlled syllables.
- Build several additional words and mark.
- Make the word **swerve** and discuss silent e.
- Draw keyword pictures for **ar, er, ir or, ur**, in notebooks.
- Teach the v-s vs r-controlled syllables by building **care** and **car** and mark them.
- Teach **ore** makes the same sound as **or**.
- Build additional examples.

### Teach Spelling

- Dictate the sounds /ar/, /or/. Discuss.
- Dictate words.
- Dictate the word **card**.
- Dictate one-syllable **ar, or** words and discuss.

### Unit 9 Day 2

#### Just Start! (5 minutes)

- Students circle the new High Frequency words **large, year, very, every**, and write the sentence.
- Present High Frequency words.
- Students write words with finger and spell orally.T246
- Students check for misspellings and create index cards for misspelled words.

### Introduce New Concepts

#### Teacher Builds Words

- Refer to letter arrangement and discuss rows.
- Number the rows and ask the row for particular letters.
- Using a dictionary and paper clips, split it into four sections.
- Ask students in which section of the dictionary they would find certain words.
- Write **elephant, candy, apple, first** on cards.
- Distribute, put in alphabetical order, and discuss.
- Write **car, cotton, clash, crazy** on cards.
- Discuss using the second letter to determine the order.

### Teach Spelling

- Say the /ər/ and echo. Find three letter tiles that say /ər/.
- Teach spelling option using the word **burst**.
- Complete additional examples

### Unit 9 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **harsh** on Demonstration Words page.
- Students mark word.

- Unit Resources T259-262
- Student Notebook, pg. 9

- Magnetic Journal and Letter Tiles

### Unit 9 Day 2 (T246-248)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Magnetic Journal and Letter Tiles
- Sound Cards
- Dictionaries
- Paper Clips
- Syllable Frames

- Magnetic Journals and Letter Tiles
- Unit Resources, T259-262

### Unit 9 Day 3 (T249)

- Timer
- Student Notebooks, pgs. 44-67

## Grade 4 Just Words

### Warm-Up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

### Teacher Builds Words

- Build the word **harsh** and review r-controlled syllable.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T249

### Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

### Dictation: Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Unit 9 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **perch** on Demonstration Words page.
- Students mark r-controlled syllables.

### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Teacher Builds Words

- Build the words **perch** and review r-controlled syllables.
- Discuss long vowel sounds.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T259-262

- Word Card Packet
- Blank Word Cards
- Unit Resources T259-262

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T259-262

- Dry Erase Tablet and Marker

### Unit 9 Day 4 (T250)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T259-262

- Word Card Packet
- Blank Word Cards

## Grade 4 Just Words

- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T250

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark each r-controlled syllable.
- “What’s the Scoop?”

### Unit 9 Day 5

#### Just Start! (5 minutes)

- Write syllables on board. T251
- Replace blank /**er**/ with three possible choices.
- Circle the correct spelling

#### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words and discuss syllable division
- Tap as needed.

#### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, “What’s the Scoop?”
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the ‘Check-Up’ box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 9 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **learn**, **four**, **hour**, **our**, and write the sentences. T252.

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teacher Builds Words

- Practice alphabetizing words.

- Unit Resources T259-262

- Unit Resources T259-262
- Composition Books

### Unit 9 Day 5 (T251)

- Composition Books, pg. 6

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T259-262

- Student Challenge Book, pg. 78

- Student Composition Book, pgs. 11-76

### Unit 9 Day 6 (T252-253)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Word Cards



## Grade 4 Just Words

- Write on paper: **a-f, g-l, m-s, t-z**. Display word cards and help students alphabetize.
- Review two kinds of suffixes.
- Sort suffixes into two columns: vowel suffixes and consonant suffixes.
- Build additional words with suffixes and mark.

### Teach Spelling

- Echo sounds including /ar/, /or/, /ər/.
- Dictate suffixes and spell.
- Make the word **chirps**. Discuss the baseword and suffix.
- Dictate several r-controlled words with suffixes.
- Dictate **harshly** and have students build.
- Dictate **nerves** and use Spelling Option procedure.
- Dictate additional r-controlled words with a suffix. Have students write.

### Unit 9 Day 7

#### Just Start! (5 minutes)

- Write words on board and have students alphabetize into rows.
- Circle all 1-1-1 words

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Review 1-1-1 spelling rule.
- Build **thin** and discuss.
- Add **-ly** and explain that consonant suffixes are just added.
- Explain when a vowel suffix is added to 1-1-1 words, the last consonant is doubled.
- Demonstrate with **thinner**.
- Build **tar** and discuss 1-1-1 rules.
- Teach 1-1-1 spelling rule with r-controlled syllables.
- Present the following words: **spark, blur, turf, squirt, scar, whir, curl**.
- Explain that while the consonant doubles the vowel keeps the r-controlled sound.
- Demonstrate **star-starry, starring, starred**.
- Dictate words to build.
- Add example to notebooks.

#### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *When Storms are Destructive*.
- Chorally read.
- Retell the passage using visualization as a guide.

- Paper
- Suffix Frames
- Unit Resources T259-262

- Magnetic Journal and Letter Tiles
- Sound Cards
- Syllable Frames
- Suffix Frames
- Dry Erase Tablet and Marker
- Unit Resources T259-262

### Unit 9 Day 7 (T254-255)

- Student Composition Book, pg. 5

- Sound Cards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Magnetic Journal and Letter Tiles
- Student Notebook, pg. 28
- Unit Resources T259-262

- Student Challenge Book, pgs. 79-81

## Grade 4 Just Words

### Unit 9 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **nerve** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build the word **nerve**. Review the r-controlled syllable and spelling rules.
- Discuss rules for adding **-s, -y** suffix.
- Discuss meaning and use it in a sentence.
- Build additional words and mark.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T256

#### Students Build Words

- Say a sound. Have students echo and find the letter(s).
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword, then add suffix.
- Students spell orally.

#### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

### Unit 9 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **blurry** on the Demonstration Words pages in their Student Notebooks. Mark the words.

#### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

#### Teacher Builds Words

### Unit 9 Day 8 (T256)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T259-262

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T259-262

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T259-262

- Dry Erase Tablets and Markers

### Unit 9 Day 9 (T257)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word flashcards

## Grade 4 Just Words

<ul style="list-style-type: none"><li>• Build the word <b>blurry</b>.</li><li>• Review r-controlled syllable and spelling rules.</li><li>• Discuss multiple meanings, provide examples, and use in a sentence.</li><li>• Build additional real and nonsense words.</li></ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"><li>• Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.</li><li>• Build additional Words</li><li>• Display and have students find, read, and mark.</li><li>• Question students. T257</li></ul> <p><b>Dictation: Composition Books</b></p> <ul style="list-style-type: none"><li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li><li>• Students tap and orally spell, then write and mark.</li><li>• Ask, "What's the Scoop?"</li></ul> <p><b>Unit 9 Day 10</b> <b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Students practice reading phrases.</li></ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"><li>• Build and discuss the words: <b>stormy, blurted, swerving, stirring</b>.</li><li>• Students read and discuss open syllables.</li></ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"><li>• Dictate sounds, words, phrases, and sentences.</li><li>• Students repeat and write.</li><li>• Underline basewords and circle suffixes.</li><li>• Mark r-controlled syllables.</li><li>• Students circle the high frequency words and underline phonetic words in phrases and sentences. T258</li></ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"><li>• Meet individually with students, score test, and provide feedback.</li><li>• Chart accurate phrasing, tally scores, and record results.</li><li>• Review homework and outstanding work for the unit.</li></ul>	<ul style="list-style-type: none"><li>• Sound Cards</li><li>• Suffix Frames</li><li>• Syllable Frames</li><li>• Unit Resources T259-262</li></ul> <ul style="list-style-type: none"><li>• Flashcards</li><li>• Blank Word Cards</li><li>• Marker</li><li>• Unit Resources T259-262</li></ul> <ul style="list-style-type: none"><li>• Student Composition Books</li><li>• Unit Resources T259-262</li></ul> <p><b>Unit 9 Day 10 (T258)</b></p> <ul style="list-style-type: none"><li>• Timer</li><li>• Student Challenge Book, pgs. 68-69</li></ul> <ul style="list-style-type: none"><li>• Sound Cards</li><li>• Suffix Frames</li><li>• Syllable Frames</li></ul> <ul style="list-style-type: none"><li>• Student Challenge Book, pg. 83</li><li>• Blue and Red Pencils</li></ul> <ul style="list-style-type: none"><li>• Student Challenge Book, pgs. 82, 148</li><li>• Student Challenge Phrase Kit</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p>	<p><b>On Grade Level Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p>	<p><b>Struggling Students</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p>	<p><b>Special Needs/ELL</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p>

## Grade 4 Just Words

<p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>
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**Unit Title:** Just Words - Unit 10

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

##### NJSLS ELA Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

## Grade 4 Just Words

- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

### **NJSLS ELA Language**

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.C** Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?

## Grade 4 Just Words

	<ul style="list-style-type: none"> <li>• What do good readers sound like?</li> <li>• Why do I have to pay attention to punctuation and capitalization when reading and writing?</li> <li>• How do we make sure we understand what we read?</li> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b>Content:</b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> <li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.</li> <li>7. <b>Just Start - High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li> <li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop</li> </ol>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• R-controlled: <b>-ar, -or, /</b>/multisyllable</li> <li>• R-controlled: <b>-er, -ir, -ur</b>/multisyllable</li> <li>• Adding suffixes to multisyllabic words</li> <li>• 1-1-1 Doubling rule Part 2, multisyllabic words</li> <li>• Demonstration words: <b>partnership, formulate, observing, permitting</b></li> <li>• High frequency words: <b>other, another, earth, answer, mother, father, work, water</b></li> </ul>

## Grade 4 Just Words

while reading phrases. "What's the Scoop?"  
Students scoop sentences into meaningful phrases while reading aloud.

9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.

## Grade 4 Just Words

18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - o Dictation
  - o Letter-Keyword-Sounds
  - o Tapping
  - o Marking
  - o Punctuation and Capitalization
  - o Scooping
  - o Spelling
  - o Student work on Dry Erase Tablet
  - o Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - o Progress Check
  - o Dictation Check-Up
  - o Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 10 Day 1**

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Introduce New Concepts**

##### **Teacher Builds Words**

- Drill sounds of al vowels including r-controlled.
- Build the word **tar**. Review r-controlled syllable
- Form the syllable **get**. Explain that an r-controlled syllable can combine with other types of syllables. Build the word **target**.
- Demonstrate and discuss with **hardware**, **remark**.
- Teach syllable division of compound word using **shortstop**.
- Explain syllable division of r-controlled in first syllable using the word **party**.
- Build **forth**, **garlic**, **cargo**, **orbit** and divide into syllables.
- Build **before** and discuss **ore** at the end of word
- Teach syllables and accent.
- Build **army** and discuss syllable emphasis.
- Discuss the accented syllable and the accent mark.
- Mark the following words: **radar**, **porcupine**, **bombard**, **embargo**, **deport**, **partnership**, **darling**, **foster**, **memorize**, **sarcastic**. T267

#### Resources:

##### **Unit 10 Day 1 (T266-267)**

- Student Challenge Book, pgs. 85, 142-143
- Progress Check T266
- Blue and Red Pencil(s)
  
- Sound Cards
- Syllable Frames
- Unit Resources T279-282
- Dry Erase Tablet and Marker



## Grade 4 Just Words

### Unit 10 Day 2

#### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **other**, **another**, **earth**, **answer**, and write the sentence. T268
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

#### **Introduce New Concepts**

##### **Teacher Builds Words**

- Explain that r-controlled syllables with **er**, **ir**, **ur** can be combined with other syllables.
- Build the word **border** and divide.

##### **Teach Spelling**

- Dictate the /**ər**/ and find three letter tiles that say /**ər**/.
- Dictate **shirk** using blank tile for **ir**. Discuss Spelling Options.
- Demonstrate each option.
- Use dictionary or spell checker to determine correct spelling.
- Dictate the following words and determine the correct spelling: **blur**, **flirt**, **spurn**, **stern**.
- Say the word **termite**. Write **t** on one frame and **mite** on the second. Discuss spelling options.

### Unit 10 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **partnership** on Demonstration Words page.
- Students mark word.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### **Teacher Builds Words**

- Build the word **partnership**. Review concept of syllable type.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students. T270

### Unit 10 Day 2 (T268-269)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index cards

- Sound Cards
- Syllable Frames
- Unit Resources T279-282

- Magnetic Journal and Letter Tiles
- Dictionary/Spell Checker
- Syllable Frames
- Dry Erase Tablet and Marker
- Unit Resources T279-282

### Unit 10 Day 3 (T270)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T279-282

- Word Card Packet
- Blank Word Cards
- Unit Resources T279-282

## Grade 4 Just Words

### Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

### Dictation: Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Unit 10 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **formulate** on Demonstration Words page.
- Students scoop and mark the syllables.

### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Teacher Builds Words

- Build the word **formulate**. Review the concept of syllable types and division.
- Discuss long vowel sounds.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T271

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark each r-controlled syllable.
- "What's the Scoop?"

### Unit 10 Day 5

#### Just Start! (5 minutes)

- Write syllables on board in two columns. T272
- Have students match and write the words.

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T279-282

- Dry Erase Tablet and Marker

### Unit 10 Day 4 (T271)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T279-282

- Word Card Packet
- Blank Word Cards
- Unit Resources T279-282

- Unit Resources T279-282
- Composition Books

### Unit 10 Day 5 (T272)

- Composition Books, pg. 7

## Grade 4 Just Words

### Teacher Builds Words

- Build and discuss several unit and review words.
- Students read words.
- Tap as needed.

### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 10 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **mother, father, work, water**, and write the sentences. T273.

### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts:

#### High Frequency Word Challenge

- Divide the class into teams.
- Dictate ten high frequency words.
- Teams select a scribe and write words.
- Determine team with the most correct words.

#### Accent Challenge

- Dictate the following words: **escort, plaster, glory, number, intern, transfer, expert, forbid, prefer, slender**.
- Teams write, scoop, divide, and mark.
- Teams confirm accented syllable with dictionary.
- Determine team with the most correct words.

### Teach Spelling

- Build **memorize** and discuss silent **e** spelling rule.
- Add suffixes **-s, -ing, -ed**.
- Dictate the word **confirmed**. Spell baseword using Spelling Options. When baseword is determined, add suffix.
- Complete additional examples.

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T279-282

- Student Challenge Book, pg. 88

- Student Composition Book, pgs. 11-76

### Unit 10 Day 6 (T273)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 2
- Index Cards

- Paper
- Word Cards

- Paper
- Dictionary

- Sound Cards
- Syllable Frames
- Suffix Frames
- Dry Erase Tablet and Marker
- Unit Resources T279-282

## Grade 4 Just Words

### Unit 10 Day 7

#### **Just Start! (5 minutes)**

- Write words on board and have students identify syllable to accent.

#### **Teacher Builds Words**

- Build the words **fib**, **lash**.
- Review 1-1-1 spelling rule.
- Build the following nonsense words and discuss 1-1-1 words: **tern**, **ter**, **nate**, **gar**, **mit**.

#### **Introduce New Concepts**

- Display the following words: **forget**, **consult**, **silver**, **admit**.
- Point out final syllables that follow the 1-1-1 rule.
- Determine the accent for each word.
- Add suffixes to each word to demonstrate the doubling rule.
- Dictate **submitting**. Identify the baseword. Place blank syllable frames and correct suffix.
- Identify the accented syllable.
- Enter 1-1-1 Doubling Rule, Part 2 to notebooks.

#### **Phrase It**

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *Exploring the North Pole*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 10 Day 8

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **observing** on Demonstration Words page. Mark the word.

#### **Warm-Up**

- Drill Sounds

#### **Teacher Builds Words**

- Build the word **observe** then **observing**. Review the r-controlled syllable and discuss rules for the addition of suffixes.
- Discuss meaning and use it in a sentence.
- Build additional words and mark.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.

### Unit 10 Day 7 (T274-275)

- Student Composition Book, pg. 7

- Sound Cards
- Suffix Frames
- Syllable Frames

- Sound Cards
- Suffix Frames
- Syllable Frames
- Student Notebook, pg. 28
- Unit Resources T279-282

- Student Challenge Book, pgs. 89-92

### Unit 10 Day 8 (T276)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T279-282

- Flashcards
- Blank Word Cards

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Build additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T276</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound. Have students echo and find the letter(s).</li> <li>• Dictate several words and have students echo, tap, and build.</li> <li>• Name one syllable at a time and build with tiles.</li> <li>• Follow Spelling Option procedure as needed.</li> <li>• Name and spell baseword, then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students read, scoop, and mark.</li> </ul> <p><b>Unit 10 Day 9</b>  <b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry - Students copy the word, meaning, and sentence for <b>permitting</b> on the Demonstration Words pages in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up: Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate them from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Build the word <b>permit</b>, then <b>permitting</b>.</li> <li>• Review the 1-1-1 rule for addition of suffixes.</li> <li>• Discuss multiple meanings, provide examples, and use in a sentence.</li> <li>• Build additional real and nonsense words.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.</li> <li>• Build additional Words</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T277</li> </ul> <p><b>Dictation: Composition Books</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.</li> <li>• Students tap and orally spell, then write and mark.</li> <li>• Ask, "What's the Scoop?"</li> </ul>	<ul style="list-style-type: none"> <li>• Marker</li> <li>• Unit Resources T279-282</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablets and Marker</li> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T279-282</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablets and Markers</li> </ul> <p><b>Unit 10 Day 9 (T277)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook, pgs. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Syllable Frames</li> <li>• Unit Resources T279-282</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T279-282</li> </ul> <ul style="list-style-type: none"> <li>• Student Composition Books</li> <li>• Unit Resources T279-282</li> </ul>
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## Grade 4 Just Words

### Unit 10 Day 10

#### Just Start! (5 minutes)

- Students practice reading phrases.

#### Teacher Builds Words

- Build and discuss the words: **harmony, gangster, perspired, ordering, forgetting.** T278
- Students read and discuss word structure.

#### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Underline basewords and circle suffixes.
- Mark r-controlled syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T278

#### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

### Unit 10 Day 10 (T278)

- Timer
- Student Challenge Book, pgs. 88-89
- Sound Cards
- Suffix Frames
- Syllable Frames
- Student Challenge Book, pg. 93
- Blue and Red Pencils
- Student Challenge Book, pgs. 92, 148
- Student Challenge Phrase Kit

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>

## Grade 4 Just Words

			Reinforce spelling rules
			Stretch out sounds

**Unit Title:** Just Words - Unit 11

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

##### NJSLS ELA Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

##### NJSLS ELA Language

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.C** Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Grade 4 Just Words

- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

#### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?
- What role does fluency play in an effort to improve my comprehension?

#### **Content:**

**Big Idea:** Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.

#### **Learning Activity Overview:**

1. **Dictation/Check Up (Day 5):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.

#### **Skills(Objectives):**

- /ā/ Vowel teams: **ai, ay**
- /ē/ Vowel teams: **ee, ea, ey**
- /oi/ Vowel teams: **oi, oy**
- Forming plurals - words ending in **y**
- **y** spelling rule
- Demonstration words: **obtain, indeed, employment, galaxies**



## Grade 4 Just Words

2. **Dictation/Composition Books (Days 4, 9):** Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.
3. **Dictation Procedure/Dry Erase (Days 3, 8):** Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.
4. **High Frequency Words (Days 2, 6):** Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.
5. **Just Start - Apply Concepts (Days 5, 7):** Students write and mark words/phrases in their Composition Book as directed.
6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.

- High frequency words: **great, right, high, please, enough, although, thought, through**

## Grade 4 Just Words

<p>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</p> <p>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</p> <p>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</p> <p>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>● Student Notebook</li> <li>● Student Composition Book</li> <li>● Student Challenge Book</li> <li>● Direct Observation of Daily Work:             <ul style="list-style-type: none"> <li>○ Dictation</li> <li>○ Letter-Keyword-Sounds</li> <li>○ Tapping</li> <li>○ Marking</li> <li>○ Punctuation and Capitalization</li> <li>○ Scooping</li> <li>○ Spelling</li> <li>○ Student work on Dry Erase Tablet</li> </ul> </li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Assessment of Student Mastery             <ul style="list-style-type: none"> <li>○ Progress Check</li> <li>○ Dictation Check-Up</li> <li>○ Unit Tests</li> </ul> </li> <li>● Smartboard Activities (optional)</li> <li>● Independent Application of Skills in Reading and Writing</li> <li>● Questioning to Guide Student Learning and Mastery</li> <li>● Student Collaboration</li> </ul>
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## Grade 4 Just Words

- o Student work on Magnetic Journal and Letter Tiles

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 11 Day 1**

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Pretest High Frequency Words**

- Dictate Units 11-14 High Frequency words.
- Students repeat and spell each word.
- Collect, correct, and record missed words.
- Students make index cards of missed words.

##### **Introduce New Concepts**

##### **Teach New Sounds**

- Introduce and define vowel teams: **ai, ay, ee, ea, ey**.
- Drill letter-keyword-sound for vowel teams.
- Show students the vowel teams: **ai, ay, ee, ea, ey**, and discuss.

##### **Teacher Builds Words**

- Build the words **bait, spray**.
- Show students how to tap **ai, ay** vowel teams.
- Explain when two vowels work together, they make one sound. It is a new syllable, the double vowel, or “d” syllable.
- Build the words **sleek, beak, key**. Explain that **ee, ea, ey** are vowel teams.
- Teach students to mark words with double vowel syllable.
- Write the word **chimney**. Explain that the “d” syllable can be combined to make longer words.
- Complete additional examples.

##### **Unit 11 Day 2**

##### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **great, right, high please**, and write the sentence. T288
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

##### **Review Sounds**

- Drill sounds.

##### **Introduce New Concepts**

##### **Teacher Builds Words**

- Make several **ai, ay, ee, ea, ey** words.

#### Resources:

##### **Unit 11 Day 1 (T286-287)**

- Student Challenge Book, pgs. 95, 142-143
- Progress Check T266
- Blue and Red Pencil(s)

- Student Challenge Book, pg. 3
- Index Cards

- Reference Charts
- Sound Cards
- Syllable Frames
- Unit Resources T301-304

##### **Unit 11 Day 2 (T288-289)**

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index cards

- Sound Cards

- Sound Cards

## Grade 4 Just Words

- Draw keyword pictures in notebook.
- Enter examples of double vowel syllables in notebook.

### Teach Spelling

- Dictate the sound /ă/ and present four possible spellings.
- Practice spelling using spelling rules and Spelling Option.
- Build **stray** and discuss.
- Build **chain, flake**. Discuss.
- Dictate **case**, demonstrate using Spelling Options.
- Dictate the /ē/ and present six spelling options.
- Write the words **tiny, chimney, teepee** on frames and discuss.
- Dictate **donkey** and discuss spelling options.
- Demonstrate spelling option with **weep**.
- Complete additional examples.

### Unit 11 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **obtain** on Demonstration Words page.
- Students mark word.

#### Warm-Up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### Teacher Builds Words

- Build the word **obtain**. Review concept of the “d” syllable type.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T290

#### Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation: Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

- Syllable Frames
- Unit Resources T301-304
- Student Notebook pgs. 10, 21, 15

- Magnetic Journal and Letter Tiles
- Sound Cards
- Syllable Frames
- Dry Erase Tablet and Marker
- Student Notebook pg. 15

### Unit 11 Day 3 (T290)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T301-304

- Word Card Packet
- Blank Word Cards
- Unit Resources T301-304

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T301-304

- Dry Erase Tablet and Marker

## Grade 4 Just Words

### Unit 11 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **indeed** on Demonstration Words page.
- Students scoop and mark the syllables.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

#### **Teacher Builds Words**

- Build the word **indeed**. Review the concept of the “d” syllable, /ē/ sound option, and syllable division.
- Discuss meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T291

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark each r-controlled syllable.
- “What’s the Scoop?”

### Unit 11 Day 5

#### **Just Start! (5 minutes)**

- Write words on board. T292
- Have students copy and mark the syllables.

#### **Teacher Builds Words**

- Build and discuss several unit and review words.
- Students read words.
- Tap as needed.

#### **Phrase It - Practice: Days 1-5**

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, “What’s the Scoop?”
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Unit 11 Day 4 (T291)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T301-304

- Word Card Packet
- Blank Word Cards
- Unit Resources T301-304

- Unit Resources T301-304
- Composition Books

### Unit 11 Day 5 (T292)

- Composition Books, pg. 7

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T301-304

- Student Challenge Book, pg. 98

## Grade 4 Just Words

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 11 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **enough**, **although**, **thought**, **through**, and write the sentences. T294.

### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts:

#### Teach New Sounds

- Review vowel teams: **ai**, **ay**, **ee**, **ea**, **ey**.
- Introduce **oi**, **oy** vowel teams.

#### Teacher Builds Words

- Build the words **coin**, **ploy**. Discuss.
- Complete additional examples.
- Draw keyword pictures in notebook.

#### Teach Spelling

- Dictate the /oi/ sound and pull down the **oi**, **oy** cards.
- Explain **oy** is used at the end of the syllables.
- Dictate **boil**. Discuss spelling.
- Dictate **coy** and discuss.
- Dictate several more examples.
- Review the meaning of plural.
- Teach writing plurals of words ending in **ay**, **ey**, **oy**, **y**.

### Unit 11 Day 7

#### Just Start! (5 minutes)

- Write words on board without **oi**, **oy** spelling.
- Students copy and fill in correct spelling.

#### Teacher Builds Words

- Teach **y** spelling rule.
- Build the words **boy**, **candy**.
- Explain that the **y** changes to an **i** before adding **es** in words ending in open syllables. Demonstrate.
- Explain the one exception. The **y** does not change if the suffix begins with an **i**. Example: **fry** - **frying**.
- Write words on board. T297
- Teach students to mark.
- Practice spelling by writing additional basewords such as **study** and adding suffix.
- Dictate **copier** and follow steps to spell correctly. T297

- Student Composition Book, pgs. 11-76

### Unit 11 Day 6 (T294-295)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index Cards

- Reference Chart
- Sound Cards

- Sound Cards
- Unit Resources T301-304
- Student Notebook pg. 12

- Sound Cards
- Syllable Frames
- Suffix Frames
- Dry Erase Tablet and Marker
- Student Notebook, pg. 25
- Unit Resources T301-304

### Unit 11 Day 7 (T296-297)

- Student Composition Book, pg. 7

- Sound Cards
- Suffix Frames
- Syllable Frames
- Dry Erase Tablet and Marker
- Unit Resources T301-304
- Student Notebook, pg. 25

## Grade 4 Just Words

- Add examples to notebook.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *Painting On Your Mind*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 11 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **employment** on Demonstration Words page. Mark the word.

### Warm-Up

- Drill Sounds

### Teacher Builds Words

- Build the word **employ** then **employment**. Review the y spelling rule.
- Discuss meaning and use it in a sentence.
- Build additional words and mark.

### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T298

### Students Build Words

- Say a sound. Have students echo and find the letter(s).
- Dictate several words and have students echo, tap, and build.
- Name one syllable at a time and build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword, then add suffix.
- Students spell orally.

### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

### Unit 11 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **galaxies** on the

- Student Challenge Book, pgs. 99-102

### Unit 11 Day 8 (T298)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T301-304

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T301-304

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Unit Resources T301-304

- Dry Erase Tablets and Markers

### Unit 11 Day 9 (T299)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

Demonstration Words pages in their Student Notebooks.  
Mark the words.

### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the word **galaxy**, then **galaxies**.
- Discuss pluralization and review the **y** spelling rule.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T299

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 11 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

### Teacher Builds Words

- Build and discuss the words: **detail, clay, screech, team, donkeys, coiled, enjoyment, emptied**. T300
- Students read and discuss word structure.

### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop syllable and circle suffixes
- Mark "d" syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T300

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T301-304

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T301-304

- Student Composition Books
- Unit Resources T301-304

### Unit 11 Day 10 (T300)

- Timer
- Student Challenge Book, pgs. 98-99

- Sound Cards
- Suffix Frames
- Syllable Frames

- Student Challenge Book, pg. 103
- Blue and Red Pencils

- Student Challenge Book, pgs. 102, 149
- Student Challenge Phrase Kit



## Grade 4 Just Words

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>

**Unit Title:** Just Words - Unit 12

### Stage 1: Desired Results

#### **Standards & Indicators:**

##### **NJSLS ELA Reading**

- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

##### **NJSLS ELA Foundational Skills**

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Grade 4 Just Words

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

### **NJSLS ELA Language**

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.C** Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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#### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.

#### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Decode frequently using automatic sound symbol correspondence.</li> <li>• Identify the six syllable types of the English language.</li> <li>• Study word parts - prefixes, roots and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I divide words into syllables?</li> <li>• How will practice help me to read and spell better?</li> <li>• How do we decide on which spelling options to use?</li> <li>• How do I know how to phrase my words when reading?</li> <li>• How do suffixes change the meanings of words?</li> <li>• How do prefixes change the meanings of words?</li> <li>• What do good readers sound like?</li> <li>• Why do I have to pay attention to punctuation and capitalization when reading and writing?</li> <li>• How do we make sure we understand what we read?</li> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b>Content:</b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> <li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the</li> </ol>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• /ō/ Vowel teams: <b>oa, oe, ow</b></li> <li>• /ou/ Vowel teams: <b>ow, ou</b></li> <li>• /ü/ Vowel teams: <b>ue, ew, ou, oo</b></li> <li>• /ū/ Vowel team: <b>ue</b></li> <li>• /û/ Vowel team: <b>oo</b></li> <li>• /ó/ Vowel teams: <b>au, aw</b></li> <li>• Demonstration words: <b>bound, cue, fraud, flawless</b></li> <li>• High frequency words: <b>color, follow, different, about, because, laugh, caught, mountain</b></li> </ul>

## Grade 4 Just Words

Demonstration Words page of their Student Notebooks. Students mark words as directed.

7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.
16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling

## Grade 4 Just Words

<p>letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</p> <p>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</p> <p>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</p>	
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### Stage 2: Assessment Evidence

<p><u><b>Performance Task(s):</b></u></p> <ul style="list-style-type: none"> <li>● Student Notebook</li> <li>● Student Composition Book</li> <li>● Student Challenge Book</li> <li>● Direct Observation of Daily Work:             <ul style="list-style-type: none"> <li>○ Dictation</li> <li>○ Letter-Keyword-Sounds</li> <li>○ Tapping</li> <li>○ Marking</li> <li>○ Punctuation and Capitalization</li> <li>○ Scooping</li> <li>○ Spelling</li> <li>○ Student work on Dry Erase Tablet</li> <li>○ Student work on Magnetic Journal and Letter Tiles</li> </ul> </li> </ul>	<p><u><b>Other Evidence:</b></u></p> <ul style="list-style-type: none"> <li>● Assessment of Student Mastery             <ul style="list-style-type: none"> <li>○ Progress Check</li> <li>○ Dictation Check-Up</li> <li>○ Unit Tests</li> </ul> </li> <li>● Smartboard Activities (optional)</li> <li>● Independent Application of Skills in Reading and Writing</li> <li>● Questioning to Guide Student Learning and Mastery</li> <li>● Student Collaboration</li> </ul>
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Unit 12 Day 1</b></p> <p><b>Progress Check</b></p> <ul style="list-style-type: none"> <li>● Dictate phrases.</li> <li>● Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.</li> <li>● Students chart progress.</li> </ul> <p><b>Introduce New Concepts</b></p> <p><b>Teach New Sounds</b></p> <ul style="list-style-type: none"> <li>● Introduce and define vowel teams: <b>oa, oe, ow.</b></li> <li>● Drill letter-keyword-sound for vowel teams.</li> <li>● Enter keyword pictures in notebook.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>● Build the words <b>float, doe, crow.</b> Discuss /ō/, tap, read, and mark.</li> <li>● Build <b>toe, tow.</b> Discuss spellings and explain that they are homophones.</li> </ul> <p><b>Teach Spelling</b></p> <ul style="list-style-type: none"> <li>● Dictate /ō/ sound and discuss the <b>o</b> and <b>o-e</b> spelling.</li> <li>● Display <b>oa, oe, ow</b> cards.</li> </ul>	<p><u><b>Resources:</b></u></p> <p><b>Unit 12 Day 1 (T308-309)</b></p> <ul style="list-style-type: none"> <li>● Student Challenge Book, pgs. 105, 142-143</li> <li>● Progress Check T308</li> <li>● Blue and Red Pencil(s)</li> </ul> <ul style="list-style-type: none"> <li>● Reference Charts</li> <li>● Sound Cards</li> <li>● Student Notebook, pg. 12</li> </ul> <ul style="list-style-type: none"> <li>● Sound Cards</li> <li>● Syllable Frames</li> <li>● Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>● Sound Cards</li> <li>● Magnetic Journals and Letter Tiles</li> </ul>
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## Grade 4 Just Words

- Illustrate the **oe** is used at the end of the word as in **toe**.
- Demonstrate that **oa** cannot come at the end of a word or syllable like in **boat**.
- Explain that **ow** is usually found at the end of the word but sometimes is found in the middle as in **show** and **grown**.
- Create a list of words on the board where **/ō/** is at the beginning/middle or end of the word.
- Complete other examples.

### Unit 12 Day 2

#### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **color, follow, different, about**, and write the sentence. T310
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

#### **Review Sounds**

- Drill sounds.

#### **Introduce New Concepts**

##### **Teach New Sounds**

- Present the **ow** sound card and discuss two sounds.
- Teach that **ou** also has two sounds.
- Enter keyword picture for vowel teams in notebook.

##### **Teacher Builds Words**

- Explain that in unfamiliar **ou, ow** words, students need to try both sounds. Demonstrate with **throw, drowsy**.
- Explain that **ow** words can be tricky: **flow - flower**. T311
- Build **bow** and discuss **/bou/** and **/bōw/**. Discuss hearing them in a sentence.
- Present **ou** and discuss. Build **pout, youth**. Tap to determine the sound of **ou**.

##### **Teach Spelling**

- Dictate the **/ou/** sound. Discuss spelling rules to determine the correct spelling of the sound.
- Create a list of words on the board where **/ou/** is at the beginning/middle or end of the word.
- Complete additional examples.

### Unit 12 Day 3

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **bound** on Demonstration Words page.
- Students mark word.

#### **Warm-Up/Drill Sounds**

- Point to a Sound Card and say letter-keyword-sound as students echo.

- Unit Resources T323-327

### Unit 12 Day 2 (T310-311)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index cards

- Sound Cards

- Sound Cards
- Student Notebook pgs. 12-13

- Sound Cards
- Unit Resources T323-327

- Sound Cards
- Unit Resources T323-327
- Magnetic Journals and Letter Tiles
- Dry Erase Tablet and Marker

### Unit 12 Day 3 (T312)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

## Grade 4 Just Words

- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

### Teacher Builds Words

- Build the word **bound**. Review concept of the “d” syllable type.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T312

### Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

### Dictation: Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

### Unit 12 Day 4

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **bound** on Demonstration Words page.
- Students scoop and mark the syllables.

### Warm-Up/Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

### Teacher Builds Words

- Build the word **bound**. Review the concept of the “d” syllable.
- Discuss sounds, meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T323-327

- Word Card Packet
- Blank Word Cards
- Unit Resources T323-327

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T323-327

- Dry Erase Tablet and Marker

### Unit 12 Day 4 (T313)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T323-327

- Word Card Packet
- Blank Word Cards
- Unit Resources T323-327

## Grade 4 Just Words

- Students tap and read words.
- Display Word Cards / question students. T313

### Dictation: Composition Books

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Mark each r-controlled syllable.
- "What's the Scoop?"

### Unit 12 Day 5

#### Just Start! (5 minutes)

- Write words on board. T314
- Have students copy, scoop and mark.

#### Teacher Builds Words

- Build and discuss several one-syllable unit and review words.
- Complete with nonsense words. T314

#### Phrase It - Practice: Days 1-5

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

#### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 12 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **because, laugh, caught, mountain**, and write the sentences. T316.

#### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### Introduce New Concepts:

##### Teach New Sounds

- Review vowel teams: **ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou.**

- Unit Resources T323-327
- Composition Books

### Unit 12 Day 5 (T314)

- Composition Books, pg. 8
- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T323-327
- Student Challenge Book, pg. 108

- Student Composition Book, pgs. 11-76

### Unit 12 Day 6 (T316-317)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index Cards

- Reference Chart
- Sound Cards



## Grade 4 Just Words

- Teach **oo**, **ue**, **ew**, and the letter-keyword-sounds.
- Enter keyword pictures in notebook.

### Teacher Builds Words

- Teach marking of vowel teams.
- Build several /**ü**/ words with **oo**, **ou**, **ue**, **ew**
- Complete additional examples.

### Teach Spelling

- Discuss spelling options for /**ü**/. Explain the **ue** is usually found at the end of the word.
- Demonstrate with **rescue**
- Explain six ways to spell /**ü**/.
- Present the six possible spellings while students locate.
- Discuss spelling rules.
- Create a list on the board of words where /**ü**/ is at the middle of a syllable or end of a syllable/word.
- Complete other examples.

### Unit 12 Day 7

#### Just Start! (5 minutes)

- Write words on the board leaving blank space for /**ü**/ or /**ü**/ spelling.
- Students copy and fill in correct spelling.

### Introduce New Concepts

#### Teach New Sounds

- Drill vowel team sounds learned so far.
- Introduce new vowel teams **au**, **aw**.
- Enter keyword pictures for **au**, **aw**.

### Teacher Builds Words

- Build the words **drool**, **took**.
- Make several **oo** words and discuss sounds.
- Make the words **shawl**, **straw**.
- Make additional **au**, **aw** words.

### Teach Spelling

- Dictate the sound /**ü**/. Discuss spelling of the sound.
- Dictate /**ó**/ and discuss spelling of the sound.
- Complete with additional words.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *Alternative Power Now!*
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 12 Day 8

#### Just Start! (5 minutes)

- Student Notebook pg. 13

- Sound Cards
- Syllable Frames
- Unit Resources T323-327

- Magnetic Journals and Letter Tiles
- Sound Cards
- Dry Erase Tablet and Marker
- Unit Resources T323-327

### Unit 12 Day 7 (T318-319)

- Student Composition Book, pg. 8

- Reference Charts
- Sound Cards
- Student Notebook, pg. 14

- Sound Cards
- Syllable Frames
- Unit Resources T323-327

- Sound Cards
- Magnetic Journals and Letter Tiles
- Dry Erase Tablet and Marker
- Unit Resources T323-327

- Student Challenge Book, pgs. 110-111

### Unit 12 Day 8 (T320)

- Timer
- Student Notebook pgs. 44-67

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Student Notebook Entry - students enter word, meaning, and sentence for <b>cue</b> on Demonstration Words page. Mark the word.</li> </ul> <p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>• Drill Sounds</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Build the word <b>cue</b>. Review the “d” syllable.</li> <li>• Discuss meaning and use it in a sentence.</li> <li>• Build additional words and mark.</li> </ul> <p><b>Word Talk</b></p> <ul style="list-style-type: none"> <li>• Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.</li> <li>• Build additional words.</li> <li>• Display and have students find, read, and mark.</li> <li>• Question students. T320</li> </ul> <p><b>Students Build Words</b></p> <ul style="list-style-type: none"> <li>• Say a sound. Have students echo and find the letter(s).</li> <li>• Dictate several words and have students echo, tap, and build.</li> <li>• Name one syllable at a time and build with tiles.</li> <li>• Follow Spelling Option procedure as needed.</li> <li>• Name and spell baseword, then add suffix.</li> <li>• Students spell orally.</li> </ul> <p><b>Dictation Dry Erase</b></p> <ul style="list-style-type: none"> <li>• Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.</li> <li>• Students read, scoop, and mark.</li> </ul> <p><b>Unit 12 Day 9</b>  <b>Just Start! (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Entry - Students copy the word, meaning, and sentence for <b>fraud, flawless</b> on the Demonstration Words pages in their Student Notebooks. Mark the words.</li> </ul> <p><b>Warm-Up: Flashcard Review</b></p> <ul style="list-style-type: none"> <li>• Present High Frequency Word flashcards for reading automaticity.</li> <li>• Present Prefix and Root flashcards for review.</li> <li>• As words are mastered for both reading and spelling, eliminate them from this drill.</li> </ul> <p><b>Teacher Builds Words</b></p> <ul style="list-style-type: none"> <li>• Build the words <b>fraud, flawless</b></li> <li>• Discuss word meaning.</li> <li>• Discuss multiple meanings, provide examples, and use in a sentence.</li> <li>• Build additional real and nonsense words.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Cards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Syllable Frames</li> <li>• Suffix Frames</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blank Word Cards</li> <li>• Marker</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Magnetic Journals and Letter Tiles</li> <li>• Dry Erase Tablets and Marker</li> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Unit Resources T323-327</li> </ul> <ul style="list-style-type: none"> <li>• Dry Erase Tablets and Markers</li> </ul> <p><b>Unit 13 Day 9 (T321)</b></p> <ul style="list-style-type: none"> <li>• Timer</li> <li>• Student Notebook, pgs. 44-67</li> </ul> <ul style="list-style-type: none"> <li>• High Frequency Word flashcards</li> </ul> <ul style="list-style-type: none"> <li>• Sound Cards</li> <li>• Suffix Frames</li> <li>• Syllable Frames</li> <li>• Unit Resources T323-327</li> </ul>
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## Grade 4 Just Words

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T321

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 12 Day 10

#### Just Start! (5 minutes)

- Students practice reading phrases.

#### Teacher Builds Words

- Build and discuss the words: **coach, couch, coupon, crow, crowd, drool, hook, glue.**
- Students read and discuss word structure.

#### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop syllable and circle suffixes
- Mark "d" syllables.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T322

#### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.
- Chart accurate phrasing, tally scores, and record results.
- Review homework and outstanding work for the unit.

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T323-327

- Student Composition Books
- Unit Resources T323-327

### Unit 12 Day 10 (T322)

- Timer
- Student Challenge Book, pgs. 108-109

- Sound Cards
- Suffix Frames
- Syllable Frames

- Student Challenge Book, pg. 113
- Blue and Red Pencils

- Student Challenge Book, pgs. 112, 149
- Student Challenge Phrase Kit

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p>	<p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p>	<p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p>

## Grade 4 Just Words

Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.  Interactive SmartBoard Activities	Use Unit Resources for additional practice  High Frequency Word work  Interactive Smartboard Activities  Distinguish between real and nonsense words  Fillable word cards	Use Unit Resources for additional practice  High Frequency Word work  Interactive Smartboard Activities  Distinguish between real and nonsense words  Fillable word cards  Reinforce spelling rules  Stretch out sounds
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### Unit Title: Just Words - Unit 13

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

##### NJSLS ELA Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## Grade 4 Just Words

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

### **NJSLS ELA Language**

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.C** Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.
- Blend sounds for reading.
- Segment sounds for spelling.
- Decode frequently using automatic sound symbol correspondence.
- Identify the six syllable types of the English language.
- Study word parts - prefixes, roots and suffixes.

### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do I divide words into syllables?
- How will practice help me to read and spell better?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- How do suffixes change the meanings of words?
- How do prefixes change the meanings of words?
- What do good readers sound like?
- Why do I have to pay attention to punctuation and capitalization when reading and writing?
- How do we make sure we understand what we read?

## Grade 4 Just Words

	<ul style="list-style-type: none"> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b>Content:</b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> <li>6. <b>Just Start - Demonstration Words (Days 3, 4, 8 9):</b> Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.</li> <li>7. <b>Just Start - High Frequency Words (Days 2, 6):</b> Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.</li> <li>8. <b>Phrase It/Practice (Days 5, 7):</b> Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.</li> </ol>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Final stable syllable: consonant -le</li> <li>• -le with suffix</li> <li>• Final stable syllable: -tion, -sion</li> <li>• Demonstration words: <b>staple, baffle, option, mission</b></li> <li>• High frequency words: <b>beautiful, people, trouble, always, buy, away, country, ocean</b></li> </ul>

## Grade 4 Just Words

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| <ol style="list-style-type: none"><li>9. <b>Phrase It/Story (Day 7):</b> Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.</li><li>10. <b>Progress Check (Day 1):</b> Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.</li><li>11. <b>Students Build Words (Days 3, 8):</b> Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.</li><li>12. <b>Teach New Sounds (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</li><li>13. <b>Teach Spelling (Days 1, 2, 6, 7 when applicable):</b> Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.</li><li>14. <b>Teacher Builds Words (Days 1-10):</b> New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.</li><li>15. <b>Unit Dictation Test/Chart Phrases (Day 10):</b> Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.</li><li>16. <b>Warm-Up/Drill Sounds (Days 3, 8):</b> Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.</li><li>17. <b>Warm-Up/Flashcard Review (Days 4, 9):</b> Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.</li><li>18. <b>Word Talk (Days 3, 4, 8, 9):</b> Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.</li></ol> |  |
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## Grade 4 Just Words

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 13 Day 1

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Introduce New Concepts**

- Review the five syllable types taught so far using examples to mark. T330
- Introduce the sixth syllable, the final stable consonant -le syllable.
- Explain the spelling pattern by showing examples: **zle, tle, fle, ble, dle, kle, pie.**
- Build the word **table** and pull the syllables apart.
- Teach students to mark the consonant -le syllable.
- Practice reading consonant -le words.
- Discuss long and short vowel sounds in the first syllable.
- Complete additional examples.

##### Unit 13 Day 2

##### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **beautiful, people, trouble, always** and write the sentence. T332
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

##### **Review Sounds**

- Drill sounds.

#### Resources:

##### Unit 13 Day 1 (T330-331)

- Student Challenge Book, pgs. 115, 142-143
- Progress Check T330
- Blue and Red Pencil(s)

- Sound Cards
- Student Notebook, pg. 22
- Unit Resources T345-349

##### Unit 13 Day 2 (T332-333)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index cards

- Sound Cards



## Grade 4 Just Words

### Introduce New Concepts

#### Teacher Builds Words

- Build the words **bugle**, **puddle**, **poodle**.
- Divide into syllables and mark.
- Teach **ckle**.
- Make additional consonant -le and **ckle** words.
- Enter examples in notebook.

#### Teach Spelling

- Dictate the word **tickle**. Discuss syllables and spelling rules to determine the correct spelling.
- Dictate several more -le words.
- Dictate **hope**. Discuss suffixes. Add **-ful** and then **-ing**.
- Build the word **settle**. Discuss spelling when adding suffixes to -le words.
- Dictate additional words.

### Unit 13 Day 3

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **staple** on Demonstration Words page.
- Students mark word.

#### Warm-Up/Drill Sounds

- Point to a Sound Card and say letter-keyword-sound as students echo.
- Repeat with all taught vowels, 4-5 consonants, and troublesome or new sounds.

#### Teacher Builds Words

- Build the word **staple**. Review concept of the consonant -le final stable syllable.
- Provide everyday examples and use in a sentence.
- Build and discuss additional words.

#### Word Talk

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Display Word Cards and question students.  
T334

#### Students Build Words

- Say a sound, students echo and find the letters.
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time, then build with tiles.
- Follow Spelling Option procedure, as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation: Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Mark words.

- Sound Cards
- Unit Resources T345-349
- Student Notebook pg. 22

- Sound Cards
- Suffix Frames
- Syllable Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T345-349

### Unit 13 Day 3 (T334)

- Timer
- Student Notebooks, pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources, T345-349

- Word Card Packet
- Blank Word Cards
- Unit Resources T345-349

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Unit Resources T345-349

- Dry Erase Tablet and Marker

## Grade 4 Just Words

### Unit 13 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **baffle** on Demonstration Words page.
- Students scoop and mark the syllables.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate the word from the drill.

#### **Teacher Builds Words**

- Build the word **baffle**. Review the concept of the consonant -le syllable.
- Discuss sounds, meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T335

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- "What's the Scoop?"

### Unit 13 Day 5

#### **Just Start! (5 minutes)**

- Write words on board. T336
- Have students copy and mark the syllables.

#### **Teacher Builds Words**

- Build and discuss several unit and review words.
- Complete with nonsense words.

#### **Phrase It - Practice: Days 1-5**

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Unit 13 Day 4 (T335)

- Timer
- Student Notebook, pgs. 44-67

- High Frequency Word Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T345-349

- Word Card Packet
- Blank Word Cards
- Unit Resources T345-349

- Unit Resources T345-349
- Composition Books

### Unit 13 Day 5 (T336)

- Composition Books, pg. 8

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T345-349

- Student Challenge Book, pg. 118

## Grade 4 Just Words

### Dictation/Check-Up

- Students check the 'Check-Up' box.
- Dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students repeat and then write independently.
- Collect and review.

### Unit 13 Day 6

#### Just Start! (5 minutes)

- Students circle the new high frequency words **buy, away, country, ocean** and write the sentences. T338.

### High Frequency Words

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

### Introduce New Concepts:

#### Teach New Sounds

- Teach sounds for **tion, sion**. Discuss welded sounds.
- Introduce letter-keyword-sound.
- Enter keyword pictures in notebook.

#### Teacher Builds Words

- Teach final stable syllable.
- Write **mansion, vacation** on frames.
- Discuss welded sounds.
- Write additional **tion** words and decode.
- Complete with **tension**.
- Teach students to mark **sion, tion** words.
- Teach **ssion, sion**.
- Make additional words with **tion, sion**.

### Unit 13 Day 7

#### Just Start! (5 minutes)

- Write words on the board without mark-ups.
- Students scoop the syllables and box **tion, sion**.

### Warm-Up

- Drill Sounds

### Introduce New Concepts

#### Teach Spelling

- Display **sion, tion** cards.
- Dictate **explosion**, have students spell.
- Dictate several additional **/zhŭn/** words
- Explain that **tion, sion** both say **/shŭn/** and spelling option procedures must be used.
- Explain that **/shŭn/** preceded by an open syllable with a long vowel sound is spelled **tion**.
- Explain that if the vowel is short, **/shŭn/** might be spelled with **tion** or **sion**.

- Student Composition Book, pgs. 11-76

### Unit 13 Day 6 (T338-339)

- Timer
- Student Notebooks pgs. 68-76

- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index Cards

- Sound Cards
- Student Notebook pg. 3

- Sound Cards
- Syllable Frames
- Unit Resources T345-349

### Unit 13 Day 7 (T340-341)

- Student Composition Book, pg. 8

- Sound Cards

- Sound Cards
- Syllable Frames
- Magnetic Journals and Letter Tiles
- Dry Erase Tablet and Marker
- Unit Resources T345-349

## Grade 4 Just Words

- Complete additional examples.

### Phrase It

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *Great Inventions Don't Just Happen*.
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 13 Day 8

#### Just Start! (5 minutes)

- Student Notebook Entry - students enter word, meaning, and sentence for **option** on Demonstration Words page. Mark the word.

#### Warm-Up

- Drill Sounds

#### Teacher Builds Words

- Build the word **option**. Review the final stable syllable and the **tion** welded sound.
- Discuss meaning and use it in a sentence.
- Build additional words and mark.

#### Word Talk

- Add the new Demonstration Word and unit nonsense words to the Word Card packet and use as flashcards.
- Build additional words.
- Display and have students find, read, and mark.
- Question students. T342

#### Students Build Words

- Say a sound, students echo, and find the letter(s).
- Dictate several words, students echo, tap, and build.
- Name one syllable at a time then build with tiles.
- Follow Spelling Option procedure as needed.
- Name and spell baseword and then add suffix.
- Students spell orally.

#### Dictation Dry Erase

- Follow proper Dictation Activity procedures: dictate 3 sounds, 3 review words, 3 current words, 3 high frequency words, and 3 phrases.
- Students read, scoop, and mark.

### Unit 13 Day 9

#### Just Start! (5 minutes)

- Student Notebook Entry - Students copy the word, meaning, and sentence for **mission** on the

- Student Challenge Book, pgs. 119-121

### Unit 13 Day 8 (T342)

- Timer
- Student Notebook pgs. 44-67

- Sound Cards

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T345-349

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T345-349

- Magnetic Journals and Letter Tiles
- Dry Erase Tablets and Marker
- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T345-349

- Dry Erase Tablets and Markers

### Unit 13 Day 9 (T343)

- Timer
- Student Notebook, pgs. 44-67

## Grade 4 Just Words

Demonstration Words pages in their Student Notebooks.  
Mark the words.

### Warm-Up: Flashcard Review

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate them from this drill.

### Teacher Builds Words

- Build the word **mission**.
- Review final stable syllable and welded sounds.
- Discuss word meaning.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

### Word Talk

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T343

### Dictation: Composition Books

- Follow proper Dictation Activity procedures: dictate 3 sounds, 2 review words, 2 nonsense words, 6 current words, 4 phrases, and 2 sentences.
- Students tap and orally spell, then write and mark.
- Ask, "What's the Scoop?"

### Unit 13 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

### Teacher Builds Words

- Build and discuss the words: **gobble, unstable, fiction, suspension, discussion, invasion**.
- Students read and discuss word structure.

### Unit Dictation Test

- Dictate sounds, words, phrases, and sentences.
- Students repeat and write.
- Scoop and mark consonant -le syllables.
- Scoop syllables and box welded sounds in final stable syllables with /**shŭn**/ and /**zhŭn**/.
- Students circle the high frequency words and underline phonetic words in phrases and sentences. T344

### Record Unit Test/Chart Phrases

- Meet individually with students, score test, and provide feedback.

- High Frequency Word flashcards

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T345-349

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T345-349

- Student Composition Books
- Unit Resources T345-349

### Unit 13 Day 10 (T344)

- Timer
- Student Challenge Book, pgs. 118-119

- Sound Cards
- Suffix Frames
- Syllable Frames

- Student Challenge Book, pg. 123
- Blue and Red Pencils

- Student Challenge Book, pgs. 122, 150
- Student Challenge Phrase Kit

## Grade 4 Just Words

<ul style="list-style-type: none"><li>• Chart accurate phrasing, tally scores, and record results.</li><li>• Review homework and outstanding work for the unit.</li></ul>			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)	Be aware of a student's 'trouble spots'	Be aware of a student's 'trouble spots'
Students think of multiple meanings for a word	Students think of multiple meanings for a word	Modify by tapping fingers on a table	Modify by tapping fingers on a table
During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.	Write words on desk with fingers	Write words on desk with fingers
Scoop personal writing to improve fluency.	Scoop personal writing to improve fluency.	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
	Interactive SmartBoard Activities	Use Unit Resources for additional practice	Use Unit Resources for additional practice
		High Frequency Word work	High Frequency Word work
		Interactive Smartboard Activities	Interactive Smartboard Activities
		Distinguish between real and nonsense words	Distinguish between real and nonsense words
		Fillable word cards	Fillable word cards
			Reinforce spelling rules
			Stretch out sounds

### Unit Title: Just Words - Unit 14

#### Stage 1: Desired Results

##### Standards & Indicators:

##### NJSLS ELA Reading

- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

##### NJSLS ELA Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

## Grade 4 Just Words

- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A** Read grade-level text with purpose and understanding.
- **L.RF.4.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1.A** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

### **NJSLS ELA Language**

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.C** Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.CR.1.** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

#### **Central Idea / Enduring Understanding:**

Students will...

- Master letter sound relationships, syllable structures, and basic spelling patterns.
- Understand word building with prefixes, roots, and suffixes.
- Read and spell phonetic and irregular high frequency words.

#### **Essential/Guiding Question:**

- How are sounds represented by letters?
- How do letter sounds help me blend and read words I do not know?
- How do word parts help me learn to read words I do not know?
- What is a syllable?

## Grade 4 Just Words

<ul style="list-style-type: none"> <li>• Blend sounds for reading.</li> <li>• Segment sounds for spelling.</li> <li>• Decode frequently using automatic sound symbol correspondence.</li> <li>• Identify the six syllable types of the English language.</li> <li>• Study word parts - prefixes, roots and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a syllable type and how can it help us to read unfamiliar words?</li> <li>• How do syllable types change vowel sounds?</li> <li>• How do I divide words into syllables?</li> <li>• How will practice help me to read and spell better?</li> <li>• How do we decide on which spelling options to use?</li> <li>• How do I know how to phrase my words when reading?</li> <li>• How do suffixes change the meanings of words?</li> <li>• How do prefixes change the meanings of words?</li> <li>• What do good readers sound like?</li> <li>• Why do I have to pay attention to punctuation and capitalization when reading and writing?</li> <li>• How do we make sure we understand what we read?</li> <li>• What role does fluency play in an effort to improve my comprehension?</li> </ul>
<p><b><u>Content:</u></b>  <b>Big Idea:</b> Discussion on the history of the written language and the English alphabetical writing system. Concepts and activities that will be used are gradually introduced along with digraphs and three-sound short vowel words.</p> <p><b>Learning Activity Overview:</b></p> <ol style="list-style-type: none"> <li>1. <b>Dictation/Check Up (Day 5):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures. This is a testing time.</li> <li>2. <b>Dictation/Composition Books (Days 4, 9):</b> Students use their Composition Books. Dictate sounds, words, phrases, sentences, etc. following dictation procedures with prosody and phrasing. Students repeat, write, scoop phrases, and proofread sentences.</li> <li>3. <b>Dictation Procedure/Dry Erase (Days 3, 8):</b> Students use their Dry Erase Tablets. Dictate sounds, words, phrases, sentences, etc. following dictation procedures.</li> <li>4. <b>High Frequency Words (Days 2, 6):</b> Students memorize high frequency words. These words are not tapped out. They are put into memory through combined sensory input: saying, seeing, and hearing the letter sequences.</li> <li>5. <b>Just Start - Apply Concepts (Days 5, 7):</b> Students write and mark words/phrases in their Composition Book as directed.</li> </ol>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Syllable review</li> <li>• Schwa</li> <li>• Roots and prefix review</li> <li>• Vowel suffix -able</li> <li>• Spelling rules review</li> <li>• Demonstration words: <b>absolute, decline, dependable, interfered</b></li> <li>• High frequency words: <b>near, again, until, minute, usually, change, around, rough</b></li> </ul>



## Grade 4 Just Words

6. **Just Start - Demonstration Words (Days 3, 4, 8 9):** Students copy words, meaning, and sentence on the Demonstration Words page of their Student Notebooks. Students mark words as directed.
7. **Just Start - High Frequency Words (Days 2, 6):** Students circle the new high frequency words and add the sentence to the High Frequency/Sight Word section of their Student Notebooks.
8. **Phrase It/Practice (Days 5, 7):** Students read bold words to develop automaticity. They also scoop while reading phrases. "What's the Scoop?" Students scoop sentences into meaningful phrases while reading aloud.
9. **Phrase It/Story (Day 7):** Students read a unit story from the Student Challenge Books to develop fluency and understanding by reading in meaningful phrases.
10. **Progress Check (Day 1):** Students will complete a progress check at the beginning of each new unit to see how they improve over time. Students complete, check, and chart their progress.
11. **Students Build Words (Days 3, 8):** Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets. They echo, tap, and build words, then say and spell the word.
12. **Teach New Sounds (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
13. **Teach Spelling (Days 1, 2, 6, 7 when applicable):** Spelling concepts are introduced using Sound Cards and/or Syllable/Suffix Frames. Students use their Magnetic Journals, Letter Tiles, and Dry Erase Tablets to build words.
14. **Teacher Builds Words (Days 1-10):** New words are presented in segmented form using sound cards and/or frames. Students learn the word structure and practice decoding words with specific patterns.
15. **Unit Dictation Test/Chart Phrases (Day 10):** Students are assessed for mastery of unit concepts including sounds, words, phrases, and sentences. Individual meetings occur to review progress, chart phrases, and record scores.

## Grade 4 Just Words

16. **Warm-Up/Drill Sounds (Days 3, 8):** Students develop quick and automatic letter naming by drilling letter-keyword-sound for all vowels and new words, and letter-sounds for all other words.
17. **Warm-Up/Flashcard Review (Days 4, 9):** Students are presented High Frequency Word Flash Cards to develop automatic recognition of these words. Students also recognize and master the meaning of Latin roots and prefixes.
18. **Word Talk (Days 3, 4, 8, 9):** Designed to review word structure and meaning of words. It helps to develop accuracy and automaticity of word recognition.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Student Notebook
- Student Composition Book
- Student Challenge Book
- Direct Observation of Daily Work:
  - Dictation
  - Letter-Keyword-Sounds
  - Tapping
  - Marking
  - Punctuation and Capitalization
  - Scooping
  - Spelling
  - Student work on Dry Erase Tablet
  - Student work on Magnetic Journal and Letter Tiles

#### Other Evidence:

- Assessment of Student Mastery
  - Progress Check
  - Dictation Check-Up
  - Unit Tests
- Smartboard Activities (optional)
- Independent Application of Skills in Reading and Writing
- Questioning to Guide Student Learning and Mastery
- Student Collaboration

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### Unit 14 Day 1

##### **Progress Check**

- Dictate phrases.
- Students circle all correctly spelled High Frequency words in red and underline correctly spelled phonemic words in blue.
- Students chart progress.

##### **Teacher Builds Words**

- Review syllable types and build examples of each. T352
- Students mark words.
- Review closed syllable by building the word **mat** and discussing.
- Build additional words: **math, best, clump, cast**. Discuss vowel sound and mark.
- Review closed syllable exception. Discuss the welded sounds: **old, ild, ind, olt, ost**.
- Review v-s syllable by building the word **hop** and adding **ane** to make **hope**. Discuss rules and review markings.

#### Resources:

##### Unit 14 Day 1 (T352-354)

- Student Challenge Book, pgs. 125, 142-143
- Progress Check T352
- Blue and Red Pencil(s)
- Sound Cards
- Syllable Frames
- Unit Resources T372-376

## Grade 4 Just Words

- Discuss exceptions to v-e.
- Review open syllable by building the word **hit** and removing the **t**.
- Build **menu**, **flu**. Discuss the two long vowel sounds.
- Build the word **my** and discuss the sounds **y** says in an open syllable and multisyllabic words.
- Review combining syllables.

### Unit 14 Day 2

#### **Just Start! (5 minutes)**

- Students circle the new High Frequency words **near**, **again**, **until**, **minute** and write the sentence. T356
- Present High Frequency words.
- Students write words with finger and spell orally.
- Students check for misspellings and create index cards for misspelled words.

#### **Teacher Builds Words**

- Review Nonsense Syllables. Form v-e words and change to closed syllable then to open syllables. T356
- Review r-controlled syllables. Drill the **ar**, **er**, **ir**, **or**, **ur** sounds.
- Build **barn**, **hurt**, **bird**. Demonstrate marking r-controlled syllables.
- Review "d" syllables. Drill vowel teams.
- Build **bait**, **stray**. Mark.
- Dictate **disturb** and review spelling options.
- Review final stable syllable: consonant -le.
- Build **bugle**, **boggle**. Have students divide.
- Review **ckle**. Build **pick** and add **l** and **e** to form **pickle**. Divide into syllables and discuss.
- Review final stable syllable: **sion**, **tion**.
- Drill **sion** and **tion**. Write **motion**, **session**, **explosion** on frames.
- Have students mark and box welded sounds.
- Complete with various syllable types.
- Dictate several multisyllabic words.

### Unit 14 Day 3

#### **Just Start! (5 minutes)**

- Student Composition Entry - Write words on the board without marking.
- Students write, scoop, and mark.
- Review syllable marking and division.

#### **Introduce New Concepts**

##### **Teacher Builds Words**

- Teach schwa in closed syllables.
- Build the word **travel** and divide into syllables.
- Introduce and define the schwa as an unexpected vowel sound on an unaccented syllable.
- Write **ə** on the board. Look up **travel** in a dictionary and discuss.

### Unit 14 Day 2 (T356-357)

- Student Notebook, pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index cards

- Sound Cards
- Vowel Team Poster
- Syllable Frames
- Unit Resources T372-376
- Dry Erase Tablet and Marker

### Unit 14 Day 3 (T358-359)

- Timer
- Student Composition Book, pg. 9

- Sound Cards
- Dictionary
- Syllable Frames
- Dry Erase Tablets and Marker
- Unit Resources, T372-376

## Grade 4 Just Words

- Demonstrate with **wagon** and discuss vowel sound.
- Write the word **jacket** and discuss the sound of **et** at the end of many multisyllabic words.
- Demonstrate with **ticket, basket, socket**.
- Teach schwa in open syllables.
- Build the word **extra** and discuss the sound of **a** when it ends a multisyllabic word in an open syllable.
- Demonstrate with **alone, amaze, extra**. Students mark the schwa.
- Write the word **compliment** on frames and identify the schwa. Discuss the vowel sound.
- Demonstrate with **ignition**.
- Review rules for spelling words with a schwa.
- Supply additional examples for students to write.

### Unit 14 Day 4

#### **Just Start! (5 minutes)**

- Student Notebook Entry - students enter word, meaning, and sentence for **absolute, decline** on Demonstration Words page.
- Students scoop and mark the syllables.
- spelling, eliminate the word from the drill.

#### **Teacher Builds Words**

- Build the words **absolute, decline**. Review syllable division.
- Discuss sounds, meaning and provide everyday examples.
- Students use the word in a sentence.
- Build and discuss additional words.

#### **Word Talk**

- Add Demonstration Word to Word Card packet and use as a flashcard.
- Build additional words.
- Students tap and read words.
- Display Word Cards / question students. T360

#### **Review Spelling**

- Review spelling of **/k/**. Dictate the sound **/k/**. Question students.
- Dictate the word **lick**. Discuss spelling.
- Dictate the following words and discuss the spelling of **/k/**: **like, public, park, speak, sparkle, tickle**.
- Dictate several additional words

#### **Dictation: Composition Books**

- Follow proper Dictation Activity procedures.
- Dictate 3 sounds, 10 words, 5 high frequency words, and 10 phrases.
- Mark the syllables.

### Unit 14 Day 4 (T360-361)

- Timer
- Student Notebook, pgs. 44-67

- Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Resources T372-376

- Word Card Packet
- Blank Word Cards
- Unit Resources T372-376

- Sound Cards
- Blank Word Cards
- Unit Resources T372-376

- Unit Resources T372-376
- Composition Books

## Grade 4 Just Words

### Unit 14 Day 5

#### **Just Start! (5 minutes)**

- Write words on board. T362
- Students write, scoop into syllables, and make schwa.

#### **Warm-Up/Flashcard Review**

- Present High Frequency Word flashcards for reading automaticity.
- Present Prefix and Root flashcards for review.
- As words are mastered for both reading and spelling, eliminate from this drill.

#### **Teacher Builds Words**

- Syllable review.
- Write nonsense words on frames and discuss syllable types.
- Read and mark syllable type. Discuss. T362

#### **Competition**

- High Frequency Word Challenge.
- Root and Prefix Challenge.

#### **Phrase It - Practice: Days 1-5**

- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Students mark bold words.
- Spot-check decoding accuracy as students read phrases.

### Unit 14 Day 6

#### **Just Start! (5 minutes)**

- Students circle the new high frequency words **usually**, **change**, **around**, **rough** and write the sentences. T364

#### **High Frequency Words**

- Present the new high frequency words.
- Write each word with finger and spell orally 3X.
- Students circle and make index cards for misspelled words.

#### **Teacher Builds Words**

##### **Review Suffixes**

- Write words on the board. T364
- Students underline baseword and circle suffix.
- Review vowel and consonant suffixes. Sort into two separate columns.
- Review suffix **-ed** and discuss past tense.
- Teach **able** as a word and as a vowel suffix. Demonstrate using **dependable**. Discuss the sound of the vowel in each.

#### **Review 1-1-1**

### Unit 14 Day 5 (T362-363)

- Composition Books, pg. 9
- High Frequency Words Flash Cards
- Syllable Frames
- Dry Erase Tablet and Marker
- Dry Erase Tablet and Marker
- Root and Prefix Cards
- Unit Resources T372-376
- Student Challenge Book, pg. 128

### Unit 14 Day 6 (T364-365)

- Timer
- Student Notebooks pgs. 68-76
- High Frequency Word Cards
- Student Challenge Book, pg. 3
- Index Cards
- Sound Cards
- Syllable Frames
- Suffix Frames
- Student Notebook pg. 3
- Sound Cards

## Grade 4 Just Words

- Write the following words on the board: **run, boat, hop, path, stand, stir.**
- Identify the 1-1-1 words. Discuss rules when adding vowel and consonant suffixes to these words.
- Demonstrate with words: **hop, stir, star.**
- Discuss exception using **wax.**
- Review 1-1-1 rule with the following words: **regret, submit, prefer.**

### Unit 14 Day 7

#### **Just Start! (5 minutes)**

- Write words on the board.
- Students write words and add at least 3 suffixes.

#### **Teacher Builds Words**

##### **Review Silent -e Spelling Rule**

- Build the word **hope.**
- Review rules when adding vowel suffix to words ending with silent **-e.**
- Review rules when adding a consonant suffix to words ending with silent **-e.**
- Provide the following examples and discuss: **hope - hopeful - hopeless - hoping.**
- Discuss rules when adding consonant and vowel suffixes to words ending in **-le.**

##### **Review Identifying Baseword**

- Build the word **hoping.** Discuss baseword as **hope.** Mark the word.
- Build the word **hopping.** Discuss and mark.
- Discuss vowel sounds and markings with the following words: **taping, tapping, griped gripped, striped, stripped.**

##### **Phrase It**

- Locate 'Days 6-10 Phrase Practice'.
- Students read bold words and then phrases.
- Students scoop the phrase while reading.
- Provide a sentence using a phrase and ask, "What's the Scoop?"
- Complete 2-3 more examples
- Locate the story, *The Great Grizzly.*
- Chorally read.
- Retell the passage using visualization as a guide.

### Unit 14 Day 8

#### **Just Start! (5 minutes)**

- Write words on the board.
- Students copy words, underline baseword, and circle suffix.

##### **Review Plurals**

- Review the term plural. Ask what two suffixes are used to make a word plural.

- Suffix Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T372-376

### Unit 14 Day 7 (T366-367)

- Student Composition Book, pg. 9

- Sound Cards
- Syllable Frames
- Magnetic Journals and Letter Tiles
- Unit Resources T372-376

- Sound Cards
- Suffix Frames
- Unit Resources T372-376

- Student Challenge Book, pgs. 119-121

### Unit 14 Day 8 (T368-369)

- Timer
- Student Composition Book, pg. 9

- Sound Cards
- Suffix Frames

## Grade 4 Just Words

- Demonstrate using **block - blockers** and **bench - benches**. Discuss the rules for making rules plural.
- Build **turkey, baby**. Demonstrate making them plural.
- Complete additional examples.
- Review **y** and **suffix** spelling rule.
- Review the sound **y** makes using **cry, chilly**.
- Complete additional examples.

### Unit 14 Day 9

#### **Just Start! (5 minutes)**

- Student Notebook Entry - Students copy the word, meaning, and sentence for **dependable, interfered** on the Demonstration Words pages in their Student Notebooks. Mark the words.

#### **Teacher Builds Words**

- Build the words **dependable, interfered**.
- Review the **-able** suffix and silent e spelling rule.
- Discuss word meaning.
- Discuss multiple meanings, provide examples, and use in a sentence.
- Build additional real and nonsense words.

#### **Word Talk**

- Add the new Demonstration Word and unit nonsense words cards to the Word Card packet and use as flashcards.
- Build additional Words
- Display and have students find, read, and mark.
- Question students. T370

#### **Practice Spelling**

- Categorize suffixes into two columns.
- Review 3 spelling rules: 1-1-1, silent e, and the y rule. Dictate words. Students build.

#### **Competition**

- Divide class into teams. Provide list of words.
- Students write adding as many suffixes as they can.

#### **Dictation: Dry Erase**

- Follow proper Dictation Activity procedures: dictate 3 sounds, 10 words, 5 high frequency words, and 10 phrases.
- Mark spelling rule, circling suffixes.

### Unit 14 Day 10

#### **Just Start! (5 minutes)**

- Students practice reading phrases.

#### **Teacher Builds Words**

- Student Notebook, pg. 25
- Unit Resources T372-376
- Dry Erase Tablet and Marker

### Unit 14 Day 9 (T370)

- Timer
- Student Notebook, pgs. 44-67

- Sound Cards
- Suffix Frames
- Syllable Frames
- Unit Resources T372-376

- Flashcards
- Blank Word Cards
- Marker
- Unit Resources T372-376

- Magnetic Journals and Letter Tiles
- Sound Cards
- Suffix and Syllable Frames
- Unit Resources T372-376

- Paper

- Composition Books
- Unit Resources T372-376

### Unit 14 Day 10 (T371)

- Timer
- Student Challenge Book, pgs. 128-129

- Sound Cards
- Syllable Frames

## Grade 4 Just Words

<ul style="list-style-type: none"><li>● Build and discuss the words: <b>ago, delta, compliment, predictable, tackle, stunned, jarred, permitting, hiding, pavement, copies, trays.</b></li><li>● Students read and discuss word structure.</li></ul> <p><b>Unit Dictation Test</b></p> <ul style="list-style-type: none"><li>● Dictate sounds, words, phrases, and sentences.</li><li>● Students repeat and write.</li><li>● Underline the baseword and circle the suffix.</li><li>● Words without a suffix: scoop and mark syllables.</li><li>● Students circle the high frequency words and underline phonetic words in phrases and sentences. T371</li></ul> <p><b>Record Unit Test/Chart Phrases</b></p> <ul style="list-style-type: none"><li>● Meet individually with students, score test, and provide feedback.</li><li>● Chart accurate phrasing, tally scores, and record results.</li><li>● Review homework and outstanding work for the unit.</li></ul>	<ul style="list-style-type: none"><li>● Student Challenge Book, pg. 133</li><li>● Blue and Red Pencils</li></ul> <ul style="list-style-type: none"><li>● Student Challenge Book, pgs. 132, 150</li><li>● Student Challenge Phrase Kit</li></ul>		
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p>	<p><b>On Grade Level Students</b></p> <p>Ask challenging questions (e.g., what is the baseword? Is there a prefix/suffix? etc.)</p> <p>Students think of multiple meanings for a word</p> <p>During dictation, students rewrite sentence(s), turning statements into questions, or questions in to statements.</p> <p>Scoop personal writing to improve fluency.</p> <p>Interactive SmartBoard Activities</p>	<p><b>Struggling Students</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p>	<p><b>Special Needs/ELL</b></p> <p>Be aware of a student's 'trouble spots'</p> <p>Modify by tapping fingers on a table</p> <p>Write words on desk with fingers</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Use Unit Resources for additional practice</p> <p>High Frequency Word work</p> <p>Interactive Smartboard Activities</p> <p>Distinguish between real and nonsense words</p> <p>Fillable word cards</p> <p>Reinforce spelling rules</p> <p>Stretch out sounds</p>



## Grade 4 Just Words



# Just Words Pacing Guide Year 1

Title I - 4th grade and 1st year 5th grade students

Marking Period	Units	Unit Total*	Cumulative Total**
MP 1	Unit 1	15 days	15 days
MP 1	Unit 2	10 days	25 days
MP 1	Unit 3	10 days	30 days
MP 1	Unit 4	10 days	45 days
MP 1	FLEX DAYS	3 days	48 days
MP 2	Unit 5	5 days	53 days
MP 2	Unit 6	15 days	68 days
MP 2	Unit 7	15 days	83 days
MP 2	Unit 8	10 days	93 days
MP 2	FLEX DAYS	3 days	96 days
MP 3	Unit 9	10 days	106 days
MP 3	Unit 10	15 days	121 days
MP 3	Unit 11	15 days	136 days
MP 3	FLEX DAYS	2 days	138 days
MP 3-4	Unit 12	15 days	153 days
MP 4	Unit 13	15 days	168 days
MP 4	Unit 14	10 days	178 days
MP 4	FLEX DAYS	2 days	180 days

FLEX Days: May be used for field trips, assemblies, a sick/personal day, and other school-based events.

\*Unit Total is inclusive of orientation and instruction for that particular unit

\*\*Cumulative Total is a running total, inclusive of prior and current units.