

## Phonics, Spelling, and Word Study

- Selecting Goals: *Behaviors and Understandings to Notice, Teach, and Support*

### WORD MEANING

#### FIGURATIVE LANGUAGE

- Recognize and use words as metaphors and similes to make comparisons

#### IDIOMS

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

#### WORD ORIGINS

- Understand many English words are derived from new inventions, technology, or current events

#### WORDS WITH LATIN ROOTS

- Understand many English words have Latin roots—*ab, and, bene, cap, ce, cide, cor, cred, dic, duce, equa, fac, fer, form, grac, grad, hab, ject, lit, loc, man, mem, miss, mob, mimr, ped, pens, port, pos, prim, uer, scub, sep, sist, spec, train, tract, vol, ven, vens, vid, voc*

#### WORDS WITH GREEK ROOTS

- Understand many English words have Greek roots—*aer, arch, aster, bio, centr, chron, eye, dem, derm, geo, gram, graph, dydr, ology, meter, micro, phon, photo, phys, pol, scope, sphere, tel*

### WORD STRUCTURE

#### SYLLABLES

- Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent *e* (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and *r* (*corn-er, cir-cus*), syllables in words with V-V pattern (*ri-or*), syllables with double consonants (*lad-der*), syllables with consonant and *le* (*ta-ble*)

#### PLURALS

- Understand the concept of plurals and plural forms: adding *-s* (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*); changing *-y* to *-i* and adding *-es*; changing spelling (*fool/feet, goose/geese, man/men, mouse/mice, woman/women*); adding an unusual suffix (*ox/oxen, child/students*), keep the same spelling in singular and plural form (*deer, lamb, sheep, mouse*), add either *-s* or *-es* in words that end in a vowel and *o* or a consonant and *o* (*radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes*)

#### VERB ENDINGS

- Recognize and form various tenses by adding endings (*-es, -e, -ing, -d, -ful*) to verbs

#### ENDINGS FOR ADJECTIVES

- Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (*-ly, -ally*)
- Recognize and use endings for adjectives that add meaning or change the adjective to a noun (*-tion, -ible* for partial words; *-able* for whole words) and some exceptions

#### NOUNS

- Recognize and use nouns that are formed by adding *-ic, -al, -ian, -ial, -cial*; add *-er* or *-ar* to a verb; *-ment*
- Recognize and use nouns that are formed by adding *-tion, -ion, -sion, -ment, -ant, -ity, -ence, -ance, -ure, -ture*, including words that end in silent *e* or *y*

#### ADVERBS

- Recognize and use adverbs that end in *e* (keep or drop the *e*: *truly, merely*), that end in *-ic* (*tragically, frantically*)

# Phonics, Spelling, and Word Study

## □ Selecting Goals: *Behaviors and Understandings to Notice, Teach, and Support (cont.)*

### SUFFIXES

- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -t, -ing, -ily, -able, -ible, -ar, -less, -ness, -ous, -cious, -tious)

### CONTRACTIONS

- Recognize and understand multiple contractions with *not* and *have* (*shouldn't've*)

### POSSESSIVES

- Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*), that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s* (*students/children's; men/men's*)

### PREFIXES

- Recognize and use common prefixes (*re-, un-, im-, in-, il-, dis-, non-, mis-, trans-, pre-, en-, em-, inter-, intra-, con-, com-, sub-, super-, mal-, ex-, per-, circum-, in-, ad-, ob-, subj-, com-, dis-, ex-*) as well as prefixes that refer to numbers (*uni-, bi-, tri-, cent-, dec-, mon-, multi-, cot-, pent-, poly-, quad-, semi-*)
- Recognize and use assimilated prefixes that change form to match the root word: *in-* (*immigrate, illegal, irregular*), *ad-* (*address, approach, aggressive*), *ob-* (*obstruct, opportunity*), *sub-* (*subtract, suppose, surround*), *com-* (*commit, collide, corrode*), *dis-* (*distinguish, difference*), *ex-* (*expand, expose, eccentric, efficient*)

### ABBREVIATIONS

- Recognize and use abbreviation (state names; weights; *Sr., Jr., Ph.D.*)

## WORD-SOLVING ACTIONS

- Use word parts to derive the meaning of a word
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- Use the pronunciation guide in a dictionary
- Connect words that are related to each other because they have the same base or root word (*direct, direction, directional*)
- Use the dictionary to discover word history
- Distinguish between multiple meanings of words when reading texts
- Recognize and use the different types of dictionaries: general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)
- Understand the concept of *analogy* and its use in discovering relationships between and among words
- Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts
- Use knowledge of prefixes, root words, and suffixes to derive the meaning of words while reading texts