



# LANGUAGE TO THE 4<sup>TH</sup> POWER (L4)

Language to the 4<sup>th</sup> Power (L4) is a 4-day Structured Literacy training, with the curriculum designed to assist the teachers of students in grades 4-6 and/or 7-8 in the instruction of the structure, origin, and use of the English language.

L4 is a compilation of structured techniques for multisensory teaching of language skills. Each unit is comprised of the four elements involved in accessing written language. The 36 units in this program are focused on the needs of intermediate students, enabling them to successfully use the structure of the English language. The units are designed for the regular classroom, are built in progressive fashion, and are scripted. Delivery of the program can be tailored to the needs of the individual teacher.

The lessons are progressive in difficulty, facilitating understanding and ease of use. From compound words to prefixes, bases/roots and suffixes. L4 is composed of four parts, Morphology (the origin), Spelling (an essential skill for writing and communication), Grammar & Composition, and Reading Comprehension.

Teachers who attend L4 are able to access a support page on the Payne Education Center website that is full of helpful curriculum resources and supplemental materials.

**L<sup>4</sup> Language to the 4<sup>th</sup> Power: Morphology, Spelling, Grammar, Reading**

**Unit 3**

Spelling List & Practice 3

**Prefixes in-, up-, under-, over-; FLOSS Rule**  
**FLOSS Rule:** When you hear final (f), (l), or (s) immediately after a short vowel in a one-syllable base word, double the final f, l or s.

1. indent	_____ + _____
2. upset	_____ + _____
3. understand	_____ + _____
4. understaff	_____ + _____
5. underbrush	_____ + _____
6. underline	_____ + _____
7. override	_____ + _____
8. overtime	_____ + _____
9. overpass	_____ + _____
10. overfill	_____ + _____
11. inside	_____ + _____
12. input	_____ + _____
13. invert	_____ + _____
14. upturn	_____ + _____
15. undercut	_____ + _____
16. undermine	_____ + _____
17. undercook	_____ + _____
18. overgrown	_____ + _____
19. overbook	_____ + _____
20. overdraw	_____ + _____

*Write a question or sentence for two spelling words. (Your sentence should be 8-10 words.)*



1. \_\_\_\_\_

2. \_\_\_\_\_

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**Unit 5**

Grammar & Composition Practice Sheet #5A

Put one red line under everything in front of the verb to indicate the complete subject. To indicate the complete predicate, put two blue lines under everything after the subject.

- The basketball player scored three points before the buzzer.
- Most young children are afraid of the dark.
- The large wolf howled at the moon.
- A pretty red flower bloomed in the garden.
- The tall green tree stood in the park.

**Morphology**  
**Anglo-Saxon prefixes under-, up-, over-, in- Latin prefix in-**  
 Let's think about another way of combining words to create new words. If I use the word under, can you tell me what it means? (beneath, below). Let's generate more words with under:

underground	underdone	understudy
undershirt	underfoot	undersea
underage	undergrowth	undercut

Look at some of the words as I write them on the board. Write a few of the words on the board. What do we see that is the same? Yes, u-n-d-e-r. Box each prefix and cover each with your hand. If we take under off each word, do we still have a base word? Yes. This is the same situation that we found with suffixes except this word part is attached to the beginning of words. When we find a particularly meaningful word part that is added to the beginning of many different words, we call it a prefix.

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**Unit 5**

Reading Comprehension

Let's practice reading with our new learning.  
**Words:** Students may read the words from the Reading Practice sheet, or they may read the words as written on the board or a chart tablet. Students should mark each suffix with a box. This will help them recognize each base word and suffix -er or suffix -ist in regular reading. Have students prepare to read silently and then read aloud. Take the opportunity to discuss each part of each derivative, remarking how the suffix affects the meaning of the base word. It is important that the students verbalize the meaning of each word read.

**Reading Practice 5**

shipper	seller	harpist	scientist
banker	sweeper	sortable	passable
consumer	biologist	capitalist	columnist
available	artist	escapee	table

**Rules for Spelling Derivatives**

**Just Add Rules**

- When adding a consonant suffix to a base or suffix, just add.
- When adding a vowel suffix to a base or suffix that ends in two consonants, just add.
- When adding a vowel suffix to a base or suffix containing two adjacent vowels in the final syllable, just add.
- When adding a vowel suffix to a base or suffix ending in a letter that never doubles, just add. HIJKVWXY never double.
- When adding a suffix beginning with i to a base or suffix ending in a consonant, vowel y, just add.
- When adding a vowel suffix to a base ending in an unaccented one vowel, one consonant, just add.