

Day 2  
***Structural Analysis***  
Grades 3-6 Participant  
Handouts



R - I - S - E  
ARKANSAS



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## Arkansas Curriculum Standards Relating to Morphology

|                       |  |
|-----------------------|--|
| <p><b>Grade 3</b></p> | <p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.3.A</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p><b>RF.3.3.B</b> Decode words with common Latin suffixes.</p> <p><b>L.3.4.B</b> Determine the meaning of the new word formed when a known affix is added to a known word</p> <p><b>L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)</p> |
| <p><b>Grade 4</b></p> | <p><b>RF.4.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>L.4.4.B</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p>  |
| <p><b>Grade 5</b></p> | <p><b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>L.5.4.B</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</p>  |
| <p><b>Grade 6</b></p> | <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.</p> <p><b>L.6.4.B</b> Use common, Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)</p>  |

## Strands of Skilled Reading

(Scarborough's Rope, 2001)

Language Comprehension

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Word Recognition

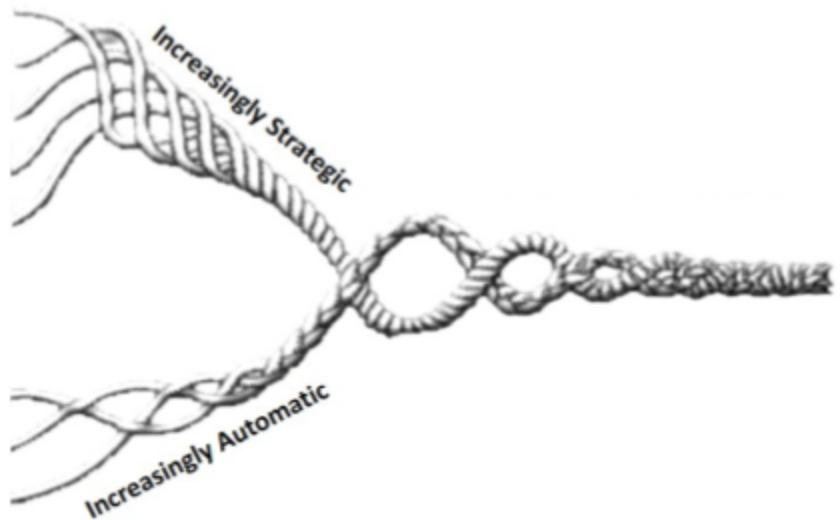
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Reading is a complex skill that is acquired over years of instruction and practice.

## Layers of Language



M. Henry, 1987; After Calfee & Associates, Stanford University



Name: \_\_\_\_\_

| Morpheme | 1- I have never heard of it. | 2 - I have heard it, but I don't know what it means. | 3 - I know a little about this. | 4 - I could teach someone else. |
|----------|------------------------------|--|---------------------------------|---------------------------------|
|          |                              |  |                                 |                                 |
|          |                              |  |                                 |                                 |
|          |                              |  |                                 |                                 |
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|          |                              |  |                                 |                                 |

### Lessons from Words by Marcia Henry

#### Lesson: 4.6 Latin Roots (rupt, port, form, tract, scrib/scribe/script, spec/spect)

| Prior to Lesson, Think About ....  |   |
|--|---|
| <b>Materials:</b><br>Do any materials need to be prepared?   | Possibly create a word list to give to students. (See below.)<br><br>Access to internet to be able to utilize <a href="#">Etymonline</a> and <a href="#">Matrix Maker</a> .   |
| <b>Grouping:</b><br>Which learners will need this content?   | Assess learner knowledge of Latin roots and pull a small group of learners who may need this, or the lesson can be taught whole group if it is new learning for the majority of the class.  |
| <b>Timing:</b><br>How long will it take to cover this content?   | Depending on the knowledge level of the learners, this lesson might be divided into two sessions especially if group work is allowed to create the matrices.  |
| Lesson   |   |
| <b>Opening</b> <ul style="list-style-type: none"> <li> <b>Objective:</b><br/>           (Standards)<br/>           What should students know and be able to do at the end of this lesson?         </li> <li> <b>Review:</b><br/>           What background knowledge is imperative for learners to know?         </li> </ul> | <p><i>The following script shows a possible teacher (T) and student (S) interaction. It has been provided to give guidance.</i></p> <p>(T): Remember that in Anglo-Saxon words, words like <i>star</i> and <i>fish</i> can stand alone, so they are free morphemes. Anglo-Saxon words were often made longer by compounding them, but they are also be affixed. <i>Star</i> and <i>fish</i> were put together to form the compound word <i>starfish</i>. Latin words were often made longer by adding affixes, or prefixes and suffixes.</p> <p>Remember that a prefix is added to the beginning of a base or root. A prefix needs to be attached to another morpheme, so it is considered to be a bound morpheme. Can anyone recall a Latin prefix that we have discussed?</p> <p>(S): re-</p> <p><i>(Answers will vary, but they may contain any of the following: re-, de-, co-, pre-, bi-, tri-, pro-, dis-, in-, trans-, sub-, im-, con-, mis-, ex-, non-, uni-, inter-, intra-, intro-, mal-, bene-, post-, contra-, circum-.)</i></p> <p>(T): That is a great example. What does it mean, like in the word <i>recycle</i>?</p> <p>(S): It means again.</p> <p>(T): Yes, it does. Now remember that suffixes are added to the end of bases, and they also need to be bound to another morpheme. They can change the part of speech. What is the suffix in the word <i>mountainous</i> as in, "The mountainous terrain was difficult to climb," and how does it change the base?</p> <p>(S): The suffix is -ous, and it turns the word into an adjective.</p> <p>(T): Very good. So, we know that prefixes can be added to the beginning of bases or roots, and suffixes are added to the end of bases or roots. Today, we are going to look closely at some Latin roots that must be affixed to create words because they are also bound morphemes.</p> |

**Procedure:**

What will students be doing?

Provide students a list of words from the lesson.

**MORPHOLOGY**

(T): Today we will learn about some Latin roots used frequently in our language.

(Display the roots and example words for students to see. As you discuss each root, say the sentence to provide a context.)

**Root**

**rupt**

**Example**

**rupture**

(T): The first root that we will be looking at is *rupt*. Does this make sense by itself?

(S): No.

(T): Right, but the root *rupt* plus the suffix *ure* does make sense. For example, the hose began to *rupture* under the high water pressure, which endangered the firefighters. What do think the root *rupt* means?

(S): Maybe, to come apart or break.

(T): Yes, that is right. Now let's see some other words that we can create with a matrix. (Matrices can be made at [Matrix Maker](http://www.neilramsden.co.uk/spelling/matrix/temp/index.html):

<http://www.neilramsden.co.uk/spelling/matrix/temp/index.html>)

|       |  |     |
|-------|--|-----|
| ab    | <b>rupt</b><br><i>to break<br/>apart</i> |     |
| bank  |  | ed  |
| cor   |  | ion |
| dis   |  | ive |
| e     |  | ly  |
| inter |  | ure |
| ir    |  |     |

(T): (Display ab + rupt + ly = abruptly for students to see.) We can take the affixes and the root to create word sums that will show words with the root *rupt*.

(T): Let's figure out the meaning of several other Latin roots, and then you will get an opportunity to make a matrix.

(Continue this procedure with remaining roots from the lesson. After introducing the other roots, you may want to let students work in pairs or small groups to create their own matrices with assigned roots. Students could then teach the other groups about their root.)



**Root  
port****Example  
transport**

*The horse will transport the rider across the field.*

**form****deform**

*The ice cube began to deform as it melted.*

**tract****attract**

*The magnet will attract the paper clips.*

**scrib/scribe/script****scribble**

*Mark wanted to scribble all over his paper.*

**spec/spect****spectator**

*The spectator at the baseball game had great seats and could see well.*

**DECODING**

(T): All of these Latin roots are easy to read. They are all familiar syllable types. Which ones that we learned in this lesson have R-controlled vowels?

(S): *port* and *form*

(T): Yes. Which roots are closed syllables?

(S): *rupt*, *tract*, *scrib*, *script*, *spec*, *spect*

(T): Yes, most of these roots are just closed syllables, so what will happen to the vowel.

(S): It will be short.

(T): Yes, the only one left is *scribe*. What is the syllable type?

(S): Vowel-Consonant-Silent e

(T): Yes, now let's break apart the retrospective. Is there a prefix? If so, then let's circle it.

(S): retro-

(Students may see *re-* as the prefix. If so, then move on and find the root, and come back to *tro*. Ask if it is a prefix, too. Since it does not have meaning, it is not a prefix; it is part of a prefix with two syllables.)

(T): Yes. Retro- means backwards. It has two syllables: ret and ro? How would these sound?

(T & S): /rět/ /rō/

(T): Are there any suffixes?

(S): -ive

(T): Yes. So, the word is an adjective. In words with more than one syllable *ive* says /iv/. We have already said that the root *spect* is closed, so we know how to pronounce the vowel, and we know it means *to see*. So, let's put all the syllables together and pronounce the word.

(T & S): /rět rō spěct ɪv/

(T): Let's put the morphemes together and tell the meaning of the word.

|   |  |
|---|--|
|   | <p>(S): Seeing behind<br/>(T): Yes. A retrospective person looks back at what they have done and thinks about their actions.</p> <p>(You could provide students a list of words from the lesson to practice decoding for pronunciation and meaning.)</p> <p><b>ENCODING</b><br/>(T) Knowing about prefixes, roots, and suffixes can help us to spell as well as to read words with several syllables. Remember that some affixes can have more than syllable, but they are often composed of familiar syllable types. Record the following words. Tap out the syllables and think about the way the vowels would need to be coded. Use what you know about the spelling of affixes and roots to help with encoding these words, too.</p> <p>perspective<br/>disrespectful<br/>information (tion says /shun/)<br/>contractual (Schwa - In final syllable with an I)<br/>circumscribe<br/>interruption</p> |
| <p><b>Assessment:</b><br/>How will you know if learning occurs?</p>       | <p><b>DECODING</b><br/>Make note of any difficulties that students are having during Oral Reading Fluency checks with words containing Latin roots.</p> <p><b>ENCODING</b><br/>Make note of any difficulties that students are having encoding words with Latin roots in their independent writing.<br/>Dictation:<br/>The manuscript from the perspective of the corrupt man was spectacular.</p>   |
| <p><b>Closing:</b><br/>How will readers reflect on their learning?</p>    | <p>(T): Turn and talk to a partner and tell them what you have learned today about Latin roots. (Give a moment to discuss. Ask a couple of students to share their learning for the day and give appropriate feedback.)</p>  |
| <p><b>Follow-Up:</b><br/>What will students do to apply the learning?</p> | <p>If students struggle to apply the concepts about Latin roots in reading and writing tasks throughout the day, remind them of the work during the lesson and ask students to apply the concepts learned in the new setting.</p> <p>If students need additional practice, then Handout 4.6 could be given.</p>  |

Name: \_\_\_\_\_

### Assessment of Morphological Knowledge: Level 2 - Latin Roots

\_\_\_\_\_ The assessment was read orally to the student.

\_\_\_\_\_ The student read and completed the assessment independently.

**Matching:** Match the meaning to the Latin root by writing the letter on the blank.

- |                 |                                |
|-----------------|--------------------------------|
| 1. _____ ped    | A. to assemble; crowd or group |
| 2. _____ cred   | B. to believe                  |
| 3. _____ flect  | C. to build                    |
| 4. _____ greg   | D. to carry                    |
| 5. _____ matri  | E. to see                      |
| 6. _____ port   | F. to break                    |
| 7. _____ rupt   | G. foot                        |
| 8. _____ struct | H. to turn                     |
| 9. _____ vert   | I. mother                      |
| 10. _____ vis   | J. to bend or curve            |

**Advanced Decomposition:** Use the root to help explain what you know about the meaning of each word and how you know it.

Example: **(anni) anniversary** The root means year, so an anniversary marks the years since an event happened.

1. **(cede) precede** (Andy precedes Bryan when the boys are in alphabetical order.)

\_\_\_\_\_

2. **(dent) dentist** (The dentist fixed my tooth after it broke when I fell.)

\_\_\_\_\_

3. **(cise) incisor** (The dog sank his incisor into the burglar.)

\_\_\_\_\_

4. **(aud) auditorium** (The auditorium was crowded during the concert.)

\_\_\_\_\_

5. **(jud) judicious** (Mrs. Thomas made a judicious decision when she split the cookies between the kids.)

\_\_\_\_\_

6. **(leg) legislative** (The legislative session produced several new laws.)

\_\_\_\_\_

7. **(mot) locomotion** (The scientist studied the locomotion of the car to improve its design.)

\_\_\_\_\_

8. **(pend) pendant** (Nancy's diamond pendant was lost when the chain broke.)

\_\_\_\_\_

**Key:****Matching**

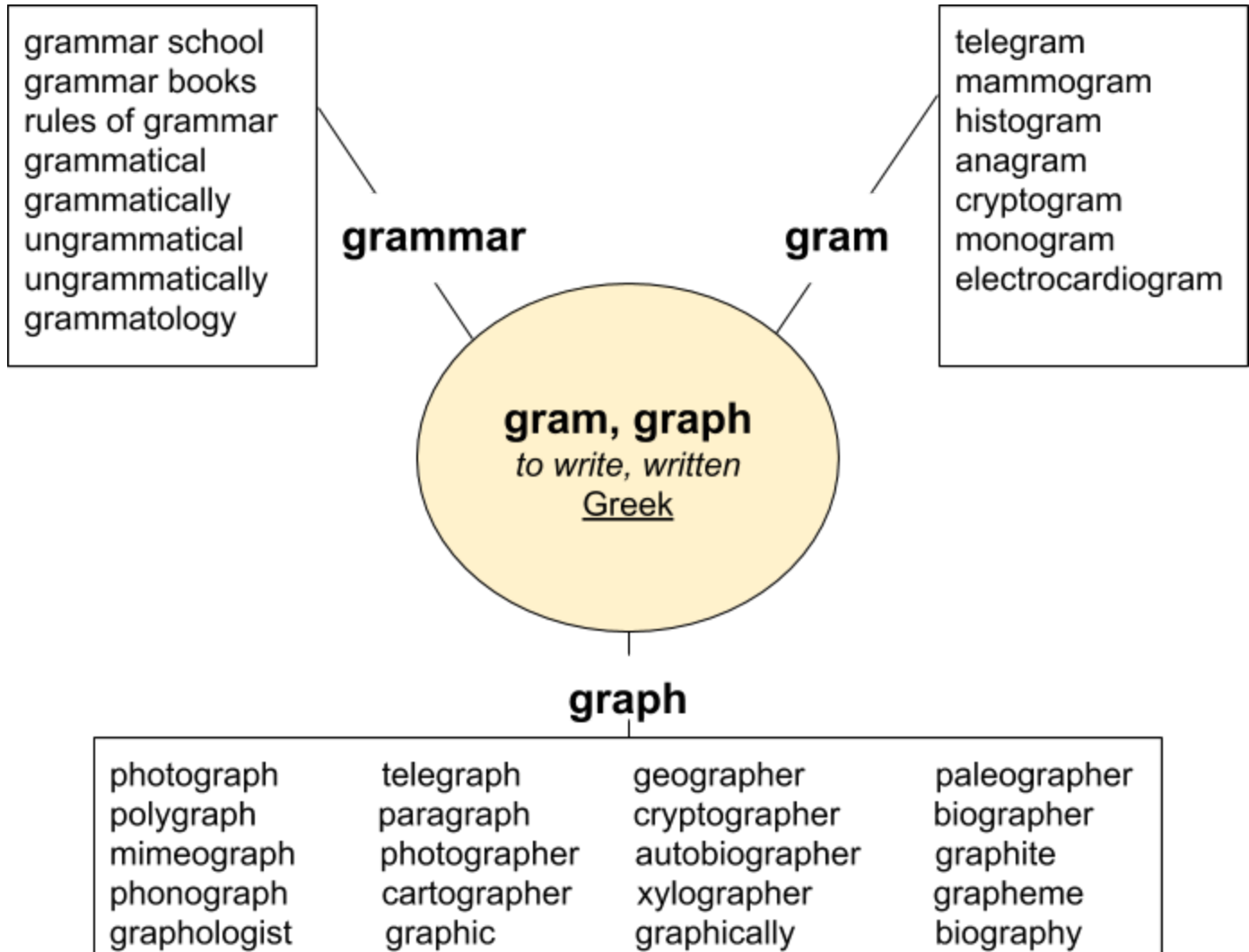
1. G
2. B
3. J
4. A
5. I
6. D
7. F
8. C
9. H
10. E

**Decomposition**

1. precede: coming before; *pre-* means before and *cede* means to go, yield, or surrender
2. dentist: a person who works with teeth; *dent* means teeth
3. incisor: a tooth which is designed to cut; *cise* means to cut
4. auditorium: a place where people gather to hear things; *aud* means to hear or listen
5. judicious: making fair decisions; *jud* means judge
6. legislative: having to do with making laws; *leg* means law
7. locomotion: moving from place to place; *mot* means to move
8. pendant: a hanging ornament; *pend* means to hang

## Handout of Websites for Teaching Morphology

- Latin Roots: <https://wordpandit.com/latin-root-words/>
- Greek and Latin: <https://www.learnthat.org/pages/view/roots.html>
- Matrix Maker:  
<http://www.neilramsdn.co.uk/microscope/introduction/matrices.html>
- Etymology Online: <https://www.etymonline.com/>
- Word A Day: <https://wordsmith.org/words/today.html>
- English Words of Latin/Greek origin: <http://wordexplorations.info/>
- Word Families: <http://membean.com/treelist>
- Linguist Educator Exchange: <https://linguisteducatorexchange.com/>
- Vocabulary Information: <https://vocablog-plc.blogspot.com/>
- Mrs. Steven's Blog (Fifth Grade Teacher): <http://mbsteven.edublogs.org/>



Name: \_\_\_\_\_

### Assessment of Morphological Knowledge: Level 2 - Greek Combining Forms

\_\_\_\_\_ The assessment was read orally to the student.

\_\_\_\_\_ The student read and completed the assessment independently.

**Matching:** Match the meaning to the Greek root by writing the letter on the blank.

- |                 |                                  |
|-----------------|----------------------------------|
| 1. _____ astro  | A. skin                          |
| 2. _____ bio    | B. written or drawn              |
| 3. _____ derm   | C. lizard or serpent             |
| 4. _____ geo    | D. straight, correct, or upright |
| 5. _____ graph  | E. many                          |
| 6. _____ hydro  | F. star                          |
| 7. _____ saur   | G. distant                       |
| 8. _____ morph  | H. earth                         |
| 9. _____ ortho  | I. light                         |
| 10. _____ photo | J. form, shape, or structure     |
| 11. _____ poly  | K. life                          |
| 12. _____ tele  | L. water                         |

**Advanced Decomposition:** Use the Greek parts of the word to help explain what you know about the meaning of each word.

Example: **bibliophobe** “Biblio” means book and “phobe” means a person who fears or hates something, so a bibliophobe is a person who does not like books.

1. **pathology** \_\_\_\_\_  
\_\_\_\_\_
2. **tonsillectomy** \_\_\_\_\_  
\_\_\_\_\_
3. **hexagon** \_\_\_\_\_  
\_\_\_\_\_
4. **thermometer** \_\_\_\_\_  
\_\_\_\_\_
5. **autograph** \_\_\_\_\_  
\_\_\_\_\_
6. **chronological** \_\_\_\_\_  
\_\_\_\_\_
7. **hemisphere** \_\_\_\_\_  
\_\_\_\_\_

Key:

1. F
2. K
3. A
4. H
5. B
6. L
7. C
8. J
9. D
10. I
11. E
12. G

1. pathology: the study of disease; *path* - disease and *ology* - the study of
2. tonsillectomy: cutting out the tonsils; *ectomy* - to cut out; tonsils are organs in the rear of your throat
3. hexagon: a six-sided shape with six angles; *hex* means six and *gon* means angle
4. thermometer: a device which measures temperature; *therm* means heat and *meter* means measure
5. automatic: being able to do something on your own; *auto* means
6. chronological: putting things in order according to when they occurred; *chron* means time
7. hemisphere: half of a round three-dimensional shape; *hemi* means half and *sphere* means circle



Name: \_\_\_\_\_

### Assessment of Morphological Knowledge: Level 1

\_\_\_\_\_ The assessment was read orally to the student.

\_\_\_\_\_ The student read and completed the assessment independently.

#### **A. Inflectional morphemes involve changes in the number, person, tense, or comparative forms.**

**Recognition Tasks:** Circle the requested part of each word.

|                        |         |           |        |         |        |
|------------------------|---------|-----------|--------|---------|--------|
| <b>Suffix:</b> drifted | thinner | running   | dishes | puzzles | missed |
| <b>Base:</b> sprinted  | shadows | screaming | slower | waiting | washed |

**Production Tasks:** Complete the sentence with the correct form of the word in parentheses.

Example: (Sing) He is \_\_\_\_\_ in the shower. [Correct response: singing]

- (walk) Tommy \_\_\_\_\_ to the park yesterday.
- (box) Kathy needed three more \_\_\_\_\_ to finish her packing.
- (jump) The boys were \_\_\_\_\_ on the bed.
- (fast) The rabbit ran \_\_\_\_\_ than the hare.
- (penny) How many \_\_\_\_\_ does it take to equal a nickel?

**Decomposition Tasks:** Identify the correct base for the underlined word.

Example: [Correct response: walk] The chicken walked across the road.

- \_\_\_\_\_ The children smiled when their class picture was taken last week.
- \_\_\_\_\_ Six peaches were needed to make a pie.
- \_\_\_\_\_ Tom always feels hungriest before dinner.
- \_\_\_\_\_ Mary was quitting for the day when her phone rang.
- \_\_\_\_\_ The music from the concert was louder than Mike had heard before.

**Advanced Decomposition:** Analyze the given words.

Example: **skating** Base: skate Suffix: ing

How does the suffix change the base? [The “ing” changes the tense of skate. It will show the present tense.]

- classes** Base: \_\_\_\_\_ Suffix: \_\_\_\_\_  
How does the suffix change the base?

\_\_\_\_\_

- snapped** Base: \_\_\_\_\_ Suffix: \_\_\_\_\_  
How does the suffix change the base?

\_\_\_\_\_

**B. Derivational morphemes alter the meanings of words and often change the part of speech.****Recognition Tasks:** Circle the requested part of each word.

|                          |             |              |            |            |
|--------------------------|-------------|--------------|------------|------------|
| <b>Prefix:</b> unbroken  | distasteful | prepackaged  | uncooked   | disorderly |
| <b>Suffix:</b> wishful   | crispy      | faithfulness | slowly     | cloudless  |
| <b>Base:</b> distasteful | uncooked    | disorderly   | foreshadow | disappear  |

**Production Tasks:** Complete the sentence with the correct form of the word in parentheses by adding the appropriate affix.

Example: (locate) Mr. Mason will \_\_\_\_\_ to a new city. [Correct response: relocate]

- (behave) Nick got in trouble because he decided to \_\_\_\_\_ at school.
- (stress) Because of a \_\_\_\_\_ day at work, Mrs. Nix now has a headache.
- (infect) The nurse had to \_\_\_\_\_ the exam room after the sick patient left.
- (care) Jan made a \_\_\_\_\_ mistake that caused her to miss a test question.
- (eager) The puppy \_\_\_\_\_ ate all of the food in his bowl.

**Decomposition Tasks:** Identify the correct base for the underlined word.Example: [Correct response: count ] Lucy miscounted her money and didn't have enough for a drink.

- \_\_\_\_\_ Mason had to rebuild his barn after the tornado destroyed it.
- \_\_\_\_\_ Michael needed to preheat the oven before baking cookies.
- \_\_\_\_\_ The little girl looked angelic while she was sleeping.
- \_\_\_\_\_ Mr. Grant's computer was disabled by a virus and wouldn't work.
- \_\_\_\_\_ The salty chips made Daniel thirsty.

**Advanced Decomposition:** Analyze the given words. (Note: Given words may or may not have both prefixes and suffixes, or there may be multiple prefixes or suffixes.)Example: **disrespectful** Prefix(es): dis, re Base: spect Suffix(es): ful

Original Sentence: The boy was being disrespectful when he yelled at his sister.

- peacefully** Prefix(es): \_\_\_\_\_ Base: \_\_\_\_\_ Suffix(es): \_\_\_\_\_

Original Sentence: \_\_\_\_\_

\_\_\_\_\_

- endangered** Prefix(es): \_\_\_\_\_ Base: \_\_\_\_\_ Suffix(es): \_\_\_\_\_

Original Sentence: \_\_\_\_\_

\_\_\_\_\_

- uncover** Prefix(es): \_\_\_\_\_ Base: \_\_\_\_\_ Suffix(es): \_\_\_\_\_

Original Sentence: \_\_\_\_\_

\_\_\_\_\_

**Key:****A. Inflectional Endings****Recognition Tasks:**

|                                  |                   |                    |                  |                  |                  |
|----------------------------------|-------------------|--------------------|------------------|------------------|------------------|
| <b>Suffix:</b> drifted <u>ed</u> | thinner <u>er</u> | running <u>ing</u> | dishes <u>es</u> | puzzles <u>s</u> | missed <u>ed</u> |
| <b>Base:</b> sprinted            | <u>shadows</u>    | <u>screaming</u>   | <u>slower</u>    | <u>waiting</u>   | <u>washed</u>    |

**Production Tasks:**

1. walked
2. boxes
3. jumping
4. faster
5. pennies

**Decomposition Tasks:**

6. smile
7. peach
8. hungry
9. quit
10. loud

**Advanced Decomposition:**

1. **classes**      Base: class      Suffix: es  
How does the suffix change the base? The -es makes the word class plural.
2. **snapped**      Base: snap      Suffix: ed  
How does the suffix change the base? The -ed changes the tense of the verb to past tense.

**Key:****B. Derivational Morphemes****Recognition Tasks:**

|                                 |                     |                       |                  |                    |
|---------------------------------|---------------------|-----------------------|------------------|--------------------|
| <b>Prefix:</b> <u>un</u> broken | <u>dis</u> tasteful | <u>pre</u> packaged   | <u>un</u> cooked | <u>dis</u> orderly |
| <b>Suffix:</b> wish <u>ful</u>  | crispy              | faith <u>ful</u> ness | slow <u>ly</u>   | cloud <u>less</u>  |
| <b>Base:</b> distasteful        | <u>un</u> cooked    | <u>dis</u> orderly    | foreshadow       | dis <u>appear</u>  |

**Production Tasks:**

1. misbehave
2. stressful
3. disinfect
4. careless
5. eagerly

**Decomposition Tasks:**

6. build
7. heat
8. angel
9. able
10. salt

**Advanced Decomposition:**

1. **peacefully** Prefix(s): NA Base: peace Suffix(s): ful and ly  
Original Sentence: The baby was sleeping peacefully in his crib.
2. **endangered** Prefix(s): en Base: danger Suffix(s): ed  
Original Sentence: Wolves have become endangered animals after losing much of their habitat.
3. **uncover** Prefix(s): un Base: cover Suffix(s): NA  
Original Sentence: The detective was able to uncover the reason for the missing money at the bank.

|       |        |      |
|-------|--------|------|
| in    | soft   | ly   |
| dis   | ball   | ed   |
| mis   | rupt   | ful  |
| pre   | form   | ible |
| sub   | photo  | less |
| pro   | tract  | ness |
| post  | struct | er   |
| trans | graph  | ive  |
| re    | vent   | s    |
| con   | ceed   | ing  |

## Additional Information on Morphemes

A base word, such as *spell*, is a word to which prefixes and suffixes may be added to form related words, such *misspell* and *misspelling*.

A root is the main part of a word to which affixes are added to derive new words. For example, *struct* is a root of *destructive*. Roots are often, but not always, bound morphemes. Bases and roots do have distinct meanings although they have often been used interchangeably. Roots come from the language of origin and show the etymology of the word.

A bound morpheme is a prefix, suffix, or root that cannot stand alone, such as *re-*, *struct*, and *-ure* in *restructure*.

A free morpheme is a base word or root that can stand alone as a whole word, such as *spell*, *script*, or *graph*.

A bound morpheme attached to the beginning or end of a base or root that creates a new word with a meaning or function that is different than that of the base or root. All prefixes and suffixes are affixes.

- recycled
- misbehaving
- distasteful

~ Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H. Brookes.

## Suffixes

A morpheme added to the end of a base or root that creates a new word with a changed meaning or grammatical function, such as *-or* added to the verb *instruct* to make the noun *instructor*.

- quickly
- creative
- beautiful
- happiness

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H.

A suffix is an affix added to the end of a base or root word. There are two types of suffixes: inflectional, such as *-s*, *-es*, *-ed*, and *-ing*, that do not alter the word's part of speech; and derivational, such as *-ly*, *-ive*, *-logy*, *-er*, *-ar*, and *-or*, that often changes the part of speech and alters the root/base word's meaning (*Teaching Reading Sourcebook*). Although many researchers suggest starting generative morphology instruction using prefixes, we are using suffixes today because of the culminating activity at the end of this segment. However, this same process/activity can be used with prefixes.

Knowing one suffix, or the word ending can often give you the part of speech of a word, which can help you know how to use it in a sentence.

**Example:**

**Suffix:** -ist

**Definition:** a person who...

A word that ends in "ist" will usually be a noun and will refer to a person's job, ability, or tendencies. For instance, a cyclist is a person who cycles. A guitarist is a person who plays the guitar. A typist is a person who types. A somnambulist is a person who sleepwalks (som = sleep, ambul = walk, ist = a person who).

**Prefix**

A morpheme added to the beginning of a base word or root that creates a new word with a changed meaning.

- recycle
- undo
- misbehave
- preschool

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H. Brookes.

Knowing the prefix, or the word beginning can help you understand part of the word, which is really helpful on a multiple choice vocabulary test.

**Example:**

**Prefix:** a-, an-

**Definition:** without, not

Atypical means not typical or unusual. Amoral means without morals. Anaerobic means without air or oxygen. If you understand a prefix, you'll have a better time guessing the definition of a word you may not have seen before.

Common Prefixes:

in – to or toward

un- not, undo;

mis- bad, wrong

dis – not (absence, apart)

### Top 15 Prefixes and Top 25 Suffixes

| Prefix | Meaning          | Example      |
|--------|------------------|--------------|
| un-    | not              | unfriendly   |
| re-    | again, back      | redo, return |
| dis-   | not, opposite of | disagree     |
| mis-   | wrong            | misfire      |
| pre-   | before           | prefix       |
| in-    | not              | injustice    |
| im-    | not              | impossible   |
| ir-    | not              | irregular    |
| il-    | not              | illogical    |
| en-    | cause to         | encode       |
| em-    | cause to         | embrace      |
| in-    | in, on           | inhabit      |
| im-    | in, on           | imprint      |
| non-   | not              | nonsense     |
| over-  | too much         | overdo       |

Highlighted list is introduced in earlier grades, but should continue to be reinforced in upper elementary.



### Top 15 Prefixes and Top 25 Suffixes

| Suffix | Meaning                        | Example                 |
|--------|--------------------------------|-------------------------|
| -s     | more than one                  | books                   |
| -es    | more than one                  | boxes                   |
| -ing   | verb form/present participle   | running                 |
| -ed    | past tense verbs               | hopped                  |
| -er    | more than, one who, that which | Higher, painter, marker |
| -ly    | characteristic of              | quickly                 |
| -y     | characterized by               | sunny                   |
| -ness  | state of, condition of         | kindness                |
| -less  | without                        | fearless                |
| -est   | comparative                    | biggest                 |
| -or    | one who                        | actor                   |
| -ful   | full of                        | careful                 |
| -en    | made of                        | wooden                  |
| -ion   | act, process                   | occasion                |
| -tion  | act, process                   | temptation              |
| -ment  | action or process              | enjoyment               |
| -able  | can be done                    | comfortable             |
| -ible  | can be done                    | responsible             |
| -al    | having characteristics of      | personal                |
| -ial   | having characteristics of      | partial                 |
| -ic    | having characteristics of      | linguistic              |
| -ity   | state of                       | infinity                |
| -ty    | state of                       | anxiety                 |
| -ous   | possessing the qualities of    | joyous                  |
| -ious  | possessing the qualities of    | religious               |

Highlighted list is introduced in earlier grades, but should continue to be reinforced in upper elementary.

## Introductory Morpheme Lesson for the Prefix mis-

**Review Previous Learning:** Use a card deck to quickly drill previously taught morphemes.

*Name the letters. (Prefix: d i s)*

2. *How is it read? (/dis/)*
3. *What does it mean? (not)*
4. Give an example. (**disable**)

### Introduce New Morpheme:

Today we will learn a new morpheme. (Show the new card: mis-).

- *Let's name the letters. (Prefix: m i s)*
- *How is it read? (/mis/)* [Note: Closed syllable]

Now let's figure out the meaning of the morpheme.

- If we have the base word **print**, what happens to the meaning when we add the prefix **mis-**? (Put the prefix card in front of the base card.) Something was printed incorrectly.
  - Continue this procedure with a series of bases until students understand the meaning of the prefix.

**Decoding Words:** Now let's read a set of words containing our new morpheme.

- Highlight the new morpheme: mis-
- Use syllable types and division rules to help decode these words.
  - Find the vowels.
  - Look at the consonants between vowels and use your syllable division rules to split.
  - Recognize the syllable types to decide how to say the vowel.
  - Blend the syllables back together and pronounce the word.

| Words to Read  |  |  |
|--|--|--|
| mistreated<br>mistake<br>misread<br>mistrust<br>misshape<br>misprint<br>misdoing | miscast<br>mislabel<br>misaim<br>mishap<br>mistook<br>misfit | mismatched<br>misadvice<br>misgovern<br>misquote<br>misled<br>mislead<br>misunderstood |

**Encoding Words:** Now let's try writing some words with our new morpheme. Remember to listen for the syllable divisions in each word and record one syllable at a time. For example, when I hear the word *misquoted*, I hear three parts: mis-quo-ted.

- First, I would need to spell *mis*. That's a closed syllable and every letter is spelled just as you would expect.
- Next, I would need to spell *quo*. When I hear /kw/, I know it's spelled "qu." I hear a long o at the end of the syllable, so the syllable is open.
- Finally, I need to spell *ted*. I hear the schwa sound in this syllable, but I also recognize that I need the past tense, and "ed" is the morpheme that makes that happen.
- When I put the syllables together, I know that misquoted is spelled m-i-s-q-u-o-t-e-d.

Now you try these words: **misshape, misgovern, mismatched\*, misunderstood.**

\*The letters *tch* are only used after a short vowel. The suffix -ed makes an unvoiced sound /t/ when the last sound in the syllable that -ed is affixed to is also unvoiced, or does not cause the vocal cords to vibrate when the sound is produced.

**Decoding Phrases:** Now let's read these phrases. If you come to a difficult word, use the steps that we used to read the words to help figure it out.

| Phrases to Read      |                        |
|----------------------|------------------------|
| a mismatched sock    | a misprint in the book |
| the mistreated puppy | must have a misquote   |

**Encoding Phrases:** Now let's write the words in these phrases. Use the steps that we learned to encode words if you have trouble.

- don't misgovern the people
- a mishap on the playground
- misread the book on plants

| Sentences to Read                        |   |
|--|---|
| Tom had on mismatched socks today.       | A misprint in the book led to a misunderstanding. |
| The mistreated puppy needed a new home.  | Learn from your mistakes.                         |
| The dog mistook the rug for a chew bone. | The newspaper must have a misquote.               |

**Encoding Sentences:** Now let's write the words in these sentences. Use the steps that we learned to encode words if you have trouble. Remember that sentences express a complete, so use capital letters and punctuation.

- Please don't misgovern the people of your country.
- A mishap on the playground led to a broken arm.
- Matt misread the book on plants and put it in the sun by mistake.

**Decode a Full Text:** Have students read with expression and phrasing. Make note of miscues and remediate the cause.

### **My Mom Mistrusts Our Computer**

My mom mistrusts our computer.  
It misbehaves all the time.  
It irks us with misinformation.  
And it often kicks us off line.

I'll admit that it does have its missteps.  
My work is sometimes a wreck.  
My term papers are peppered with misprints  
even though I've used the spell check.

I don't know why the computer mistreats us.  
It's updated and virus-free.  
I'm certain I've never mishandled it.  
And still it misrepresents me.

Mom wishes it would have a mishap,  
like being misplaced in a pile of junk.  
I hope it can stop these misdemeanors.  
It really puts me in a funk.

Source:

*PS: Prefixes, Suffixes, Roots - Resource of Lists, Phrases, Sentences, Poems, and Stories*

Created by: Diane Hickey Gold, Elaine Russo, Linda Wallace, and Judy Shapiro

**Student Pages**

| <b>Words</b>   |  |  |
|--|--|--|
| mistreated<br>mistake<br>misread<br>mistrust<br>misshape<br>misprint<br>misdoing | miscast<br>mislabel<br>misaim<br>mishap<br>mistook<br>misfit | mismatched<br>misadvice<br>misgovern<br>misquote<br>misled<br>mislead<br>misunderstood |

| <b>Phrases</b>   |  |
|--|--|
| a mismatched sock<br><br>the mistreated puppy<br><br>misdoing the dishes | a misprint in the book<br><br>must have a misquote<br><br>the mislabeled lunch |

| <b>Sentences</b>  |  |
|---|--|
| Tom had on mismatched socks today.<br><br>The mistreated puppy needed a new home.<br><br>The dog mistook the rug for the chew bone. | A misprint in the book led to a misunderstanding.<br><br>Learn from your mistakes.<br><br>The newspaper may have a misquote. |

## **My Mom Mistrusts Our Computer**

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Source:

*PS: Prefixes, Suffixes, Roots - Resource of Lists, Phrases, Sentences, Poems, and Stories*

Created by: Diane Hickey Gold, Elaine Russo, Linda Wallace, and Judy Shapiro

Name: \_\_\_\_\_

### **Assessment of Morphological Knowledge: Level 2 - Prefixes**

\_\_\_\_\_ The assessment was read orally to the student.

\_\_\_\_\_ The student read and completed the assessment independently.

**Analogy Task:** Fill in the blank to complete the analogy.

Example: ab : abdicate :: \_\_\_\_\_ : account (This is read, “‘ab’ is to abdicate as ‘ac’ is to account.”)

1. a- : around :: \_\_\_\_\_ : confuse
2. example : ex- :: ultrasonic : \_\_\_\_\_
3. preview : pre :: postscript : \_\_\_\_\_
4. transportation: trans :: multisensory : \_\_\_\_\_

Example: non- : not :: contra- : \_\_\_\_\_ (This is read, “Non- is to not as contra- is to against.”)

5. re- : again :: sub- : \_\_\_\_\_
6. mal- : bad :: mid- : \_\_\_\_\_
7. multi- : many :: con- : \_\_\_\_\_
8. mono- : one :: hexa- : \_\_\_\_\_

**Advanced Decomposition:** Explain what you know about the meaning of each word and how you know it.

Example: **subgroup** Sub- means below or under, so a subgroup is a smaller group within a larger group.

1. reform \_\_\_\_\_  
\_\_\_\_\_
2. preview \_\_\_\_\_  
\_\_\_\_\_
3. nonsense \_\_\_\_\_  
\_\_\_\_\_
4. imperfect \_\_\_\_\_  
\_\_\_\_\_
5. forewarn \_\_\_\_\_  
\_\_\_\_\_
6. disarm \_\_\_\_\_  
\_\_\_\_\_
7. copilot \_\_\_\_\_  
\_\_\_\_\_
8. antisocial \_\_\_\_\_  
\_\_\_\_\_

Key:

### Analogies

1. con
2. ultra
3. post
4. multi
5. below
6. middle
7. with
8. six

### Decomposition

1. **reform**: I know that the prefix re- means again and form has to do with shape, so reform must be to shape something again.
2. **preview**: I know that the prefix pre- means before and view means to see, so preview must be to see something ahead of time.
3. **nonsense**: I know that the prefix non- means not and sense has to do with the meaning, so nonsense must be when something doesn't mean what it should.
4. **imperfect**: I know that the prefix im- means not and perfect means without flaws, so imperfect must be not without flaws.
5. **forewarn**: I know that the prefix fore- means before and warn means to give cautionary advice, so forewarn must mean to warn someone ahead of time.
6. **disarm**: I know that the prefix dis- means not and arm means to protect, so disarm means that you are not able to protect yourself.
7. **copilot**: I know that the prefix co- means with and pilot means a person in control of a vehicle like a plane, so a copilot works with the person in control of a vehicle.
8. **antisocial**: I know that the prefix anti- means not and social means you like to be with people, so antisocial means that you do not like to be with people.



## Lessons from Words by Marcia Henry

### Lesson: 3.4 Anglo-Saxon Morpheme Patterns (Prefixes)

| Prior to Lesson, Think About ....   |  |
|---|--|
| <b>Materials:</b><br>Do any materials need to be prepared?  | Possibly create a word list to give to students. (See below.)<br><br>Access to internet to be able to utilize <a href="http://www.etymonline.com">Etymonline</a> .   |
| <b>Grouping:</b><br>Which learners will need this content?  | Assess learner knowledge of Anglo-Saxon prefixes and pull a small group of learners who may need this, or the lesson can be taught whole group if it is new learning for the majority of the class.  |
| <b>Timing:</b><br>How long will it take to cover this content?  | Depending on how familiar your students are with prefixes, this lesson could easily be chunked and covered over two or three sessions. Also, if your students are unfamiliar with prefixes, you could also split the prefixes into multiple groups: <ul style="list-style-type: none"> <li>• a, dis, in, mis, un, fore</li> <li>• ex, non, sub, re, be, pre, de</li> </ul> OR <ul style="list-style-type: none"> <li>• a, dis, in, mis</li> <li>• un, fore, ex, non</li> <li>• sub, re, be, pre, de</li> </ul>   |
| Lesson  |  |
| <b>Opening</b> <ul style="list-style-type: none"> <li>• <b>Objective:</b><br/>(Standards)<br/>What should students know and be able to do at the end of this lesson?</li> <li>• <b>Review:</b><br/>What background knowledge is imperative for learners to know?</li> </ul> | <p><i>The following script shows a possible teacher (T) and student (S) interaction. It has been provided to give guidance.</i></p> <p>(T): Today we will be studying Anglo-Saxon morphemes. Remember that a morpheme is the smallest portion of a word that holds meaning. What is important to remember about Anglo-Saxon morphemes?</p> <p>(S): They are short, common words used in everyday language.</p> <p>(T): Yes, that's right. We learned about compounding Anglo-Saxon morphemes as a way to create new words, like <i>armload</i>. What are the morphemes in <i>armload</i>?</p> <p>(S): <i>arm</i> and <i>load</i></p> <p>(T): That's right! Each part of <i>armload</i> has meaning on its own, so these morphemes are free. Today we are going to look at another way to extend Anglo-Saxon bases, or free morphemes.</p> <p>(T): (Display the word <i>dislike</i> for students to see.) What are the morphemes in this word?</p> <p>(S): <i>dis</i> and <i>like</i></p> <p>(T): Yes, that's correct. Are both of these morphemes free to stand alone?</p> <p>(S): <i>Like</i> makes sense on its own, but <i>dis-</i> doesn't.</p> <p>(T): What does <i>dis-</i> do to the meaning of <i>like</i>?</p> <p>(S): When you like something, it is a good thing. If you dislike something, then you no longer think that it is good. (If students have trouble explaining,</p> |

|   |  |
|---|--|
|   | <p>then give additional prompts.)</p> <p>(T): Absolutely! Even though dis- doesn't make sense alone, it still has meaning; therefore, it is a bound morpheme. It has to be bound, or attached, to a free morpheme. Adding bound morphemes to words is another way to extend words, and it's called affixation.</p> <p>(T): Was dis- attached to the beginning or end of <i>like</i>?</p> <p>(S): It was at the beginning of the word.</p> <p>(T): Yes. Since dis- was bound to arm at the beginning, then it is a type of affix called a prefix. Today we are going to look for other prefixes that have been used to extend words.</p>  |
| <p><b>Procedure:</b><br/>What will students be doing?</p> | <p>Provide students a list of words from the lesson.</p> <p><b>DECODING</b></p> <p>(T): Let's look for prefixes that have been used to extend some free morphemes. What is the free morpheme in forearm?</p> <p>(S): arm</p> <p>(T): Yes. Let's highlight it green: fore<b>arm</b>. So, what has been added to extend the word?</p> <p>(S): fore</p> <p>(T) Yes. Let's highlight it yellow: <b>fore</b>arm. If my <i>forearm</i> is here (point to forearm) and my <i>forehead</i> is here (point to forehead), then what does fore-mean?</p> <p>(S) Maybe in front?</p> <p>(T) Yes. Let's check a great source to learn more. It's called <a href="https://www.etymonline.com/">Etymonline</a> (<a href="https://www.etymonline.com/">https://www.etymonline.com/</a>). (Let students check meanings for fore- and discuss their findings.)</p> <p>(T): Now let's look through our list of words and locate the prefixes. We will highlight the prefixes yellow and the bases green just like we did in <b>forearm</b>.</p> <p>(T): Now let's read these words from left to right.</p> <p>(Hand motions can help students understand the parts of the words. Two fingers extended can represent the prefix, and a closed fist can represent the base. When modeling in front of students, make the prefix with your right hand. Touch two fingers from your right hand to a closed left fist, as you say, "Forearm.")</p> <p>(T): Notice that the prefix <i>a</i> usually makes the schwa sound because it is unstressed. The other prefixes are mainly open and closed syllables. (Review as needed with your students.)</p> <p>(S): (Students can echo the teacher or partners can read the words together.)</p> <p><b>MORPHOLOGY</b></p> <p>(This would be a good time to allow group work if your whole class is doing this lesson. This can also be taught in a separate lesson.)</p> <p>(T): Each prefix holds a specific meaning. We already discovered that <i>fore-</i> means <i>before</i> or <i>in front of</i>.</p> <ol style="list-style-type: none"> <li>1. Let's sort our words into groups that have the same prefix.</li> <li>2. Read the words in each group.</li> <li>3. Determine the meaning of the prefix.</li> </ol> |

|   |  |          |          |          |          |          |         |         |          |          |        |
|---|--|----------|----------|----------|----------|----------|---------|---------|----------|----------|--------|
|   | <p>4. Double-check with <a href="https://www.etymonline.com/">Etymonline</a> (<a href="https://www.etymonline.com/">https://www.etymonline.com/</a>) to confirm your thoughts.</p> <p>(Circulate and check as students work. After students have had time to determine the meanings, go over the meanings with the group.)</p> <p><u>Extension Idea:</u> Ask students to create a matrix using one of the prefixes learning in today’s lesson. (See example below.)</p> <p><b>ENCODING</b></p> <p>(T) Many words that you need to use in your writing will contain prefixes, so let’s practice encoding some of these words. It may help to tap out the parts of the words that you hear, and spell each part in the word. Think about type of syllable pattern that you are hearing. (Call out the words for students to record.)</p> <table><tr><td>rethink</td><td>subsoil</td><td>predate</td><td>misspell</td><td>nonsense</td></tr><tr><td>unhappy</td><td>express</td><td>discount</td><td>befriend</td><td>income</td></tr></table> <p>(Circulate and check as students work.)</p> | rethink  | subsoil  | predate  | misspell | nonsense | unhappy | express | discount | befriend | income |
| rethink   | subsoil  | predate  | misspell | nonsense |          |          |         |         |          |          |        |
| unhappy   | express  | discount | befriend | income   |          |          |         |         |          |          |        |
| <p><b>Assessment:</b><br/>How will you know if learning occurs?</p>       | <p>(T): Choose three words from the list that you spelled. Explain how the prefix changed the meaning of the base, like we did earlier with <i>disarm</i>.</p> <p>(Check to see if students can use their new knowledge of morphemes to ascertain the meaning of words.)</p>   |          |          |          |          |          |         |         |          |          |        |
| <p><b>Closing:</b><br/>How will readers reflect on their learning?</p>    | <p>(T): Turn and talk to a partner and tell them what you have learned today about prefixes. (Give a moment to discuss. Ask a couple of students to share their learning for the day and give appropriate feedback.)</p>   |          |          |          |          |          |         |         |          |          |        |
| <p><b>Follow-Up:</b><br/>What will students do to apply the learning?</p> | <p>If students struggle to apply the concepts about prefixes in reading and writing tasks throughout the day, remind them of the work during the lesson and ask students to apply the concepts learned in the new setting.</p> <p>If students need additional practice, then Handout 3.4 could be given.</p>   |          |          |          |          |          |         |         |          |          |        |

forearm

exchange

subway

disclose

inside

alone

befriend

adrift

unhappy

defog

unlike

dislike

alike

amount

aground

recall

return

delight

preview

forecast

misplace

prefix

refresh

preplan

forearm

exchange

subway

disclose

inside

alone

befriend

adrift

unhappy

defog

unlike

dislike

alike

amount

aground

recall

return

delight

preview

forecast

misplace

prefix

refresh

preplan

## Word Cards for Sorting

|          |          |          |
|----------|----------|----------|
| forearm  | exchange | subway   |
| inside   | alone    | befriend |
| unhappy  | defog    | unlike   |
| alike    | amount   | aground  |
| return   | delight  | preview  |
| misplace | prefix   | refresh  |
| disclose | adrift   | dislike  |
| recall   | forecast | preplan  |

|         |       |        |
|---------|-------|--------|
| a /ə/ = | dis = | in =   |
| mis =   | un =  | fore = |
| ex =    | non = | sub =  |
| re =    | be =  | pre =  |
| de =    |       |        |

## Word Matrix

|             |        |
|-------------|--------|
| <b>fore</b> | arm    |
|             | cast   |
|             | head   |
|             | ground |
|             | runner |
|             | father |
|             | finger |
|             | shadow |

fore + ground = foreground

My dog was in the **foreground** of the picture, and trees were in the background.



## Assimilated Prefixes

| Prefix   | Variants | Used Before Roots Beginning with... | Examples                               |
|--|----------|-------------------------------------|--|
| <b>ad-</b><br>( <i>to, toward, in, or near</i> ) | ac-      | c, k, q                             | accomplish<br>acknowledge<br>acquittal |
|  | af-      | f                                   | affection                              |
|  | ag-      | g                                   | aggressive                             |
|  | al-      | l                                   | allowance                              |
|  | an-      | n                                   | announce                               |
|  | ap-      | p                                   | appropriate                            |
|  | ar-      | r                                   | arrogant                               |
|  | as-      | s                                   | assembly                               |
|  | at-      | t                                   | attachment                             |

| Prefix  | Variants | Used Before Roots Beginning with... | Examples                     |
|---|----------|-------------------------------------|------------------------------|
| <b>con-</b><br>( <i>together, with, joint, or jointly</i> ) | co-      | usually before vowel or h           | coexist<br>cohesive          |
|   | col-     | l                                   | collapse                     |
|   | com-     | b, m, p                             | combat<br>command<br>compare |
|   | cor-     | r                                   | corrupt                      |

| Prefix  | Variants | Used Before Roots Beginning with... | Examples  |
|---|----------|-------------------------------------|-----------|
| <b>dis-</b><br>( <i>not, absence of, or apart</i> ) | dif-     | f                                   | difficult |



| Prefix  | Variants | Used Before Roots Beginning with... | Examples                       |
|---|----------|-------------------------------------|--------------------------------|
| <b>in-</b><br>( <i>in, on, or toward; not</i> ) | il-      | l                                   | illuminate                     |
|   | im-      | b, m, p                             | imbibe<br>immigrate<br>impeach |
|   | ir-      | r                                   | irrigate                       |

| Prefix  | Variants | Used Before Roots Beginning with... | Examples |
|---|----------|-------------------------------------|----------|
| <b>ob-</b><br>( <i>down, against, or facing; to</i> ) | oc-      | c                                   | occupant |
|   | of-      | f                                   | offer    |
|   | op-      | p                                   | oppose   |

| Prefix  | Variants | Used Before Roots Beginning with... | Examples |
|---|----------|-------------------------------------|----------|
| <b>sub-</b><br>( <i>under, beneath, or below; secondary</i> ) | suc-     | c                                   | success  |
|   | suf-     | f                                   | suffix   |
|   | sug-     | g                                   | suggest  |
|   | sup-     | p                                   | supply   |
|   | sus-     | s                                   | suspend  |

| Prefix  | Variants | Used Before Roots Beginning with... | Examples                      |
|---|----------|-------------------------------------|-------------------------------|
| <b>syn-</b><br>( <i>not, absence of, or apart</i> ) | syl-     | l                                   | syllable                      |
|   | sym-     | b, m, p                             | symbol<br>symmetry<br>symptom |

| in- (in, on, or toward)  |   |          |   |  | Check if the spelling of the prefix had to change. |
|--|---|----------|---|--|--|
| in   | + | duce     | = |  |  |
| in   | + | cise     | = |  |  |
| in   | + | come     | = |  |  |
| in   | + | quire    | = |  |  |
| in   | + | sist     | = |  |  |
| in   | + | lustrate | = |  |  |
| in   | + | lumine   | = |  |  |
| in   | + | bibe     | = |  |  |
| in   | + | merge    | = |  |  |
| in   | + | migrate  | = |  |  |
| in   | + | press    | = |  |  |
| in   | + | port     | = |  |  |
| in   | + | radiate  | = |  |  |
| in   | + | rigate   | = |  |  |
| Can you determine which letters would cause a spelling change? |   |          |   |  |  |

Name: \_\_\_\_\_

### Assessment of Morphological Knowledge: Level 2 - Suffixes

\_\_\_\_\_ The assessment was read orally to the student.

\_\_\_\_\_ The student read and completed the assessment independently.

**Analogy Task:** Fill in the blank to complete the analogy.

Example: comfortable : able :: flexible : \_\_\_\_\_ (This is read, “Comfortable is to able as flexible is to ible.”)

1. pesticide : cide :: veterinary : \_\_\_\_\_
2. -ment: enlistment :: \_\_\_\_\_ : meteorology
3. actress : \_\_\_\_\_ :: simplify : simple
4. symbolic : ic :: neighborhood : \_\_\_\_\_

Example: -ade (marinade) : noun :: -ible (flexible) : \_\_\_\_ (This is read, “-ade is to noun as -ible is to adjective.”)

5. -ery (bakery) : noun :: -ish (girlish) : \_\_\_\_\_
6. -ive (constructive) : adjective :: -ful (wasteful) : \_\_\_\_\_
7. -ium (sodium) : noun :: -ite (dynamite) : \_\_\_\_\_
8. -ette (dinette) : noun :: -ate (estimate) : \_\_\_\_\_

Example: -able : able to do :: -al : \_\_\_\_ (This is read, “-Able is to able to do as -al is to relating to.”)

9. -est : comparing more than two :: -ist : \_\_\_\_\_
10. -ate : cause or make :: -cide : \_\_\_\_\_
11. -age : collection, mass, relationship :: -logy : \_\_\_\_\_
12. -ee : one who receives the action :: -ess :: \_\_\_\_\_

**Advanced Decomposition:** Explain what you know about the meaning of each word and how you know it.

Example: **dietary** The suffix -ary turns a word into an adjective, so dietary has to do with what you are eating.

1. poisonous \_\_\_\_\_  
\_\_\_\_\_
2. educator \_\_\_\_\_  
\_\_\_\_\_
3. predatory \_\_\_\_\_  
\_\_\_\_\_
4. nationality \_\_\_\_\_  
\_\_\_\_\_
5. friendship \_\_\_\_\_  
\_\_\_\_\_
6. imaginary \_\_\_\_\_  
\_\_\_\_\_

Key:

### Analogyes

1. -ary
2. -ology
3. act
4. hood
5. adjective
6. adjective
7. noun
8. verb
9. a person who
10. to kill
11. science or study of
12. feminine

### Decomposition

1. **poisonous**: I know that the suffix -ous turns a word into an adjective, so poisonous describes an object as being able to cause harm with poison.
2. **educator**: I know that the suffix -or turns a word into a noun and can mean a person who does something, so an educator is a person who teaches.
3. **predatory**: I know that the suffix -ory can turn a word into an adjective, so predatory means like something is like a predator, or a killer.
4. **nationality**: I know that the suffix -ity means that something has a quality of something, so nationality means that something comes from a particular nation, or country.
5. **friendship**: I know that the suffix -ship creates a noun with a certain quality or skill, so friendship is noun pertaining to being a companion.
6. **imaginary**: The suffix -ary creates an adjective, and imagine means to create an image, so imaginary describes a created image.

| Base     |   | Suffix |   | Affixed Word | Determine the type of suffix<br><br>(Did the part of speech change?)<br>No - <u>Inflectional</u><br>Yes - <u>Derivational</u> |
|----------|---|--------|---|--------------|---|
| swim     | + | ing    | = |              |   |
| fast     | + | er     | = |              |   |
| happy    | + | ness   | = |              |   |
| vowel    | + | s      | = |              |   |
| print    | + | er     | = |              |   |
| magnet   | + | ic     | = |              |   |
| slow     | + | ly     | = |              |   |
| humor    | + | ist    | = |              |   |
| material | + | ism    | = |              |   |
| maneuver | + | ed     | = |              |   |
| enjoy    | + | ment   | = |              |   |

## Make a Word Game Instructions

### Preparation:

- Print the morpheme cards and make sets of cards for groups of three to five players. Keep the prefixes, roots, and suffixes separate.
- Make score cards for participants.
- Have the definition for each morpheme available.

### How to Play Game:

1. The object of the game is to form words using Greek and Latin roots and affixes. (Words with only one or two cards are not permitted.)
2. One player will be the judge. The judge will need the definition sheets with the meanings of the roots and affixes.
3. Players will have three separate piles of cards with the prefixes, roots, and suffixes. The cards will be face down within their piles.
4. Initially, each player will choose one card from each pile. If the player can create a word, then points will be awarded for...
  - a. Making a complete word with the three morphemes chosen in each round. The player will place the cards to the side once a word is made with those morphemes.
  - b. Spelling the word correctly on the score sheet by making any needed changes.
  - c. Giving a definition of the word based on the morphemes.If the player cannot make a word, then no points are awarded, and play rotates to the next player.
5. When a player gets another turn, they can choose to swap one to three of their morphemes by drawing from the piles. Discarded morphemes will be mixed back into the appropriate pile.
6. Play continues until either a designated amount of time has elapsed or a designated number of rounds has been played. The player with the greatest number of points wins the game.

|      |           |
|------|-----------|
| in-  | con-      |
| un-  | ex-/e-    |
| re-  | post-     |
| im-  | pro-      |
| pre- | sub-/sup- |
| dis- | trans-    |
| en-  | bi-/di-   |
| non- | ad-       |
| mis- | a-        |

|            |             |
|------------|-------------|
| -s         | -or         |
| -es        | -able/-ible |
| -ed        | -al/-ial    |
| -ing       | -ant        |
| -ly        | -ate        |
| -ion/-tion | -y          |
| -er        | -ic         |
| -ful       | -ive        |
| -ness      | -ment       |



|                              |                              |                          |
|------------------------------|------------------------------|--------------------------|
| <b>script</b><br>(Latin)     | <b>cred</b><br>(Latin)       | <b>gram</b><br>(Greek)   |
| <b>port</b><br>(Latin)       | <b>flect/flex</b><br>(Latin) | <b>graph</b><br>(Greek)  |
| <b>tract</b><br>(Latin)      | <b>mit/miss</b><br>(Latin)   | <b>logy</b><br>(Greek)   |
| <b>struct</b><br>(Latin)     | <b>greg</b><br>(Latin)       | <b>meter</b><br>(Greek)  |
| <b>ject</b><br>(Latin)       | <b>cise</b><br>(Latin)       | <b>path</b><br>(Greek)   |
| <b>duc/duct</b><br>(Latin)   | <b>auto</b><br>(Greek)       | <b>phobia</b><br>(Greek) |
| <b>spec/spect</b><br>(Latin) | <b>bio</b><br>(Greek)        | <b>phono</b><br>(Greek)  |
| <b>spire</b><br>(Latin)      | <b>chron</b><br>(Greek)      | <b>tele</b><br>(Greek)   |
| <b>gress</b><br>(Latin)      | <b>hydr</b><br>(Greek)       | <b>therm</b><br>(Greek)  |
| <b>rupt</b><br>(Latin)       | <b>morph</b><br>(Greek)      | <b>photo</b><br>(Greek)  |

Score Card for \_\_\_\_\_

| Morphemes | Spelling | Meaning | Points Earned |
|-----------|----------|---------|---------------|
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
| TOTAL     |          |         |               |

Score Card for \_\_\_\_\_

| Morphemes | Spelling | Meaning | Points Earned |
|-----------|----------|---------|---------------|
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
| TOTAL     |          |         |               |

Score Card for \_\_\_\_\_

| Morphemes | Spelling | Meaning | Points Earned |
|-----------|----------|---------|---------------|
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
|           |          |         |               |
| TOTAL     |          |         |               |

## Affixes and Roots and Their Meanings

**Prefixes** are letter groups added before a base word or root. Prefixes generally add to or change the meaning of a word.

**Suffixes** are groups of letters added after a base word or root. Suffixes tell what part of speech the word is.

| Prefix        | Meaning          |
|---------------|------------------|
| ab-           | away from        |
| ad-           | to, toward       |
| after-        | later, behind    |
| anti-         | against, opposed |
| auto-         | self             |
| be-           | make             |
| bi-           | two              |
| com, con, co- | with, together   |
| contra-       | against          |
| de-           | downward, undo   |
| deci-         | ten              |
| dis-          | not              |
| e, ex-        | out of, prior to |
| extra-        | outside          |
| im-           | not              |
| in-           | into, not        |
| mis-          | wrongly          |
| non-          | not              |
| over-         | above, beyond    |
| post-         | after            |
| pre-          | before, prior to |
| re-           | again            |
| sub-          | under, beneath   |
| tele-         | far              |
| un-           | not              |

| <b>Suffixes</b>                  | <b>Meaning</b>   | <b>Part of Speech</b>                     | <b>Type of Suffix</b> |
|----------------------------------|--|---|-----------------------|
| <sup>52</sup><br>-able,<br>-ible | inclined to<br>(Usually: -able with Anglo-Saxon; -ible with Latin roots) | adjective                                 | derivational          |
| -al/-ial                         | characterized by   | adjective                                 | derivational          |
| -ant                             | action or state  | noun or adjective                         | derivational          |
| -ar                              | pertaining to<br>(used with Latin roots)                                 | adjective                                 | derivational          |
| -arium                           | place for  | noun                                      | derivational          |
| -ate                             | cause or make  | verb                                      | derivational          |
| -ed                              | past participle of regular verb  | verb                                      | inflectional          |
| -er                              | one who or one that  | noun                                      | derivational          |
| -er                              | more   | adjective                                 | inflectional          |
| -est                             | most   | adjective                                 | inflectional          |
| -ful                             | full of  | adjective                                 | derivational          |
| -ic                              | characterized by   | adjective                                 | derivational          |
| -ing                             | action, process, or art  | verb<br>(Can function as different parts) | inflectional          |
| -ion/-tion                       | act of, state of, result of  | noun                                      | derivational          |
| -ive                             | causing, making  | adjective                                 | derivational          |
| -less                            | without  | adjective                                 | derivational          |
| -logy                            | study of   | noun                                      | derivational          |
| -ly                              | every, adverb  | adverb                                    | derivational          |
| -ment                            | act of, state of   | noun                                      | derivational          |
| -ness                            | state of being   | noun                                      | derivational          |
| -or                              | one who  | noun                                      | derivational          |
| -ous                             | full of  | adjective                                 | derivational          |
| -s, -es                          | more than one  | plural noun                               | inflectional          |
| -y                               | state of   | adjective                                 | derivational          |

## Greek and Latin Roots

|  |   |   |
|--|---|---|
| <b>auto</b> - self<br>(Greek)                | <b>gress</b> - to walk<br>(Latin)         | <b>photo</b> - light<br>(Greek)           |
| <b>bio</b> - life<br>(Greek)                 | <b>hydr</b> - water<br>(Greek)            | <b>port</b> - to carry<br>(Latin)         |
| <b>chron</b> - time<br>(Greek)               | <b>ject</b> - to throw or tell<br>(Latin) | <b>rupt</b> - to break<br>(Latin)         |
| <b>cise</b> - to cut<br>(Latin)              | <b>logy</b> - study of<br>(Greek)         | <b>script</b> - to write<br>(Latin)       |
| <b>cred</b> - to believe<br>(Latin)          | <b>meter</b> - measure<br>(Greek)         | <b>spec/spect</b> - to see<br>(Latin)     |
| <b>duc/duct</b> - to lead<br>(Latin)         | <b>mit/miss</b> - to send<br>(Latin)      | <b>spire</b> - to breathe<br>(Latin)      |
| <b>flect/flex</b> - to bend<br>(Latin)       | <b>morph</b> - form<br>(Greek)            | <b>struct</b> - to build<br>(Latin)       |
| <b>gram</b> - write/draw<br>(Greek)          | <b>path</b> - disease<br>(Greek)          | <b>tele</b> - far off<br>(Greek)          |
| <b>graph</b> - write/draw<br>(Greek)         | <b>phobia</b> - fear of<br>(Greek)        | <b>therm</b> - heat<br>(Greek)            |
| <b>greg</b> - group, crowd, flock<br>(Latin) | <b>phono</b> - sound<br>(Greek)           | <b>tract</b> - to draw or pull<br>(Latin) |

## Third Grade

## H 26

|   |
|---|
| RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.   |
| A. Identify and know the meaning of the most common prefixes and derivational suffixes. |
| B. Decode words with common Latin suffixes.   |
| C. Decode multi-syllable words.   |
| D. Read <i>grade-appropriate</i> irregularly spelled words.                             |

| Latin Roots  |  |
|--|--|
| form (to shape)<br>rupt (to break or burst)<br>scribe, script (to write)<br>stru, struct (to build)<br>flect, flex (to bend or curve)<br>fer (to bear or yield)<br>duc, duce, duct (to lead)<br>vers, vert (to turn)   | port (to carry)<br>tract (to draw or pull)<br>spec, spect, spic (to see, watch, or observe)<br>dic, dict (to say or tell)<br>mit, miss (to send)<br>cred (to believe)<br>pel, puls (to drive or push)<br>pend, pens (to hang or weigh)   |
| Prefixes (Latin unless otherwise noted)  | Suffixes   |
| a- (on or in; to; Anglo-Saxon & Latin; without or not)<br>de- (down or away from)<br>dis- (not, absence of, or apart)<br>dif- (used before roots beginning with f)<br>fore- (before; Anglo-Saxon)<br>mis- (bad or badly; wrong or wrongly; Anglo-Saxon and Latin)<br>multi- (many or much)<br>non- (not or negative)<br>post- (after, behind, or following)<br>pre- (before or earlier)<br>pro- (forward, earlier, or prior to)<br>re- (back or again; also used as an intensive)<br>trans- (across or beyond)<br>un- (not or opposite of; to undo or to reverse; Anglo-Saxon and Latin) | -ed (Anglo-Saxon; past participle of regular verb)<br>(pronounced /t/ after an unvoiced consonant;<br>pronounced /d/ after a voiced consonant;<br>pronounced /əd/ after a d or t)<br>-en (made of or to make; Anglo-Saxon; verb or adjective)<br>-er (one who; that which; noun or adjective;<br>comparative degree; primarily used with Anglo-Saxon base words)<br>-est (adjective; superlative degree)<br>-ful (full of or full; Anglo-Saxon; adjective or noun;<br>primarily used with Anglo-Saxon base words)<br>-ing (action, process, or art; noun)<br>-ing (present participle of verb; adjective)<br>-hood (condition, state, or quality; Anglo-Saxon; noun)<br>-less (without; Anglo-Saxon; adjective; primarily used with Anglo-Saxon base words)<br>-ly (like or manner of; adverb)<br>-ment (act of, state of, or result of an action; noun)<br>-most (most or nearest to; Anglo-Saxon; adjective [superlative])<br>-ness (state of; Anglo-Saxon; noun primarily used with Anglo-Saxon base words) |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>-s (noun [plural]) (pronounced /s/ after an unvoiced consonant and /z/ after a voiced consonant)</li><li>-es (noun [plural]; used with base words ending in s, x, ch, sh, and z)</li><li>-ward (expressing direction; Anglo-Saxon; adjective)</li><li>-y (inclined to; adjective; primarily used with Anglo-Saxon base words)</li></ul> |
|--|---|

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H. Brookes.

**Fourth Grade**

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

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Latin Roots  | Greek Combining Forms   |
|--|---|
| <p>cise (to cut)<br/> cogn (to know)<br/> ped (foot)<br/> aud (to hear or listen)<br/> leg (law)<br/> capit, capt (head or chief)<br/> voc, vok, voke (to call)<br/> lit, liter, litera (letters)<br/> ten, tain, tin tinu (to hold)<br/> cide (to kill)<br/> plic, ply (to fold)<br/> jac, jec, ject (to throw or lie)<br/> vid, vis (to see)<br/> vit, vita, viv, vivi (to live)<br/> spir, spire (to breathe)</p>   | <p>phon, phono (sound)<br/> gram, graph (written or drawn)<br/> tele (distant)<br/> micro (small or minute)<br/> therm, thermo (heat or hot)<br/> scope (to watch or see)<br/> biblio (book)<br/> geo (earth)<br/> photo (light)<br/> meter, metr (measure)<br/> bio (life)<br/> hydr, hydra, hydro (water)<br/> metro (mother city; measure)<br/> dem, demo (people)<br/> hypo (under)<br/> sphere (sphere, circle)<br/> soph (wisdom or cleverness)<br/> kine, cine (movement)<br/> ast, astro (star)<br/> poly (many)<br/> hemi, semi, demi (half)<br/> mon, mono (one)<br/> gon (angle)</p>   |
| Prefixes   | Suffixes  |
| <p>ab- (from or away)<br/> ambi- (both)<br/> ante- (before)<br/> anti- (opposite or against)<br/> be- (completely, thoroughly, or excessively)<br/> Anglo-Saxon<br/> bene- (well or good)<br/> circum- (around or about)<br/> contra- (against, opposite, contrasting)<br/> counter- (contrary, opposite)<br/> dys- (bad or difficult; Latin from Greek)<br/> ex-/e- (out) (Pronounced /ĕgz/ when followed by a vowel or silent h and /ĕks/ when followed by a consonant)<br/> in- (in, on, or toward, or not)</p> | <p>-able (able, can do; adjective; generally used with Anglo-Saxon base words)<br/> -ible (able, can do; adjective primarily used with Latin roots)<br/> -ade (result of action; noun)<br/> -age (collection, mass, relationship; noun)<br/> -ar (adjective; used with Latin roots)<br/> -cide / -cise (kill; noun)<br/> -cy / -acy (state, condition, or quality; noun)<br/> -dom (quality, realm, office, or state; Anglo-Saxon; noun)<br/> -ee (one who receives the action; noun [person])<br/> -eer (one associated with; noun [person])<br/> -ess (feminine; noun)<br/> -fold (related to a specified number or quantity; noun)</p> |



|  |  |
|--|--|
| il- (used before roots beginning with l)<br>im- (used before roots beginning with b, m, p)<br>ir- (used before roots beginning with r)<br>sub- (under, beneath, or below; secondary)<br>suc- (used before roots beginning with c)<br>suf- (used before roots beginning with f)<br>sug- (used before roots beginning with g)<br>sup- (used before roots beginning with p)<br>sus- (used before roots beginning with p to t) | -fy /-ify (make; verb)<br>-ic (of, pertaining to, or characterized by; adjective)<br>-ile (relating to, suited for, or capable of; noun)<br>(relating to, suited for, or capable of; adjective)<br>-ion (-sion) (act of, state of, or result of; noun)<br>(usually /shən/ when the final syllable of the<br>base<br>element has a short vowel sound and /zhən/<br>when the final syllable of the base element has<br>a long vowel sound)<br>-ion (-tion) (act of, state of, or result of; noun)<br>(pronounced /shən/ unless the final letter of the<br>base is t, then say /chən/)<br>-ish (origin, nature, or resembling; Anglo-Saxon;<br>adjective)<br>-ive (causing or making; adjective)<br>-ling (very small; diminutive; Anglo-Saxon; noun)<br>-or (one who; that which; noun; primarily used with<br>Latin roots)<br>-ous (full of or having; adjective; primarily used with<br>Latin roots)   -cious / -ious / -tious<br>-ship (office, state, dignity, skill, quality, or profession;<br>noun) |
|--|--|

When a prefix acts as an intensive it just adds force, “intensity,” to the root...it makes it stronger.

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## Fifth Grade

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

| Latin Roots  | Greek Combining Forms   |
|--|---|
| <p>cap, ceit, ceive, cep, cept, cip (to take, catch, seize, hold, or receive)</p> <p>lect, leg, lig (to choose, pick, read, or speak)</p> <p>cede, ceed, cess (to go, yield, or surrender)</p> <p>feder, fid, fide, feal (trust or faith)</p> <p>tend, tens, tent (to stretch or strain)</p> <p>pon, pose, pound (to put, place, or set)</p> <p>mob, mot, move (to move)</p> <p>cur, curs (to run or go)</p> <p>cad, cas, cid (to fall or befall)</p> <p>cern (to separate), cert (to decide)</p> <p>gen, genus (race, kind, or species; birth)</p> <p>fac, fact, fect, fic (to make or do)</p> <p>sist, sta, stat, stit (to stand)</p> <p>greg (group, crowd, flock, or herd; to assemble)</p> <p>grad, gred, gress (step, degree; to walk)</p> | <p>pol, polis, polit (city; method of government)</p> <p>chron, chrono (time)</p> <p>techn (skill, art, or craft)</p> <p>psych (mind or soul)</p> <p>gno, gnosi (know)</p> <p>lex (word)</p> <p>phil, phila, phile, philo (love or affinity for)</p> <p>meta (beside, after, later, or beyond)</p> <p>phobia, phobic; phobe (irrational fear or hatred; one who fears or hates)</p> <p>mania (madness, frenzy, abnormal desire, or obsession)</p> <p>andr, anthr (man)</p> <p>archae, arche, archi (primitive or ancient)</p> <p>auto (self)</p> <p>logy (study; from logos, logue [speech or word])</p> <p>cracy, crat (rule)</p> <p>the, theo (god)</p> <p>cycl, cyclo (wheel or circle; circular)</p> <p>derm (skin)</p> <p>chrom (color)</p> <p>hyper (over, above, or excessive)</p> <p>phys (nature)</p> <p>path (feeling, suffering, or disease)</p> <p>mech (machine)</p> <p>arch (chief or ruler)</p> <p>mega (large or great)</p> |
| Prefixes   | Suffixes  |
| <p>ad- (to, toward, in, or near)</p> <p>ac - (used before roots beginning with c, k, q)</p> <p>af- (used before roots beginning with f)</p> <p>ag- (used before roots beginning with g)</p> <p>al- (used before roots beginning with l)</p> <p>an- (used before roots beginning with n)</p> <p>(Also means - without or not)</p> <p>ap- (used before roots beginning with p)</p> <p>ar- (used before roots beginning with r)</p> <p>as- (used before roots beginning with s)</p>   | <p>-al, -ial (relating to or characterized by; adjective)</p> <p>-cial (used after a base element ending in c)</p> <p>-tial (usually used after to base element ending in t)</p> <p>-an / -ian (relating to; adjective or noun)</p> <p>-ant (action or state; noun or adjective)</p> <p>(-ance and -ancy are related)</p> <p>-ard (one habitually or excessively in a specified condition; Anglo-Saxon/German; noun)</p> <p>-ary (relating to, place where; noun/adjective)</p>   |

|   |  |
|---|--|
| <p>at- (used before roots beginning with t)</p> <p>con- (together, with, joint, or jointly)</p> <p>co- (usually used before a vowel or h)</p> <p>col- (used before roots beginning with l)</p> <p>com- (used before roots beginning with m, b, p)</p> <p>cor- (used before roots beginning with r)</p> <p>ob- (down, against, or facing; to; used as an intensive)</p> <p>oc- (used before roots beginning with c)</p> <p>of- (used before roots beginning with f)</p> <p>op- (used before roots beginning with p)</p> <p>syn- (together or with; Greek)</p> <p>syl- (used before roots beginning with l)</p> <p>sym- (used before roots beginning with b, m, p)</p> <p>inter- (between)</p> <p>intra- (within)</p> <p>intro- (in or inward)</p> <p>mal- (bad or badly; abnormal)</p> <p>mid- (middle; Anglo-Saxon)</p> <p>per- (through or completely; also used as an intensive)</p> <p>se- (apart or aside, without)</p> | <p>-ate (cause or make; verb - usually /ā/ or adjective - usually /et/)</p> <p>-ence (action, state, or quality; noun)</p> <p>-ency (action, state, or quality; noun)</p> <p>-ent (referent; noun; adjective)</p> <p>-ery (relating to, quality, or place where; noun)</p> <p>-ese (related to; noun or adjective)</p> <p>-ette (small or diminutive; noun)</p> <p>-ian (-cian) (one having a certain skill or art; noun [person])</p> <p>-ine (nature of; noun) pronounced /īn/ or /ēn/</p> <p>-ine (nature of; adjective) (usually pronounced /īn/, /īn/, or /ēn/)</p> <p>-ist (one who; noun [person])</p> <p>-ism (doctrine, system, manner, condition, act, or characteristic; noun)</p> <p>-ize (make; verb)</p> <p>-ite (nature of, quality of, or mineral product; noun)</p> <p>-ium (chemical element or group; noun) (-ia is related)</p> <p>-logy (-ology) (science of study of; noun)</p> <p>-ory (relating to, quality, or place where; noun) (of, pertaining to, or characterized by; adjective)</p> <p>-some (characterized by a specified quality, condition, or action; Anglo-Saxon; adjective; primarily used with Anglo-Saxon base words)</p> <p>-ster (one who is associated with, participates in, makes, or does; noun)</p> <p>-tude (condition, state, or quality of; noun)</p> <p>-ty, -ity (state or quality of; noun)</p> <p>-ure (state of, process, function, or office; noun)</p> <p>-ture (t is the final letter of the base element and -ure is the suffix)</p> |
|---|--|

When a prefix acts as an intensive it just adds force, “intensity,” to the root...it makes it stronger.

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H. Brookes.

**Sixth Grade**

| Less Common Latin Roots  | Less Common Greek Combining Forms   |
|--|---|
| <p>civ (citizen)<br/> claim, clam (to declare, call out, or cry out)<br/> claus, clois, clos, clud clus (to shut or close)<br/> corp, corpor (body)<br/> crea (to create)<br/> dent (tooth)<br/> dorm (to sleep)<br/> fin, finis (end)<br/> flu, fluc, fluv, flux (flowing)<br/> forc, fort (strong)<br/> grat, gre (thanks; pleasing)<br/> grav, gravi (heavy)<br/> hab, habit (to have or live)<br/> hum, human (earth, ground, or man)<br/> intellect, intellig (power to know and think)<br/> join, junct (to join)<br/> jud, judi, judic (judge)<br/> jur, jus (law)<br/> liber, liver (free)<br/> lic, licit (permit)<br/> loc, loqu (to speak)<br/> luc, lum, lus (light)<br/> matr, matri (mother)<br/> numer (number)<br/> patr, pater (father)<br/> pict, picto (paint)<br/> plac, plais (please)<br/> plu, plur, plus (more)<br/> portio (a part or a share)<br/> poten, poss (power)<br/> prim, prime (first)<br/> punct (point or dot)<br/> put (to think)<br/> rect, recti (straight or right)<br/> rog, roga (to ask or beg)<br/> sat, satis (enough)<br/> sign, signi (to sign, mark, or seal)<br/> simil, simul (like or resembling)<br/> sume, sump (to take, use, or waste)<br/> tact, tag, tang, tig, ting (to touch)<br/> tempo, tempor (time)<br/> trib (to pay or bestow)<br/> tui, tuit, tut (to guard or teach)<br/> ultima (last)<br/> vac (empty)<br/> vale, vali, valu (strength, worth, or valor)<br/> ver, veri (true, or genuine)<br/> vore (to devour)</p> | <p>drome, dromos (course or running)<br/> dyn, dynamo (power, strength, or force)<br/> eco (house or home)<br/> ecto (outside, external, or beyond)<br/> helio (sun)<br/> hema, hemo (blood)<br/> hypn, hypno (sleep)<br/> lith, litho (stone)<br/> log, logo, logue (speech or word; logy, meaning study, comes from this word family)<br/> macro (large, long, or great)<br/> morph (form, shape, or structure)<br/> new (new or recent)<br/> nym, onym (name)<br/> ortho (straight, correct, or upright)<br/> pan (all)<br/> phyll (leaf or leaves)<br/> pneumon, pneuma (breath or lung)<br/> proto (earliest, original, or first in time)<br/> saur (lizard or serpent)<br/> stereo (solid, firm, or hard)<br/> zo, zoo (animal)</p> |

Henry, M. K. (2010). *Unlocking literacy: effective decoding & spelling instruction*. Baltimore, MD: Paul H. Brookes.

### Numerical Prefixes

| Number      | Latin              | Greek              |
|-------------|--------------------|--------------------|
| 1           | uni-               | mono-              |
| 2           | bi- / duo-         | di-                |
| 3           | tri- / ter-        | tri-               |
| 4           | quadr- / quar-     | tetra-             |
| 5           | quint-             | pent-              |
| 6           | sex-               | hex-               |
| 7           | sept-              | hept-              |
| 8           | octa-, octo-       | octa-octo-         |
| 9           | nona-, nove-       |                    |
| 10          | dec-, deca-, deci- | dec-, deca-, deci- |
| 100         | cent-              | hect-              |
| 1,000       | mille-             | kilo-              |
| 10,000      |                    | myria-             |
| million     |                    | mega-              |
| billion     |                    | giga-              |
| trillion    |                    | tera-              |
| quadrillion |                    | peta-              |
| quintillion |                    | exa-               |

| <b><u>Morphemes:</u></b><br>The smallest unit of grammatical form with sound and meaning |   |   |  |   |  |  |
|--|---|---|--|---|--|--|
| <b><u>Free:</u></b><br>Can stand alone; base words; usually Anglo-Saxon                  |   | <b><u>Bound:</u></b><br>Work as meaningful parts only in combination with other morphemes |  |   |  |  |
| <b><u>Content:</u></b><br>Carry the meaning of a sentence                                | <b><u>Function:</u></b><br>"Grammatical glue" of sentences              | <b><u>Prefixes:</u></b><br>Added before a root or base word                               | <b><u>Roots:</u></b><br>Primarily Latin; not words; some have evolved into free morphemes, e.g. form | <b><u>Combining Forms:</u></b><br>Greek based word part that combines with others to form words | <b><u>Suffixes:</u></b><br>Added after a root or base word; may be added after another suffix<br><br>(respectfully)                |  |
| nouns<br>verbs<br>adjectives<br>adverbs  | conjunctions<br>prepositions<br>pronouns<br>auxiliary verbs<br>articles | pre-<br>peri-<br>in-<br>dis-<br>bi-   | struct<br>tract<br>duc<br>vis<br>ject  | photo<br>path<br>lex<br>hemi<br>auto  | <b><u>Inflectional:</u></b><br>Does not change part of speech; does change the tense of verbs; creates plurals; forms comparatives | <b><u>Derivational:</u></b><br>Changes part of speech  |
|  |   |   |  |   | -ed<br>-ing*<br>-s<br>-es<br>-er**<br>-est   | <b><u>Noun Suffixes:</u></b><br>-ment<br>-ness<br><br><b><u>Verb Suffixes:</u></b><br>-ate<br>-ize |

Adapted from Moats, L. C. (2010). *Speech to print: language essentials for teachers*. Baltimore: Brookes.

\*The suffix -ing is affixed to verbs and does not change the part of speech even though the word can function as different parts of speech in different contexts. When deciding the class of suffix, use the form in isolation. Swim is a verb, and swimming is a verb without context. Other suffixes, like -ment consistently create nouns, such as government where a noun is derived from a verb.

\*\*The suffix -er has multiple meanings. The comparative form is inflectional, as in *thinner*. When -er means *one who* or *that which*, then -er is derivational, as in *teacher*.

Truly the more wene he was compeld  
 to develop a compozition semde the longer  
 and grimmer of the hole week. He  
 fretted, ~~even~~ ceued his prince  
 regreted that he had not aplide to  
 himselfe and thaoght of othere  
 wosmes he would have prefereed  
 to spend the hore. In facted  
 he underwent ererey ~~for~~ form  
 of sufing exset that witch ~~the~~  
 invokes wrook. Finly controiding  
 his thoghtis with an almost her  
 eferot he sesot pitying himse  
 and produsech the weachly  
 masterpieces.



## Alan's Writing Sample from Dictation After Intervention

March 5

Truly, the hour when he was compelled to develop a composition seemed the longest and grimmest of the whole week. He fretted, chewed his pencil, regretted that he had not applied himself, and thought of other ways he would have preferred to spend the hour. In fact he underwent every form of suffering except that which involves work. Finally controlling his thoughts with an almost heroic effort he ceased pitying himself and produced the weekly masterpiece.

1. Alan's name



### Alan's Errors

Alon – Cursive letter formation, bridge letter (Alan)

Spet – Transposition of p & e (Sept)

hore – Basic sight word, v. digraph (hour)

wene – Basic sight word, short vowel (when)

compeld – Suffix addition, past tense suffix –ed (compelled)

compozision – Pre. com, L. root (composition)

seemde – Past tense suffix –ed (seemed)

longist – Adj. suffix –est (longest)

grimist – Suf addition rule, adj. suffix –est (grimmest)

hole – Basic sight word (whole)

freeted – Short vowel in base, suffix addition (fretted)

ceued – Cons. digraph, V. digraph in base (chewed)  
(*Note that fretted and chewed do have the right suffix.*)

pencele – Substitutes e for i, adds final silent e (pencil)

regretd – Suffix addition rule (regretted)

aplide – Phonetically correct, needs to identify base apply,  
change y to i, add -ed (applied)

thaoght – Basic sight word (thought)

othere – Final silent e (other)

was/waes – Needs to identify base, way (ways)

prefreed – L. root fer, suf. addition rule (preferred)

hore – Basic sight word, v. digraph (hour)

facted – Adds suffix (fact)

ererey – Basic sight word, suffix –y (every)

sufing – Deletes L. root, 2nd syllable fer (suffering)

exspet – Deletes c in L. root (s)pect (expect)

witch – Basic sight word, auditory discrimination (which)

wrook – Transposes r & o, basic sight word (work)

Finly – Base final, plus suffix –ly (finally)

controlding – Inserts d, suffix addition rule (controlling)

thoghtis – Basic sight word (thought)

herock – Suffix –ic (heroic)

eferot – L. root fort (effort)

sesot – Base word cease + suffix –ed (ceased)

produsects – L. root duc, suffix -ed (produced)

weachly – A-S base week (weekly)

masterpeces – Compound master + piece (masterpiece)

| Helpful Tips About Affixes<br>Decoding |   |   |
|--|---|---|
| <b><u>Decoding Tip</u></b>             | <p><b><u>Plurals:</u></b> Plurals mean more than one noun.</p> <ul style="list-style-type: none"> <li>• -s</li> </ul> <p>When the last sound in a base word is voiced, then the suffix will make the voiced sound /z/.</p> <ul style="list-style-type: none"> <li>• -es</li> </ul> <p>Add -es if the base word ends in s, x, z, sh, ch, tch, or o (most of the time).</p>   | <p>shops /s/<br/>trays /z/</p> <p>dresses<br/>boxes<br/>dishes<br/>potatoes</p>   |
| <b><u>Important Information</u></b>    | <p><b><u>Consonant suffixes:</u></b> A consonant suffix begins with a consonant letter.</p> <ul style="list-style-type: none"> <li>• -ful = full of</li> <li>• -less = without</li> <li>• -ness = a quality</li> <li>• -ment = process of</li> <li>• -ly = how</li> </ul>   | <p>painful (Notice - Only 1 "L")<br/>childless<br/>sickness<br/>payment<br/>slowly</p>  |
| <b><u>Important Information</u></b>    | <p><b><u>Vowel suffixes:</u></b> A vowel suffix begins with a vowel letter.</p> <ul style="list-style-type: none"> <li>• -ed = happened in the past</li> <li>• -ing = happening now</li> <li>• -er = someone who/something that/comparing two</li> <li>• -est = comparing more than two</li> <li>• -ist = someone who</li> <li>• -y = describe what kind</li> <li>• -en = to make</li> <li>• -ish = behaving like</li> <li>• -able = able to</li> <li>• -ity = being</li> </ul> | <p>acted<br/>resting<br/>shopper/toaster/quicker<br/>maddest<br/>soloist<br/>lucky<br/>flatten<br/>childish<br/>dependable<br/>humidity</p> |
| <b><u>Decoding Tip</u></b>             | <p><b><u>Exception:</u></b> If the base word ends in -ce or -ge and the suffix does not start with e, i, or y, then keep the final e to retain the soft sound of the c or g.</p>  | <p><b><u>Exception:</u></b><br/>trace - traceable</p>   |
| <b><u>Decoding Tip</u></b>             | <p><b><u>Sounds of the suffix -ed</u></b></p> <ul style="list-style-type: none"> <li>• -ed says /t/ when the letter before it makes an unvoiced sound, like /s/, /f/, /p/</li> </ul>  | <p>flossed, puffed, jumped</p> <p>spelled, aimed, cheered</p>   |

|                                     |   |  |
|-------------------------------------|---|--|
|                                     | <ul style="list-style-type: none"> <li>-ed says /d/ when the letter before it is voiced, or causes your vocal cords to vibrate, like any vowel sound or /l/, /m/, /r/</li> <li>-ed says /ed/ when the letter before it is a “d” or a “t”.</li> </ul>  | floated, loaded  |
| <b><u>Decoding Tip</u></b>          | <b><u>Accent Change:</u></b> In a four-syllable word, the accent is three from the final syllable.  | refund = <b>re'</b> fund<br>refundable =<br>re <b>fun'</b> da ble  |
| <b><u>Important Information</u></b> | <p><b><u>Connecting Vowels:</u></b> A vowel added between combining forms or a root and a suffix to ease pronunciation.</p> <p>Greek Connector - o<br/>Latin Connectors - e, i, u</p>   | <p>speed + meter =<br/>speedometer</p> <p>ign + ous = igneous<br/>cone + fer = conifer<br/>fact + al = factual<br/>race + al = racial</p>  |
| <b><u>Important Information</u></b> | <p><b>-ION</b> is a suffix that means the <i>act of</i>, <i>state of</i>, or <i>result of</i>; this suffix makes the base a noun.</p> <p>The patterns -tion and -sion are often taught because these letters form a syllable; however, the <i>t</i> and the <i>s</i> are determined by base element and are not part of the morpheme.</p> | <p>vacate + ion = vacation<br/>(A vowel suffix is added,<br/>so the e is dropped.)</p> <p>confess + ion =<br/>confession</p> <p>erode + ion =<br/>erosion<br/>(The final sound in the<br/>base can require a<br/>sound change when the<br/>base is affixed.)</p> |

| Helpful Tips About Affixes<br>Encoding |   |   |
|--|---|---|
| <b><u>Encoding Tip</u></b>             | <b><u>Dropping Rule:</u></b><br>When a base word ends with final e, drop the e before adding a suffix beginning with a vowel.   | <b><u>Vowel Suffix:</u></b><br>take - taking<br>stone - stony<br><b><u>Consonant Suffix:</u></b> hope - hopeless<br>boast - boastful<br><br><b><u>Exception:</u></b><br>trace - traceable |
| <b><u>Encoding Tip</u></b>             | <b><u>Doubling Rule:</u></b> When the base word ends with Vowel-Consonant (VC), you must double the last letter before adding a suffix that starts with a vowel. This rule allows the vowel to remain short.<br><br>When words have two syllables, and the second syllable has the VC pattern, ... <ul style="list-style-type: none"> <li>do not double if the first syllable is accented. (This is most common.)</li> <li>do double if the second syllable is accented.</li> </ul><br><b><u>EXCEPTION:</u></b> Don't double "x" because it consists of two consonant sounds. | <b><u>ONE SYLLABLE</u></b><br>bat   batted<br>skid   skidded<br><br><b><u>TWO SYLLABLES</u></b><br><b>hap'</b> -pen   happening<br><br><b>be-gin'</b> beginning<br><br>taxed              |
| <b><u>Encoding Tip</u></b>             | <b><u>Change Rule:</u></b> If a base word ends in "y", you must change it to an "i" before adding either a vowel or a consonant suffix.<br><br><b><u>EXCEPTIONS:</u></b> <ul style="list-style-type: none"> <li>Don't change the "y" to an "i" if the suffix begins with an "i".</li> <li>When the "y" is part of a vowel team, don't change it.</li> </ul>   | copy to copier<br>plenty to plentiful<br><br>try to trying<br>baby to babyish<br><br>stay to stayed   |

|                                   |  |  |
|-----------------------------------|--|--|
| <p><b><u>Encoding Tip</u></b></p> | <p><b><u>TION and SION</u></b><br/> TION says /shun/<br/> Use TION...</p> <ul style="list-style-type: none"> <li>• After most consonants</li> <li>• After long vowels</li> <li>• After most short vowels</li> </ul> <p>SION says /zhun/ or /shun/<br/> Use SION...</p> <ul style="list-style-type: none"> <li>• When you hear /zhun/</li> <li>• After the letter “L”</li> <li>• After some short vowel sounds, add an “s” then, SION.</li> </ul> <p>After the letter “n”, it could be either <i>tion</i> or <i>sion</i>.</p> | <p>instruction<br/> vacation<br/> nutrition</p> <p>decision<br/> convulsion<br/> mission</p> |
|-----------------------------------|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Greek and Latin Morphemes Across the Disciplines

| <b>The Arts</b> | <b>Health</b>          | <b>ELA</b>          | <b>Math</b>             | <b>Science</b> | <b>Social Studies</b>    |
|-----------------|------------------------|---------------------|-------------------------|----------------|--------------------------|
| phot - light    | cardi/o -heart         | neo - new           | quint - five            | -logy - study  | anthropo-<br>human being |
| scrib - write   | dent, don't -<br>tooth | man(u) – by<br>hand | milli -<br>thousandth   | aqua - water   | archy - leader           |
| vid - see       | tox - poison           | syl - together      | semi - half,<br>partial | cyto - cell    | -ism<br>practice of      |



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# Prefix, Root Word, and Suffix Study Sheet

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

A **prefix** is a word part with a specific meaning at the beginning of a word.

A **suffix** is a word part with a specific meaning at the end of a word.

A **root word** is the main part of a word that contains its core meaning. Sometimes it is a word on its own, as in *unbelievable* (*believe* is the root word), and sometimes it cannot stand alone, as in *relocation* (*loc* is the root word). In either case, prefixes and suffixes can be added to root words, which might change either the meaning of the word (*reactivate*, *deactivate*) or its grammatical function (*transports* = present tense, *transported* = past tense, *transportation* = noun). Sometimes spelling changes when suffixes are added to root words (*noise*, *noisy*).

Learning **root words**, **prefixes**, and **suffixes** can help you because:

- If you recognize these word parts, it is easier to figure out what a word you don't know means.
- They can help you to spell words because you'll remember patterns.

**Instructions:** As you read this paragraph, underline all words that have prefixes or suffixes. Write them below the paragraph and then write a definition of the word. If you do not know the definition, use the Make-a-Word Game Chart to help you guess.

## The Garbage Problem

Improper garbage disposal can cause contamination of subterranean water sources. Relocating garbage dumps doesn't necessarily solve this incredibly unhealthful problem. Laws preceding the discovery of this problem were predictably relaxed in terms of garbage disposal. Since the discovery, authorities have proceeded to toughen these laws and have injected funds into reevaluating ongoing practices. Interjection of environmental organizations has helped to convince an incredulous public of the depth of the problem and the need to recycle. Some garbage dumps have receded in size, but most have increased as the unbelievable amount of garbage produced continues to multiply unnecessarily.

Words with prefixes or suffixes

Meaning