

Growing Words

Word Part Instruction



Arlington Public Schools

Growing Words

Growing Words is an instructional resource for K-5 teachers. Extensive research shows that understanding common prefixes and suffixes, and how they combine with base words and roots will make students more effective readers, writers and spellers, while also significantly expanding a student's vocabulary. In this guide, the K – 3 component focuses on common prefixes and suffixes and how adding these word parts to base words changes the word's meaning. In grades 4 and 5 more attention is given to affixes and **roots** in order to increase word knowledge. Steps for introducing the word part as well as opportunities for practice are included in this resource.

Growing Words Components:

- Research justification for teaching affixes and roots
- Important vocabulary related to teaching affixes and roots
- Steps for Introducing a Word Part
- Instructional Activities
- Scope and Sequence of Word Parts by Grade Level
- Poster to display the affix or root under study
- Student record sheet for grades 2- 5
- Sample SOL Stems
- SOL aligned Warm ups or Quick Checks

Instructional pacing for the introduction of word parts for our students varies by grade level. Kindergarteners and first graders are introduced to new prefixes or suffixes each quarter/9 weeks, while second grade students are introduced to affixes on a biweekly basis. Students in grades 3-5 are introduced to word parts on a weekly basis.

Teachers should include this component in their language arts and content area instruction regularly with the whole class. Adding this component to your whole class instructional routine should only take 5-10 minutes per day and may be connected to reading and writing lessons as appropriate.

This resource is designed to supplement regular oral language, word study and vocabulary instruction. Although students perform at different developmental spelling levels, all elementary students are ready to begin learning the meaning of word parts, though they may not be ready to spell the complete words correctly.

This **Growing Words** resource is recommended as an excellent tool for expanding student vocabularies and developing more effective readers, writers, and spellers. We hope that you will find the resource flexible and helpful.

Dr. Michelle Picard
Supervisor, English Language Arts

Special thanks to the Arlington Public School classroom and reading teachers, specialists, and administrators who have worked to develop this resource guide and to all of the staff members that bring the work alive for our students. Contributing authors include:

Dr. Michelle Picard, Supervisor, English Language Arts
Gayle Kelley, Division Reading Specialist, English Language Arts
Alison Meadows, Reading Specialist, Barcroft Elementary
Carole Ebert, Reading Specialist, Claremont Elementary
Natani Vaughn, Classroom Teacher, McKinley Elementary
Jennifer Clark, Reading Specialist, Long Branch Elementary
Kim Gomez, Reading Specialist, Oakridge Elementary
Rebecca Kennedy, Reading Specialist, Oakridge Elementary
Rosemary Giangiulio, Reading Specialist, Hoffman Boston Elementary

Research Justification for Teaching Roots and Affixes

A “Roots” Approach to Vocabulary: Insights from Research

Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton

Why Latin and Greek Roots?

DID YOU KNOW?

In Ancient Rome, school children studied out loud in class. As they learned new words they would sound them out with their **voices**. This is why the English word **vocabulary** (meaning a “list of words”) is built on the Latin word for “voice.” Students took their **vocabulary** quizzes by reciting the words aloud. Even as adults, Romans continued the habit of reading everything out loud. Roman doctors would often order sick patients to give up reading for awhile because their reading would irritate their **vocal cords** and make a sore throat worse! (“*Building Vocabulary from Word Roots,*” *Level 4*)

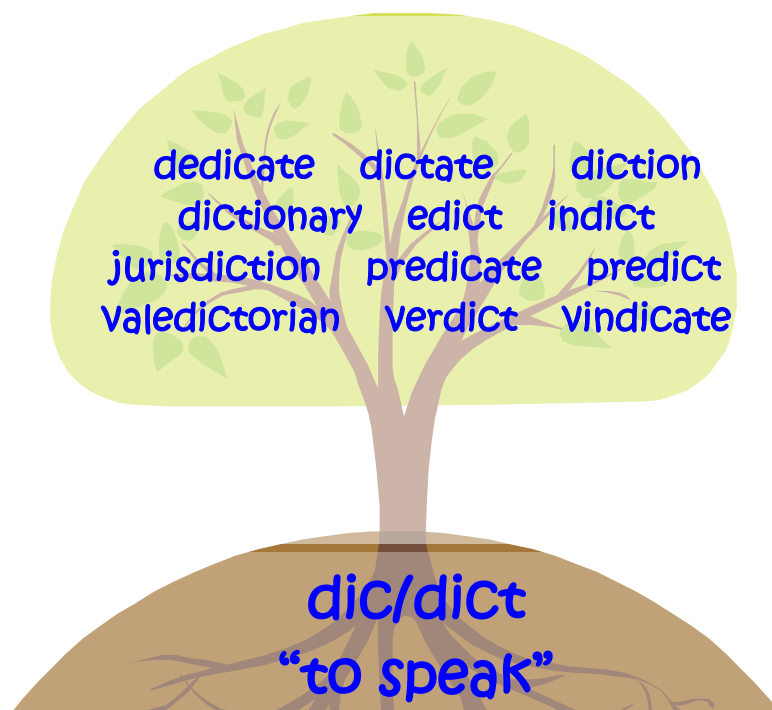
- Over 60% of the words students will encounter have recognizable word parts; many of them are derivatives of Latin and Greek roots (Nagy, Anderson, Schommer, Scott, & Stallman, 1989). ***School texts have a vast number of words from Latin and Greek roots.***
- Latin and Greek prefixes, bases and suffixes have unique semantic features and consistent orthographic patterns. ***Knowledge of these roots links pronunciation, meaning and spelling, especially useful for young readers*** (Rasinski & Padak, 2001; Bear, Invernizzi, Templeton & Johnston, 2000).
- ***Content area vocabulary (e.g., mathematics, science, literature, technology) is largely of Greek and Latin origin.*** Research in content area vocabulary has demonstrated the effectiveness of teaching Greek and Latin word roots, especially for struggling readers (Harmon, Hedrick & Wood, 2005).
- ***Many English language learners speak first languages semantically embedded in the Latin lexicon (e.g., Spanish).*** Enhancing this natural linguistic connection can accelerate these students’ vocabulary growth (Blachowicz, Fisher, Ogle & Watts-Taffe, 2006).
- Many words from Greek and Latin roots meet the criteria of “tier two” words described by Beck, McKeown, and Kucan (2002) as appropriate for instruction because they are ***“high frequency words for mature language users”*** (p. 16).
- ***Classroom-based studies have demonstrated the effectiveness of teaching word parts and context clues*** (Baumann, Font, Edwards, & Boland, 2005; National Reading Panel, 2000).

- An important goal of vocabulary instruction should be to help students become independent word learners who use research-tested strategies to determine the meaning of new words. Vocabulary instruction should also develop “word consciousness,” an awareness of, interest in, and curiosity about words (Blachowicz & Fisher, 2006; Graves & Watts-Taffe, 2006).
- **Research shows that the study of “roots” gives students the ability to learn *many new words independently by helping them make connections among words and word families that are semantically related* (Nagy & Scott, 2000). *Activities that use “roots” for word exploration (etymology) and word play (puns, riddles) also foster “word consciousness”* (Lehr, Osborn & Hiebert, 2004; Newton & Newton, 2005).**

“Research in vocabulary instruction has underscored the critical importance of students’ understanding how prefixes and suffixes combine with base words and word roots to create new words. This understanding can help students analyze unknown words they encounter in their reading and leads to a rich expansion and elaboration of their vocabularies.” (Words Their Way)

Important Vocabulary

- affix** most commonly a suffix or prefix attached to a base word, stem, or root
- prefix** an affix attached at the beginning of a base word or word root
- suffix** an affix attached at the end of a base word or word root
- base word** a word to which prefixes and/or suffixes are added. For example, the base word of *unwholesome* is *whole*.
- roots** words parts, usually of Greek or Latin origin, that are often combined with other roots, prefixes and suffixes to form words
- morpheme** the smallest linguistic unit that carries meaning. For example, *unbreakable* has three morphemes (*un*, *break*, *able*).



Excerpts from: *Words Their Way: Word Study for Phonics, Spelling, and Vocabulary* (Bear, Invernizzi, Templeton, and Johnston, 2011)

Steps for Introducing a Word Part

- 1 Introduce the new word part (i.e. prefix, suffix, root). Give the meaning and a few sample words. Use visuals when appropriate.

Today, we will look at the prefix “un”. The prefix un- usually means “not.” It is usually used to mean a reversal or removal of some action or state; giving the opposite force. In the example, untie the prefix means to not be tied or to remove or reverse the act of having shoes or sneakers tied.



untie

- 2 Ask students to brainstorm other words that have the same word part. Record these on a class chart.

For example: *un – means “not”*

untie
unfair
unkind
unlikely
uncool
unable
unafraid
unclear
unselfish
unhappy
unplug
unheated
uneven
unwrap

* Please note that often students will identify words with the same letters as the prefix under study such as “un” however the letters do not represent a prefix and therefore do not influence the word’s meaning. In this example the words uncle and understanding both have the beginning syllable “un,” but they are not affixed to a base word and do not represent the meaning “not.” Be sure to call attention to these instances as you introduce word parts.

- 3 Underline the base word and circle prefix and/or suffix.
- 4 Ask students in pairs to select two words and to share how the words are related
In this example, a student may suggest that untie and uncool both mean that the item is not tied and not cool.
- 5 Student practice: Choose one of the activities on the following pages for students to complete independently or in pairs. *For example, each student will choose four words from the chart to draw and label in a vocabulary notebook.*

Instructional Activities K – 3

Teaching prefixes and suffixes to K-1 students should be both explicit and integrated into daily oral language, reading and writing activities. Students need to be taught the meaning of specific word parts and given multiple opportunities to interact with words. A well-developed vocabulary is dependent on the richness and frequency of verbal interactions. The prefixes and suffixes in this guide can easily be incorporated into language arts and content area instruction.

- Use the provided poster or chart paper to display the prefix or suffix being introduced. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the specific prefix or suffix.
- Hunt for words that have the specific prefix or suffix.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a *Living Bulletin Board*. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in *unacceptable*, but does not carry the same meaning in *under* or *hunt*.
- Create riddles for words.
- Create picture and/or word sorts to compare and contrast word meanings. For example singular/plural, past tense/present tense.
- Play Prefix or Suffix Jeopardy.
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same base word or affix.
- Integrate into daily routines such as Morning Message, class meetings, calendar activities.
- Integrate into content area instruction.

Instructional Activities Grades 4- 5

- Use the poster to display the affix or root being studied each week. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the word part.
- Hunt for words that have the word part.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a Living Bulletin Board. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in *unacceptable*, but does not carry the same meaning in *under* or *hunt*.
- Create riddles for words.
- Play Prefix, Suffix, or Word Root Jeopardy.
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same root or affix.

Growing Words – Kindergarten

1st Quarter			
Word Part	Part	Meaning	Example
-s -es	Suffix	plural	girls, boxes
2nd Quarter			
-ing	suffix	action	reading, talking
-ed	suffix	past tense	walked, played
3rd Quarter			
-er/-est	suffix	comparative	stronger, strongest
4th Quarter			
un-	prefix	not	unhappy, untie
re-	prefix	again	rewrite, reread
Review			

Growing Words – First Grade

1st Quarter			
Word Part	Part	Meaning	Example
-s -es	suffix	plural	girls, boxes
-ing	suffix	action	reading, talking
-ed	suffix	past tense	walked, played
2nd Quarter			
-er/-est	suffix	comparative	stronger, strongest
un-	prefix	not	unhappy, untie
re-	prefix	again	rewrite, reread
3rd Quarter			
-ly	suffix	resembling	quickly, loudly
-y	suffix	forms adj. or diminutive	chewy, sticky
-ful	suffix	full of	fearful, careful
4th Quarter			
mis-	prefix	bad	misbehave
dis-	prefix	not	disagree
Review			

Growing Words – 2nd Grade

1st Quarter				
Week	Word Part	Part	Meaning	Example
1-2	-ed	suffix	past tense	walked
3-4	-ing	suffix	action	singing
4-5	-s, -es	suffix	plural	cats, boxes
6-7	un-	prefix	not	unhappy
8-9	re-	prefix	again	rewrite
2nd Quarter				
1-2	dis-	prefix	not	disagree
3-4	-ly	suffix	resembling	quickly
4-5	-y	suffix	forms adj. or diminutive	chewy, sweaty
6-7	*in-	prefix	not	inaccurate
8-9	il-, *im-, ir-	prefix	not	impossible, irregular, illegal
3rd Quarter				
1-2	-er/-or	suffix	one who	teacher, sailor
3-4	-er/-est	suffix	comparative	stronger, strongest
4-5	mis-	prefix	bad	misbehave
6-7	pre-	prefix	before	precaution
8-9	sub-	prefix	under, below	submarine
4th Quarter				
1-2	-less	suffix	without	thoughtless
3-4	-ful	suffix	full of	fearful
4-5	-ness	suffix	state or quality of	happiness
6-7	non-	prefix	not	nonfiction
8-9	Review			

Growing Words – 3rd Grade

1 st Quarter				
Week	Word Part	Part	Meaning	Example
1	un-	prefix	not	unhappy
2	re-	prefix	again	rewrite
3	dis-	prefix	not	disagree
4	*in-, il-, *im-, ir-	prefix	not	inaccurate, impossible, irregular, illegal
5	-ed	suffix	past tense	walked
6	-ing	suffix	action	singing
7	-ly	suffix	resembling	quickly
8	-s, -es	suffix	plural	cats, boxes
9	Review			
2 nd Quarter				
1	en-, em-	prefix	in	enclose, embed
2	non-	prefix	not	nonfiction
3	*in-, *im-	prefix	into	inhale, immerse
4	over-	prefix	too much	overpriced
5	-er, -or	suffix	one who	teacher, sailor
6	-er	suffix	more, comparative	stronger, faster
7	-est	suffix	most, superlative	smartest
8	-ion, -tion, -ation, -ition	suffix	state or quality of	suspicion, caution, desperation, ignition,
9	Review			

Growing Words – 3rd Grade

3rd Quarter				
Week	Word Part	Part	Meaning	Example
1	mis-	prefix	bad	misbehave
2	sub-	prefix	under, below	submarine
3	pre-	prefix	before	precaution
4	inter-	prefix	among, between	international
5	-ible, -able	suffix	is able	combustible, comfortable
6	-al, -ial	suffix	relating to	maternal, filial
7	-y	suffix	forms adj. or diminutive	chewy, sweaty
8	-ness	suffix	state or quality of	happiness
9	Review			
4th Quarter				
1	fore-	prefix	in front, before	foresee
2	de-	prefix	not, opposite	deform
3	trans-	prefix	across	transport
4	super-	prefix	over	superimpose
5	-ity, -ty	suffix	state or quality of	necessity, loyalty
6	-ment	suffix	product/thing, forms noun from verb	enjoyment, pavement
7	-ic	suffix	relating to, forms adj.	historic
8	-ous, -ious	suffix	full of, forms adj. and adv.	joyous, religious
9	Review			

Growing Words – 4th Grade

1 st Quarter				
Week	Word Part	Part	Meaning	Example
1	un-	prefix	not	unhappy
2	re-	prefix	again	rewrite
3	dis-	prefix	not	disagree
4	*in-, il-, *im-, ir-	prefix	not	inaccurate, impossible, irregular, illegal
5	-ly	suffix	resembling	quickly
6	semi-	prefix	half	semicircle
7	anti-	prefix	against	antiwar
8	mid-	prefix	middle	midsummer
9	Review			
2 nd Quarter				
1	under-	prefix	too little	undernourished
2	-en	suffix	made of/forms adj., past action	wooden, taken
3	-ive, -ative, - itive	suffix	inclined to, forms adj.	negative, talkative, positive
4	graph	root	write	photograph, autograph
5	fin	root	end	finale, confine, define
6	gram	root	letter, written	telegram, diagram
7	aud(i)	root	hear	audience, audible, audition
8	spec, spect	root	see, a kind	special, species, aspect, inspect, spectacle
9	Review			

Growing Words – 4th Grade

3rd Quarter				
Week	Word Part	Part	Meaning	Example
1	terr	root	land, earth or fright	territory, terrain, terrace, terror, terrible, deterred
2	tract	root	pull, drag	tractor, attract, subtract
3	voc	root	voice or calling	vocal, advocate, convocation, vocation
4	mob, mov, mot	root	move	mobile, motion, movement
5	port	root	carry	portable, transport, import
6	vid, vis	root	see	video, provide, vision, visible
7	dic, dict	root	proclaim, speak, say	dedicate, dictate, predict, contradict, verdict
8	scrib, script	root	write	scribe, scribble, inscription
9	Review			
4th Quarter				
1	chron	root	time	chronological, synchronize, chronicle
2	duc, duct	root	lead	induce, produce, abduct, conduct, aqueduct
3	ast(r)	root	star	astronaut, astronomy, disaster
4	auto	root	self	autocracy, autobiography, autonomy
5	geo	root	earth	geology, geometry, geography
6	bio	root	life	biology, biography, biopsy
7	mit	root	send	transmit, submit, admit, permit
8	phil	root	love	philosophy, philanthropist, philharmonic
9	Review			

Growing Words – 5th Grade

1st Quarter				
Week	Word Part	Part	Meaning	Example
1	un-	prefix	not	unhappy
2	re-	prefix	again	rewrite
3	dis-	prefix	not	disagree
4	*in-, il-, *im-, ir-	prefix	not	inaccurate, impossible, irregular, illegal
5	-ly	suffix	resembling	quickly
6	sens, sent	root	feel	sensation, sense, sensitive, sensible
7	tele	root	distant	telescope, telephone, telegraph
8	man(u)	root	hand	manicure, manifest, manual, manufacture
9	Review			
2nd Quarter				
1	mand, mend	root	order	command, mandate, commend, recommend
2	photo	root	light	photograph, photosynthesis, telephoto
3	luc	root	light	lucent, lucid, lucite, elucidate
4	path	root	disease, feeling	pathology, sympathy, pathos
5	bene	root	well	benefit, benediction, benevolent
6	phon	root	sound	phonograph, symphony, telephone
7	omni	root	all	omnipotent, omniscient, omnivore
8	jur, jus	root	law	jury, injure, jury, conjure, perjury, justice, justify
9	Review			

Growing Words – 5th Grade

3rd Quarter				
Week	Word Part	Part	Meaning	Example
1	log	root	word	prologue, dialogue, eulogy, monologue
2	log(y)	root	reason	analogy, apology, logic
3	logy	root	science of	psychology, biology, anthropology
4	gen	root	birth, beget or do	generation, genocide, agent, exigencies
5	qui(t)	root	rest, quiet	acquit, quite, requite
6	vac(u)	root	empty	vacant, vacation, vacuum, evacuate, vacuous
7	aqu(a,i)	root	water	aquarium, aquatic, aquamarine, aquifer
8	hydr	root	water	hydroelectric, hydrogen, hydrant
9	Review			
4th Quarter				
1	leg	root	law, ambassador	legal, illegal, legitimate, illegitimate
2	struct	root	build	structure, construct, instruct, destruction
3	cred	root	believe	credible, discredit, credential
4	fort	root	strong	fortitude, comfort, effort, fortify
5	nat	root	born	natal, native, nation, nativity, innate
6	scop(e)	root	see	microscope, telescope, periscope
7	nov	root	new	novel, novelty, novice, innovate
8	grad	root	step, go	graduation, gradual, grade, centigrade
9	Review			

Sample SOL Stems

SOL 3.4b *Use knowledge of roots, affixes, synonyms, and antonyms*

SOL 4.4b and 5.4c *Use knowledge of roots, affixes, synonyms, antonyms, and homophones*

In which word is -ly used the same as it is in *(lone)ly*? *Sample sentence given; choices listed*

In which words does un- mean the same as it does in *un(happy)*? *Sample sentence given; choices listed -could be more than one answer*

Select each word with a suffix that means “_____.”

Which word sounds like the word _____?

Choose the two words that sound the same but are spelled differently.

Select the word with a root that means “_____.”

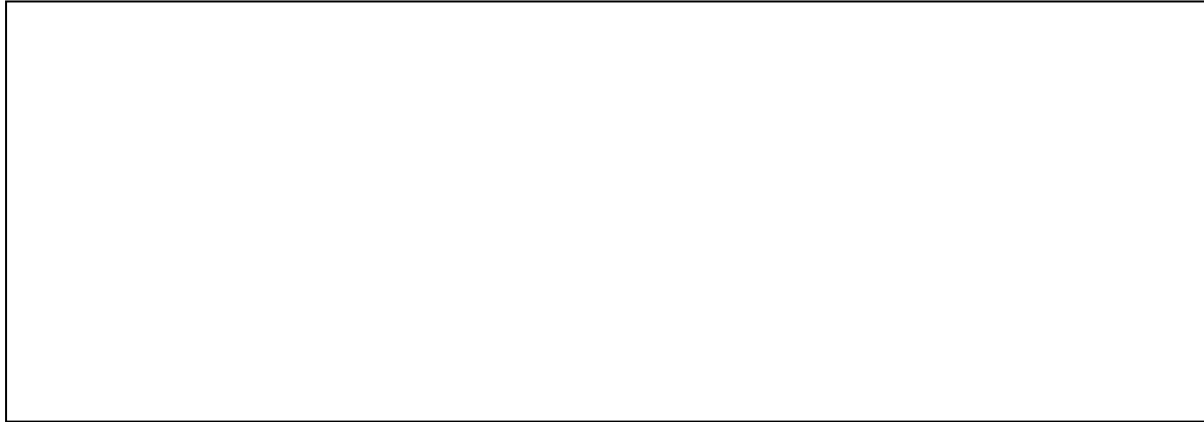
Which two words are antonyms for _____?

What does the suffix (-x) mean in the word _____ ?

In which word does the prefix (x-) have the same meaning as it does in the word _____?

Growing Words

Word Part



prefix

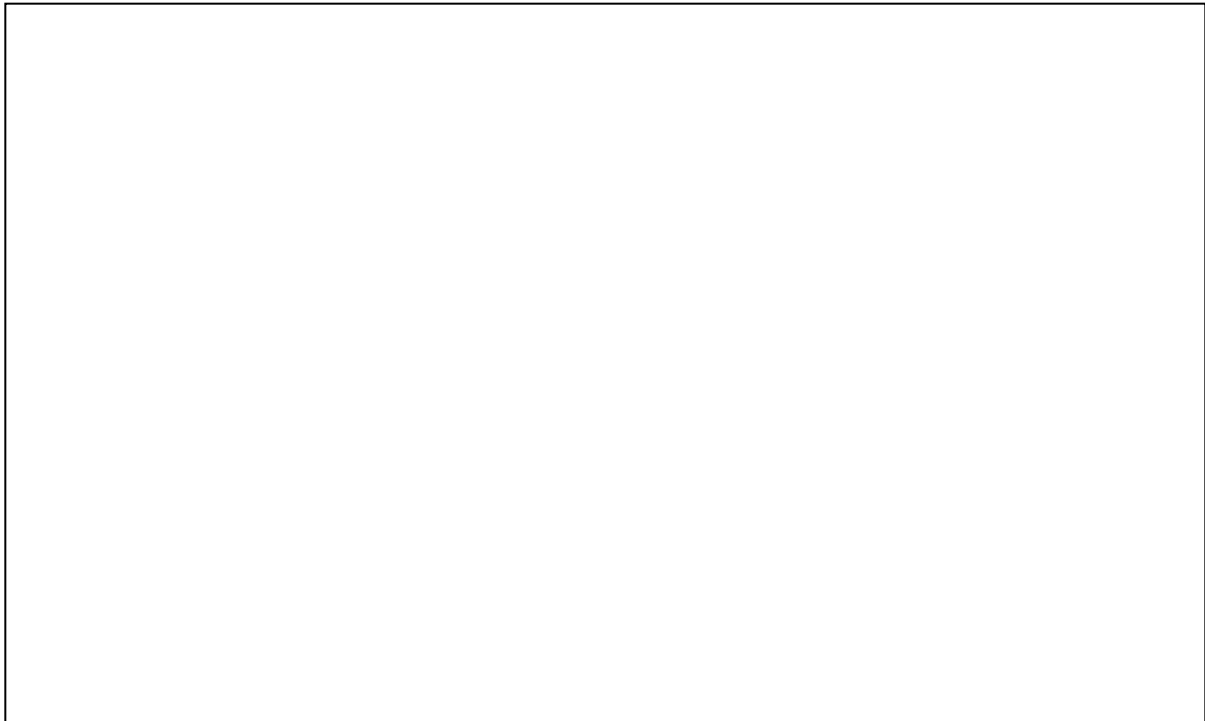
suffix

Meaning:

Examples:

Growing Words

Word Part of the Week



prefix root suffix

Growing Words

Word Part of the Week

Word Part:	Word Part:	Word Part:
Meaning:	Meaning:	Meaning:
prefix suffix root	prefix suffix root	prefix suffix root
Examples:	Examples:	Examples:

Other Resources

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction by Bear, Invernizzi, Templeton & Johnston

Words Their Way: Word Study with English Language Learners: Word Study for Phonics, Vocabulary and Spelling by Helman, Bear, Templeton, Invernizzi

Words Their Way For PreK-K by Johnston, Invernizzi, Helman, Bear, and Templeton

Vocabulary Their Way: Word Study with Middle and Secondary Students by Templeton, Johnston, Bear & Invernizzi

Bringing Words to Life: Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan

Greek and Latin Roots: Keys to Building Vocabulary by Timothy Rasinski, Nancy Padak, Rick Newton

Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary by Kathy Ganske

Word Sorts and More: Sound, Pattern, and Meaning Explorations K-3 by Kathy Ganske

Mindful of Words: Spelling and Vocabulary Explorations, 4-8 by Kathy Ganske

Helpful Websites

Dictionary.com

www.dictionary.com

Online Etymology Dictionary

www.etymonline.com

One Look Dictionary

<http://www.onelook.com/>

Please note that word lists with each of these word parts may be found in the resources listed above.