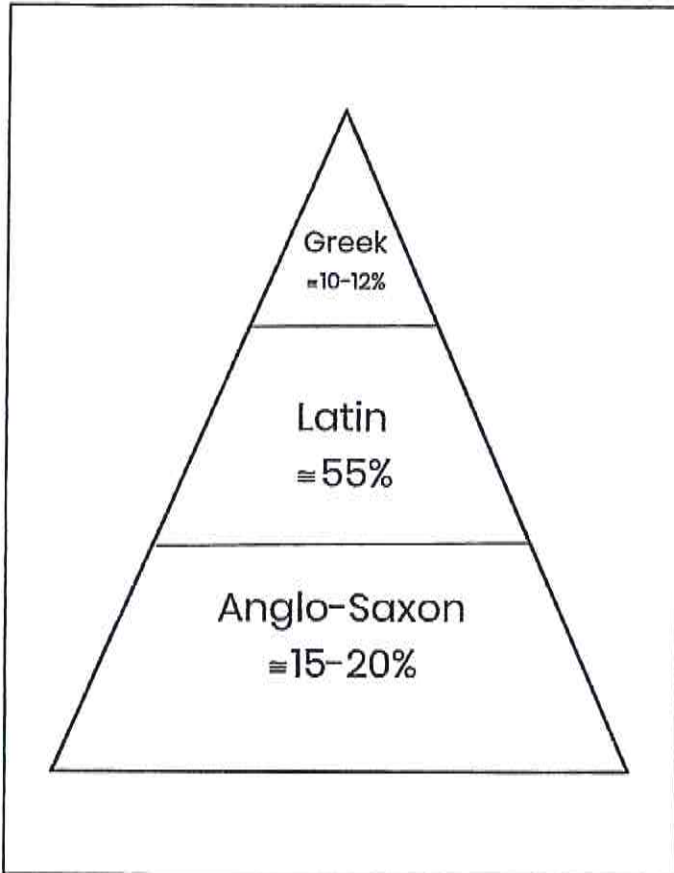


Layers of English Language



Anglo-Saxon

Short, common everyday words

- First 100 high-frequency words
- Number words 1-100 (cardinal/ ordinal)
- Basic colors **red, yellow, blue**
- Farm, forest, and sea animals
- External body parts – parts known by hunters
- k in short words **kiss, book**
- Hard g before e, i, or y **get, girl**
- tw – meaning of two **twin, between**
- Words with digraphs/trigraphs: ch, sh, th, wh, ng, ck, tch, dge
- ch, sh, th in short words **chip, wish, this, that**
- wh **when, what, why**
- Double consonants in the middle **rabbit, ladder**
- Double consonants at the end **bluff, hill, moss**
- Long i and o before two consonants **kind, old, wild, colt**
- Short words with silent letters
- Vowel teams **rain, clay, see, beak, flow**
- Consonant-le **bubble, candle, rifle**

Latin

Academic words used in literature and textbooks

- Final ct and pt **act, instruct, erupt, adapt**
- c = (s) before e, i **cent, recent, recite**
- sc = (s) **science, scissors**
- ti, ci = (sh) **partial, facial, gracious**
- -tion, -sion, -ssion **motion, fusion, mission**
- Two of the same consonants near the beginning of the word **illegal, attract, appoint** (chameleon prefixes: in- changes to il-, ad- changes to at-)
- tu=(choo) and du = (doo) **factual, residual**
- multisyllable, long words **magnificent, fascinate**

Greek

Scientific, medical, technical words

- ph=(f) **graph, phrase, telephone**
- ch=(k) **chorus, chord, chemistry, echo**
- k in long words **kilometer, kinesthetic, kerosene**
- th in long words **theology, marathon, theme**
- medial Greek vowel y **gym, thyme, rhythm**
- x at the beginning of words
- Endings -ic and -ac **photographic, insomniac**
- Silent letters ps, pn, rh, mn **psychic, pneumonia, rhythm, mnemonic**

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.neilramsden.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/>

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

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

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 mistake misread mistrust misshape misprint misdoing	miscast mislabel misaim mishap mistook misfit	mismatched misadvice misgovern misquote misled mislead 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

Words		
mistreated mistake misread mistrust misshape misprint misdoing	miscast mislabel misaim mishap mistook misfit	mismatched misadvice misgovern misquote misled mislead misunderstood

Phrases	
a mismatched sock	a misprint in the book
the mistreated puppy	must have a misquote
misdoing the dishes	the mislabeled lunch

Sentences	
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 the chew bone.	The newspaper may have a misquote.

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Assimilated Prefixes

Prefix	Variants	Used Before Roots Beginning with...	Examples
ad- <i>(to, toward, in, or near)</i>	ac-	c, k, q	accomplish acknowledge 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
con- <i>(together, with, joint, or jointly)</i>	co-	usually before vowel or h	coexist cohesive
	col-	l	collapse
	com-	b, m, p	combat command compare
	cor-	r	corrupt

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

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

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

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

Helpful Tips About Affixes Decoding		
<u>Decoding Tip</u>	<p><u>Plurals:</u> Plurals mean more than one noun.</p> <ul style="list-style-type: none"> • -s <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"> • -es <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/ trays /z/</p> <p>dresses boxes dishes potatoes</p>
<u>Important Information</u>	<p><u>Consonant suffixes:</u> A consonant suffix begins with a consonant letter.</p> <ul style="list-style-type: none"> • -ful = full of • -less = without • -ness = a quality • -ment = process of • -ly = how 	<p>painful (Notice - Only 1 "L") childless sickness payment slowly</p>
<u>Important Information</u>	<p><u>Vowel suffixes:</u> A vowel suffix begins with a vowel letter.</p> <ul style="list-style-type: none"> • -ed = happened in the past • -ing = happening now • -er = someone who/something that/comparing two • -est = comparing more than two • -ist = someone who • -y = describe what kind • -en = to make • -ish = behaving like • -able = able to • -ity = being 	<p>acted resting shopper/toaster/quicker maddest soloist lucky flatten childish dependable humidity</p>
<u>Decoding Tip</u>	<p><u>Exception:</u> 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><u>Exception:</u> trace - traceable</p>

<p><u>Decoding Tip</u></p>	<p>Sounds of the suffix -ed</p> <ul style="list-style-type: none"> -ed says /t/ when the letter before it makes an unvoiced sound, like /s/, /f/, /p/ -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/ -ed says /ed/ when the letter before it is a "d" or a "t". 	<p>flossed, puffed, jumped</p> <p>spelled, aimed, cheered</p> <p>floated, loaded</p>
<p><u>Decoding Tip</u></p>	<p><u>Accent Change:</u> In a four-syllable word, the accent is three from the final syllable.</p>	<p>refund = re' fund</p> <p>refundable = re fun' da ble</p>
<p><u>Important Information</u></p>	<p><u>Connecting Vowels:</u> A vowel added between combining forms or a root and a suffix to ease pronunciation.</p> <p>Greek Connector - o Latin Connectors - e, i, u</p>	<p>speed + meter = speedometer</p> <p>ign + ous = igneous cone + fer = conifer fact + al = factual race + al = racial</p>
<p><u>Important Information</u></p>	<p>-ION is a suffix that means the <i>act of, state of, or 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 (A vowel suffix is added, so the <i>e</i> is dropped.)</p> <p>confess + ion = confession</p> <p>erode + ion = erosion (The final sound in the base can require a sound change when the base is affixed.)</p>

**Helpful Tips About Affixes
Encoding**

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

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

Greek and Latin Morphemes Across the Disciplines

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