**Grade 5 Morphology (Roots and Affixes)**

These lists of affixes are not all-inclusive. They include the ones identified by research (including M. Henry and Fountas & Pinnell) to be most appropriate for 5th grade. They are generally listed in descending order of frequency within the language with some accommodation made for instructional clusters. Teachers should review all affixes introduced in 4th grade before beginning these lists. Additional affixes can be found at the end of each section to use as warranted.

**\*Asterisked items are those best taught in specific content areas and shading suggests instructional clusters.**

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| **Prefixes** | | | |
| Prefix | Definition | Examples | Additional Information |
| non- | not or negative | nondairy, nonfat, nonreader, nonsense, nonstick, | These could be taught together since their meanings are variations on “not”. |
| mal- | bad, badly, abnormal | maladjusted, malfunction, malnutrition, malpractice, malodorous |
| contra- | contrary, opposite | contradict, contradiction, contradicts, contraband |
| con-, col-, cor-, com-, co- | together, with, joint, jointly | *congress\*,* *conduction\*, conductor*\* collaborate, collect, collide, correspond, correlate, corrupt, coexist, *cooperate\*,* coordinate, *connect\*, interconnected\*, congregation\*,* *condensation*\*, *convection*\*, *consumers*\*, *decomposers*\*, *composition*\*, *components*\*, *contract*\* | Chameleon Prefix:  co- before roots beginning with a vowel or “h”  col- before roots beginning with “l”  com- before roots beginning with “m, b, p”  cor- before roots beginning with “r”  oc- before roots beginning with “c”  of- before roots beginning with “f”  op- before roots beginning with “p”  These could be taught together since both are chameleon prefixes with opposite meanings. |
| ob-, oc-, of-, op- | down, against or facing, to | object, objection, observe, occupy, occupying, occupant, offense, offensive, offend, oppose, opponent, opposite |
| pro- | forward, earlier, prior to | problem, process, proceed, *produce*\*, *producer*\*, *product\*, production*\*, *reproduce*\*, *protection*\* |  |
| per- | through or completely | perceive, perception, perform, performance, persistence |  |
| circum- | around, about | circumference, circumnavigate, circumvent |  |
| multi- | many, much | multicolor, multigrain, multicultural, multimedia, *multicellular*\* |  |
| over- | to excess, too much | overcoat, overboard, overhang, overlap, overrun |  |
| mono- | alone, single, one | monologue, monopoly, monotonous, monotone | Latin/Greek number prefixes—appropriate to teach within math and science |
| dec-, deca-, deci- | ten | decade, decathlon, decimal, decimate, decagon |
| mille- | thousand | millipede, millimeter, milliliter, millisecond |
| *Additional prefixes for Instruction: with-, o-, twi-, counter-, intro-, ultra-, Chameleon Prefix ad-, dys-, mal-, ambi-* | | | |

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| **Suffixes** | | | |
| Suffix | Definition | Examples | Additional Information |
| -ess | feminine | actress, countess, duchess, goddess, governess, heiress, hostess, lioness, waitress, princess, songstress, tigress | noun |
| -dom | quality, realm, office or state-noun | boredom, dukedom, earldom, freedom, kingdom, martyrdom, serfdom, wisdom | These suffixes clusters are ideal to teach together since they perform a similar grammatical function. Each cluster has a similar meaning and can be added to common roots. |
| -ent, -ence, -ency | -ent (referent-noun)  -ence, -ency (action, state or quality-noun) | adolescent, adolescence, excellent, excellence, excellency, agent, agency, confident, confidence, dependent, dependence, dependency, violent, violence |
| -ant, -ance, -ancy | -ant (action, state, can also be an action)  -ance, -ancy (noun) | attendant, attendance, abundant, abundance, brilliant, brilliance, distance, distant, elegant, elegance, intolerant, intolerance, relevant, relevance |
| -an, -ian | relating to-adjective or noun | American, cosmopolitan, Cuban, Minnesotan, Republican, suburban, Australian, vegetarian, humanitarian, civilian | These suffixes can be taught as a cluster since they share similar meanings. Both can also be nouns. |
| -ary | relating to , place where | anniversary, boundary, dictionary, glossary, infirmary, judiciary, missionary, mortuary, obituary, secretary, seminary |
| -ist, -ism,  -ize | -ist (one who-noun as a person)  -ism (doctrine, system, manner, condition, action, characteristic-noun)  -ize (make-verb) | abolitionist, baptize, baptism, colonist, colonize, colonialism, artist, biologist, communist, communism, criticize, criticism, capitalist, capitalism | Suffixes in this cluster are related to each other and can be added to many of the same roots to form nouns. They are ideal to teach together. |
| -ar | characterized by | angular, cellular, circular, molecular, muscular, particular, polar, popular, rectangular, solar, stellar | Note: Many common nouns such as beggar, molar, sugar, liar, burglar, pillar, vinegar, scholar end in –ar, but do not always denote the suffix. |
| -ate | cause or make | associate, coagulate, decimate, dedicate, deviate, dictate, dominate, estimate, eradicate, hesitate, hydrate, illustrate, relate | verb |
| -ward | expressing direction | backward, earthward, eastward, forward, heavenward, homeward, inward, onward, outward, upward, westward, wayward | adjective |
| *See the 5th grade lists and the complete list of affixes at the end of this document for additional suffixes for instruction.* | | | |

While emphasis in grades 3-5 is placed on becoming proficient in the understanding and use of affixes, it is critical that students also develop an understanding of key Latin and Greek roots. Researchers have identified twelve Power Latin roots, that along with knowledge of two Greek roots (*graph, ology*), contribute to students’ understanding of over 100,000 words. We have explicitly targeted four of those in 5th grade along with four Greek roots that support content area literacy. Teachers can find all twelve along with others at the end of this document.

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| **Basewords/Roots** | | | |
| Root | Definition | Instructional Cluster(s) | Additional Information |
| duc, duce, duct | to lead | abduct, abduction, abductor, *conductor*\*, *conduct\**, *conducive*\*, deduce, *produce\*, producer\*, productive\*, production*\*, reduce, reduction, reducible, *reproduce\*, reproduction*\*, *educate*\* | Latin roots |
| fac, fact, fect, fic | to make or do | affect, affection, affects, benefactor, beneficial, defect, deficit, defective, defected, defector, difficulty, difficult, factory, factor, factored |
| tend, tens, tent | to stretch or strain | attempt, attend, attention, extend, extension, extendable, inattention, attentive, intense, intensify, intensity, tense, tensile, intent |
| cap, ceit, ceive, cep, cept, cip | to take, catch, seize, hold or receive | accept, acceptable, acceptance, capable, capability, incapable, capacity, incapacity, receipt, receive, reception, recipient, deceit, deceive |
| ther, thermo\* | heat, hot | geothermal, hyperthermia, thermal, *thermometer*\*, thermostat, thermos, thermoelectric | Greek combining forms—appropriate to teach within science and social studies |
| dem, demo\* | people | demagogue, democracy, democratic, Democrat |
| pol, polis, polit\* | city, method of government | *political*\*, *Acropolis*\*, *politics*\*, *politician*\*, *metropolitan*\*, *metropolis*\*, *police*\*, policy, cosmopolitan, *megalopolis*\* |
| cycl, cyclo | wheel or circle, circular | bicycle, *cycle\**, *cyclic\**, Cyclops, tricycle, motorcycle, *cyclone*\*, encyclopedia, *cyclical\*, recycle\** |
| *See the 5th grade lists and the complete list of roots at the end of this document for additional roots for instruction.* | | | |

Affix/Root Mini-lesson Structure

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| **Standards:** | |
| **Connection**  (1 minute)  Link mini-lesson to prior learning. | SAY: *We have learned that……* |
| **Teaching Point**  (1 minute)  Explicitly name the lesson’s objective in kid-friendly language. | SAY: *Today we will learn how to read words with …….* |
| **Teaching**  (4-6 minutes)  Model or demonstrate, explicitly tell, show an example**,** or facilitate student inquiry. | Use key words for the affix or root that students can read and know the meaning.  Introduce those key words within a sentence or paragraph.  *Initiate anchor chart to be completed by students.*  Identify words with the targeted word part and notice similarities. Circle or underline the affix and root.  Explain meaning for the targeted morphological unit (affix or root) and model for students how to use that meaning to define the whole word. |
| **Guided Practice**  (3-5 minutes)  Have students practice the strategy that has been demonstrated. | Displaying additional words with targeted unit, have students work to isolate the word parts and define the new word. Then have students turn to a partner and use that new word in a sentence. Listen in to monitor student understanding and provide specific feedback.  For prefixes that have multiple meanings, allow students to do word sorts to differentiate the new words by meanings. |
| **Link**  (1 minute)  Direct students to apply the demonstrated strategy. | SAY: *As you are reading, be on the lookout for words that have ………….. and use what you know about what …….…. means to figure out the meaning of that word.*  *When we gather back as a group I’ll give 3 of you opportunity to share how this …affix, root…helped you understand your reading today.* |
| **Plans for Independent Practice**  Student opportunities for independent, extended practice. | Word sorts  Word hunts in books from book boxes (to be added to anchor charts)  Writing paragraphs/poems /stories using new words  Creating *new* words by adding affix to known roots (may not be real words, but show understanding of the word parts)  Using context clues to add new words into cloze passage |
| **Wrap Up**  *Show You Know* | *When class gathers back as a group, call on several students to share how this …affix, root…helped then in their reading today.* |