

Study Guide

The Upper Elementary PD Series

Module 2—Word Study (Part 2)

PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look-like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 7: Defining Terms



Define the following two terms, with a focus on how the two terms are different:

high frequency words:

sight words:

Slide 8: Orthographic Mapping



What did you notice as you read both groups of words? How does having large numbers of words memorized (orthographic mapping) assist you as a reader?

Slides 9-10: Orthographic Mapping Activity

Best Sight Words Lists: Do you think that your students would enjoy this activity? What would be the benefits your students would get from this activity?

Slide 12: Reading Multisyllable Words



Explain in your own words what the following term means to you.

morphemic analysis

Slide 13: Terms Related to Morphemic Analysis



Define the following words:

morpheme

affix

prefix

suffix

base word

root

Slide 15: The 20 Most Common Prefixes



Below we have listed the twenty most common prefixes in English.

	meaning	example
un	not, opposite of	uncover
re	again, back	restate
in, im, ir, ill	not, opposite of	inconsiderate
dis	not, opposite of	disable
en, em	cause to	entrance
non	not, opposite of	non-member
in, im	in or into	inside
over	too much, above	overcommitted
mis	wrongly	misspell
sub	under, lower	substandard

	meaning	example
pre	before	preschool
inter	between, among	international
fore	before	forethought
de	opposite of, down	decontaminate
trans	across	transport
super	above, beyond	superscript
semi	half	semicircle
anti	against	antitheft
mid	middle	mid-level
under	too little, below	undervalued

Slide 16: Twenty Common Suffixes



Below we have included the twenty common suffixes shown on the slide.

	meaning	example
able, ible	capable of being	audible
al, ial	pertaining to	medical
en	become	awaken
er, or	one who	painter
er	more	larger
est	most	longest
ful	notable for	playful
ish	having quality of	greenish
ious, ous	characterized by	spacious
ist	one who	pianist

	meaning	example
ity, ty	quality of	activity
ive	having nature of	aggressive
ize	become	traumatize
less	without	helpless
ly	like	gladly
ment	state of	contentment
ness	state of being	tenderness
ship	position held	internship
sion, tion	state of being	education
y	characterized by	cheesy

Slide 15-16: Prefixes and Suffixes Across the Curriculum



Prefixes, root words and suffixes apply not only in reading/language arts but across the curriculum. Consider the following affixes. Besides reading, in what other subjects might you see the following affixes? Provide an example of a word that contains the affix.

inter-

-able, -ible

dis-

sub-

cent-

-ment

Slide 19: Common Root Morphemes

Discussion



	meaning	example
astro	star	astronomy
aud	hear	audible
bene	good	beneficial
carn	flesh	carnivore
cred	believe	incredible
dict	say	dictation
equi	equal	equivalent
inter	between	international
ject	throw	reject
mal	bad	malfunction

	meaning	example
micro	little	microscope
multi	many	multiple
phon	sound	microphone
port	carry	transportation
rupt	break	disrupt
script	write	description
sect	cut apart	section
sent/sens	feel	sensible
tele	far	telephone
vis	see	visible

What are some common root morphemes that students may encounter in your classrooms. How would pointing out these during a social studies, science or math lesson benefit your students?

Slide 20: Reading Twelve syllable words

Which word was easier for you to read?

pseudopseudohypoparathyroidism

humuhumunukunukuapua'a

Why do you think that it is easier to read than the other word?

Slides 23-26: Teaching Prefixes and Suffixes

The procedure for teaching affixes is similar to single letter-sound combinations, digraphs, diphthongs, etc. Follow this procedure:

- Introduce the affix in isolation and model (e.g., this is “pre”)
- Define the affix (e.g., pre means before).
- Provide guided and independent practice
- Model and have students read words with the affix (e.g., preview, precook)
- Provide numerous examples for continued practice

Practice the above procedure using the following affixes (bi, ist, ous)

Slides 27: Practice Activity 1—Prefixes and Suffixes

Look at the example shown on this slide. Use the examples below to practice this strategy. If you will use the scaffolded version, also practice developing the possible answers.

unsuccessful

unsafely

bilingualism

Slide 28: Practice Activity 2—Prefixes and Suffixes

Have your students form new words using the bases to the left and the affixes on the right.

Bases	New Words	Affixes
break	breakable; breaking; rebreak	-able
normal		-ing
appear		dis-
comfort		re-
direct		-ly
make		

Slides 29-31: Practice Activity 3—Peel Off Reading

Use lists of approximately 20 multisyllabic words. Refer to the presentation for examples of the reading lists. The steps are as follows:

1. Underline affixes
2. Choral reading
3. Timed reading

RECOMMENDATION: Start with lists affixes in isolation first, then progress to words with a single affix. Then words with multiple affixes.

Slide 31: Reflection—Affixes Across the Curriculum

What does the teaching of affixes/morphemes currently look like in your content-area instruction? Consider what you might add/revise based on this information? How can we structure and choose words to align with our teaching of content/text/etc.?

Slides 32: The BEST Strategy

B—Break off the word parts you know (e.g., affixes)

E—Examine what's left and underline vowels

S—Say each part

T—Try the whole thing in context

Slides 32-37: Practice—The BEST Strategy

Practice the steps of the BEST strategy with the words below.

victorious

reoccurring

multicolored

internationalistic

Slide 39—Linking Word Study Across All Content Areas



Select a word that students often struggle with in your content area. Think about which strategy presented in the module can be applied to help your students with this word. If working on this module with a colleague or in a PLC, share the words with a neighbor and allow them to share theirs.

KEY

Slide 15-16: Prefixes and Suffixes Across the Curriculum

Prefixes, root words and suffixes apply not only in reading/language arts but across the curriculum. Consider the following affixes. Besides reading, in what other subjects might you see the following affixes? Provide an example of a word that contains the affix.

inter- Social Studies: international; Science: interspecies

-able, -ible All subjects: enable; Music: audible; Science: flexible

dis- All subjects: disappear, dissuade, disagree; Social Studies: dismantle; Science: disprove

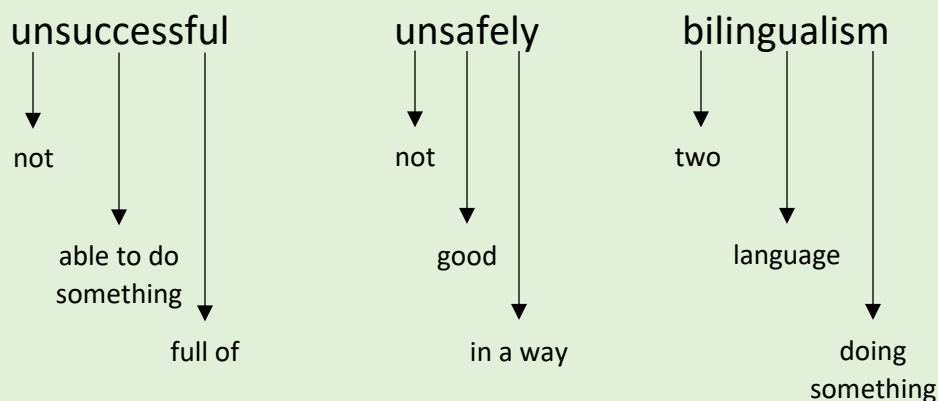
sub- All subjects: substandard, substitute

cent- Math: percent; Science: centimeter, centipede; Social Studies: centennial

-ment All subjects: equipment; Social Studies: achievement; Science: sediment

Slides 27: Practice Activity 1—Prefixes and Suffixes

Look at the example shown on this slide. Use the examples below to practice this strategy. If you will use the scaffolded version, also practice developing the possible answers.



So, the definition should be close to the meanings of the three morphemes put together...

unsuccessful—full of not being able to do something

unsafely—in a way that is not good

bilingualism—doing something related to two languages

Slide 28: Practice Activity 2—Prefixes and Suffixes

Have your students form new words using the bases to the left and the affixes on the right.

Bases	New Words	Affixes
break	breakable; breaking; rebreak	-able
normal	normally	-ing
appear	disappear; reappear; appearing	dis-
comfort	comfortable; discomfort; comforting	re-
direct	directable; directing; redirect; directly	-ly
make	makeable; making; remake	