Grades 9–10 Playlist: Using Patterns of Word Changes

Aligns with CCSS.ELA-LITERACY.L.9-10.4.B:

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

Welcome

The basic form of any word is called a root. When specific combinations of letters are joined to roots, the meanings of those roots change. This is why readers sometimes come across words that look and sound similar but carry somewhat different meanings than they would expect. Adding specific patterns of letters to a root creates a new word with a particular or more specific meaning. It also can create a new part of speech. By identifying the patterns of word changes that indicate different meanings or parts of speech, readers are able to better understand the full meaning of a word and thus the full meaning of a text.

Objectives

In this playlist, students will learn how to:

- identify patterns of word changes that indicate different meanings or parts of speech.

- determine how to change word forms to indicate a specific meaning.

Review

Key Terms

- A **root** is the basic part of any word.

- An **affix** is a letter or a series of letters that can be added to the beginning or end of a root to create a word.

    ◦ A **prefix** is an affix that is added to the beginning of a root.

    ◦ A **suffix** is an affix that is added to the end of a root.

Exploring the Standard

To identify patterns of word changes and to determine how to change word forms, it is important to understand the relationship between roots and affixes first. The meaning of a root can be manipulated through the addition of affixes. The part of speech to which a word belongs also can be changed by joining an affix to its root. Most roots and affixes in the English language are derived from the ancient Greek and Latin languages. Identifying and using patterns of word changes depends on a strong understanding of Latin and Greek roots, as well as prefixes and suffixes. As a result, knowledge of these roots and affixes can help readers understand the meaning of new words and provide them with more options for word variety and sentence structure.

Read!

These two resources identify some of the most common roots and affixes, as well as their definitions and some examples of words in which they appear:

- http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

- http://www.oakton.edu/user/3/gherrera/Greek%20and%20Latin%20Roots%20in%20English/greek_
  and_latin_roots.pdf

Hint!

Roots are the foundations of new words, but they do not typically function as words on their own. For example, the word *interrupt* is made up of the prefix *inter-* and the Latin root *rupt*, which is not a word on its own. In contrast, root words are base words that are complete on their own, even without the addition of an affix. For example, the word *badly* consists of the root word *bad* and the suffix *–ly*. Identify the basis of a word as a root or a root word by determining if it can stand alone without any affixes.

Watch!

Watch this video to learn more about the basic rules for using prefixes, suffixes, and root words:

- https://www.youtube.com/watch?v=HORoGHmlpGE

A Closer Look: Recognizing Patterns of Word Changes to Indicate Specific Meanings or Parts of Speech

Affixes can be added to roots and root words depending on which part of speech is needed the in the sentence or context of a text. For example, the word *analyze* is a verb, but by substituting a different suffix, it forms the noun *analysis*, or the adjective *analytical*.

These changes are based on common patterns that can be applied to many words. For example, verbs typically end with suffixes like *–ed*, *–s*, or *–ing*; adjectives tend to end with *–ful* or *–y*; and adverbs almost always end in *–ly*.

In addition to changing the part of speech that a word functions as, affixes can also change the literal meaning of a word. This is because affixes have specific meanings of their own. For example, the prefix *un-* means *not* or *opposite of*. For example, when *un-* is attached to the word *happy*, the new word *unhappy* is formed. This new word means *not happy*, which is a combination of the individual meanings of the prefix and root word. In the same way, the suffixes *–s* or *–es* mean *more than one*. By adding one of these suffixes to a noun, the plural form of the word is formed. For example, adding *–s* to *computer*, changes the meaning of the word to *more than one computer*.

One way to learn patterns of word changes is to make a word map that shows how a word can be altered to serve as several different parts of speech. Note that in the following examples, the addition of a suffix (not a prefix) changes the meanings and functions of the root words. Read the two examples of word maps that show patterns of word changes using some of the most common suffixes.

Teaching Notes: Using Patterns of Word Changes

The goal of L.9-10.4.B is for students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech. In order to have students understand "patterns of word changes," teachers may need to review basic ideas about roots, root words, suffixes, prefixes, and parts of speech. The following information presents activities that teachers can incorporate into their classroom. The first two activities will enable students to *identify* patterns of word changes, and the third activity will enable students to *use* the patterns of word changes. Additional resources at the end can be integrated into instruction as appropriate.

Activities

1. Ask students to bring in a piece of writing that interests them. It could be a narrative text, such as a comic book or novel, or it could be an informational text, such as a printed web page or a magazine article. Have students analyze the words in a selection of the text they chose. How many different Greek or Latin roots can they recognize? In what ways do the affixes applied to these words affect the words' meanings or parts of speech? Ask students to share some of their findings as part of a class discussion.

2. Assign students a grade-appropriate excerpt from a literary text and provide them with a list of definitions for common suffixes. Then direct their attention to several uses of suffixes in the text. Ask students to identify how each suffix changes the meaning or usage of the word to which it is attached. For example, the suffix *–er*, which means *more*, might be applied to the word *old*. Students should be able to identify that the suffix changes the word to a point of comparison because it suggests that something is "more old" than something else.

3. Provide students with a list of root words (e.g., *act*, *farm*, *open*, *move*, *work*) and the following suffixes: *–able*, *–ed*, *–er*, *–es*, *–ible*, *–ing*, *-or* and *–s*. Ask students to write a list of new words by adding the suffixes to the root words. To accommodate different types of learners, this prompt could be completed in a class discussion, in which students call out their new words. Or this prompt could be completed with students using prepared slips of paper to combine root words and suffixes to create new words.

Additional Resources

"Common Core Standard L.9-10.4b Questions": This webpage provides questions that could be used to test students on how to identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

- http://www.helpteaching.com/questions/CCSS.ELA-Literacy.L.9-10.4b

"Common Core Standard L.9-10.4 Questions": This webpage provides questions that could be used to test students on how to use patterns of word changes to define words.

- http://www.helpteaching.com/questions/CCSS.ELA-Literacy.L.9-10.4

"Prefixes, Suffixes, and Root Words": This webpage briefly explains suffixes and prefixes and provides many links to printable worksheets for students to practice.

- http://www.teach-nology.com/worksheets/language_arts/prefix/