
Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial

Ninth Edition

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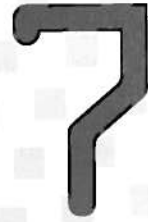
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Morphemic Analysis



A *morpheme* is the smallest unit of meaning in a word. Some morphemes can stand alone as a meaning-bearing unit. For example, the word *cat* contains a single morpheme and can stand alone. Such morphemes are called “free” morphemes. Other morphemes are meaning bearing but cannot stand alone. For example, the s in *cats* has meaning, indicating that there is more than one cat, but the s cannot stand alone without *cat*. Morphemes such as the s in *cats* are called “bound” morphemes.

Morphemic analysis involves looking at word parts, such as prefixes, suffixes, and root words, to help determine a word’s meaning. The content of morphemic analysis in reading instruction is the study of *affixes* (i.e., both prefixes and suffixes), root words, and compound words.



PRACTICAL RESOURCES FOR TEACHING MORPHEMIC ANALYSIS IN YOUR CLASSROOM



Lesson Suggestions

- *Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary* (<http://www.readwritethink.org/classroom-resources/lesson-plans/flip-chip-examining-affixes-253.html>). This *ReadWriteThink* lesson shows students how different affixes and roots can be joined to make words and then placed into a context-rich paragraph.

<ul style="list-style-type: none"> • <i>Rooting Out Meaning: Morpheme Match-Ups in the Primary Grades</i> (http://www.readwritethink.org/classroom-resources/lesson-plans/rooting-meaning-morpheme-match-880.html). A <i>ReadWriteThink</i> lesson that encourages students to use morphemes to deconstruct and construct words. 	
<ul style="list-style-type: none"> • <i>Improve Comprehension: A Word Game Using Root Words and Affixes</i> (http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html). A <i>ReadWriteThink</i> lesson where students learn root words and affixes in a variety of ways using a list of about twenty common but challenging words. 	



UNDERSTANDING AFFIXES

<p>1. <i>Affix</i> refers to a syllable or a letter combination added to the beginning or the _____ of a word to change its meaning or part of speech. An affix added to the beginning of a word is called a _____. An affix added to the end of a word is called a _____. Both prefixes and suffixes are called _____.</p>	<p>end prefix suffix, affixes</p>
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Adding Prefixes

<p>2. Prefixes are added to the _____ of words to change their meaning. Add the prefix to the base (or root) words below:</p> <p><u>un</u> to the base <i>happy</i> _____</p> <p><u>dis</u> to the base <i>regard</i> _____</p> <p><u>en</u> to the base <i>able</i> _____</p> <p><u>ex</u> to the base <i>change</i> _____</p>	<p>beginnings unhappy disregard enable exchange</p>
<p>3. Notice that the spelling of the root word was _____ changed when the prefix was added, but the _____ of the base word changed.</p>	<p>not meaning</p>



Prefix Generalization

<p>4. When added to a base word, a prefix changes the _____ but not the _____ of the base word.</p>	<p>meaning spelling</p>
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<p>5. You can tell the meaning of a prefix by noticing how it changes the meaning of the root word to which it is added. The word <i>unhappy</i> differs from <i>happy</i> in that the _____ <u>un</u> has been added to happy.</p>	<p>prefix</p>																					
<p>6. <i>Happy</i> means glad, but <i>unhappy</i> means _____ glad. Thus, the prefix <u>un</u> means _____.</p>	<p>not not</p>																					
<p>7. From the following list of words, identify the prefix and indicate its meaning.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;"><i>Prefix</i></th> <th style="text-align: center;"><i>Meaning</i></th> </tr> </thead> <tbody> <tr> <td><i>dislike</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><i>enable</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><i>inconsistent</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><i>unseen</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><i>retake</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><i>preview</i></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> <p>The meaning of a _____ can be determined by the manner in which it _____ the meaning of the base word.</p>		<i>Prefix</i>	<i>Meaning</i>	<i>dislike</i>	_____	_____	<i>enable</i>	_____	_____	<i>inconsistent</i>	_____	_____	<i>unseen</i>	_____	_____	<i>retake</i>	_____	_____	<i>preview</i>	_____	_____	<p>dis, not en, make in, not un, not re, again pre, before</p> <p>prefix changes (alters)</p>
	<i>Prefix</i>	<i>Meaning</i>																				
<i>dislike</i>	_____	_____																				
<i>enable</i>	_____	_____																				
<i>inconsistent</i>	_____	_____																				
<i>unseen</i>	_____	_____																				
<i>retake</i>	_____	_____																				
<i>preview</i>	_____	_____																				



Adding Suffixes

<p>8. Suffixes are additions to the _____ of root words and can alter both a word's grammatical function (part of speech) and/or its meaning. There are two important types of suffixes. One type of suffix is called an <i>inflectional ending</i> or an <i>inflection</i>. Another type of suffix is a <i>derivational suffix</i>.</p>	<p>ends</p>								
<p>9. An inflectional ending often changes the grammatical function but not the core meaning of the root word to which it is added. Common _____ endings are <u>s</u>, <u>es(s)</u>, <u>ing</u>, <u>ed</u>, <u>er</u>, <u>est</u>, and <u>ly</u>.</p> <p>Notice how the inflectional endings in the following words do not alter the root word's central meaning:</p> <table border="0" style="width: 100%;"> <tr> <td>cat</td> <td>cat<u>s</u> singular changed to _____</td> </tr> <tr> <td>host</td> <td>host<u>ess</u> masculine changed to _____</td> </tr> <tr> <td>lean</td> <td>lean<u>er</u> adjective changed to _____</td> </tr> <tr> <td>happy</td> <td>happ<u>ily</u> adjective changed to _____</td> </tr> </table>	cat	cat <u>s</u> singular changed to _____	host	host <u>ess</u> masculine changed to _____	lean	lean <u>er</u> adjective changed to _____	happy	happ <u>ily</u> adjective changed to _____	<p>inflectional</p> <p>plural feminine comparative adverb</p>
cat	cat <u>s</u> singular changed to _____								
host	host <u>ess</u> masculine changed to _____								
lean	lean <u>er</u> adjective changed to _____								
happy	happ <u>ily</u> adjective changed to _____								



Suffix Generalization 3

20. To determine this generalization, you will be asked to state what you notice in the following example:

Add

ing to *sleep* _____

ed to *wash* _____

er to *short* _____

en to *eat* _____

sleeping
washed
shorter
eaten

21. Do the root words in item 20 end in a vowel or a consonant?

consonant

22. Do any of the base words in item 20 end in the pattern CVC?

no

23. What do you notice about the inflectional endings in item 20?

These inflectional endings begin with a _____.

vowel

24. Is either the base word or the suffix changed when they are joined? _____

no

25. Based on your observations about the examples in item 20, complete the following generalization: When you add an inflectional ending that begins with a vowel to a base word that ends in a consonant but not in the pattern of _____, neither the _____ nor the inflectional ending is changed.

CVC
base



Suffix Generalization 4

26. Note the pattern of the last two letters of the following words:

try candy cry fly

The last letter in each word is _____, which is preceded by a _____.

y
consonant

<p>27. Add the inflectional endings to the following words:</p> <p><u>ed</u> to <i>try</i> _____</p> <p><u>es</u> to <i>candy</i> _____</p> <p><u>ed</u> to <i>cry</i> _____</p> <p><u>es</u> to <i>fly</i> _____</p>	<p>tried candies cried flies</p>
<p>28. The last letter in each of the above base words was _____, and was changed to _____ before the inflectional ending was added. The inflectional endings in item 27 begin with the letter _____.</p>	<p>y i e</p>
<p>29. Complete the following generalization: When you add an inflectional ending that begins with _____ to a base word that ends in a consonant plus _____ pattern, you usually change the <u>y</u> to _____ and add the inflectional ending.</p>	<p>e y i</p>



SELF-CHECK FOR CHAPTER 7

<p>1. Add the inflected endings to the items below.</p> <p><u>ed</u> to <i>bless</i> _____</p> <p><u>ing</u> to <i>drive</i> _____</p> <p><u>er</u> to <i>boast</i> _____</p> <p><u>est</u> to <i>lazy</i> _____</p>	<p>blessed driving boaster laziest</p>
<p>2. If readers look at <i>sloping</i> and do not know it on sight, they might try to take off the _____ and examine the root word. After taking off the <u>ing</u> suffix, _____ would be left.</p> <p>Note the structure of what is left after the <u>ing</u> suffix is removed. It apparently ends in what type of letter pattern? _____</p> <p>Was the final consonant doubled when the <u>ing</u> was added? _____</p> <p>Given that the final consonant was not doubled, would you say that <i>slop</i> is the root word? _____</p> <p><i>Slop</i> is not the root word because the final consonant was not _____ when the suffix was added.</p> <p>The base word for <i>sloping</i> is, therefore, probably _____.</p> <p>Note that this visual clue guides the reader to the pronunciation of the word because the final <u>e</u> determines the _____ of the first vowel.</p>	<p>suffix (ing) slop CVC no no doubled slope sound</p>

<p>A reader would have to imagine the base word to be _____ with the inflectional ending _____ added.</p>	<p>slope, ing</p>
<p>3. Write the base word for the following words:</p> <p><i>sloping</i> _____</p> <p><i>temping</i> _____</p> <p><i>slopping</i> _____</p> <p><i>dozing</i> _____</p> <p><i>given</i> _____</p>	<p>slope</p> <p>temp</p> <p>slop</p> <p>doze</p> <p>give</p>



ONLINE READING RESOURCES

To learn more about the use of morphemic analysis during reading, explore these online resources:

- Baumann, J., Edwards, E. C., Font, G., Tereshinski, C. A., Kame'enui, E. J., Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth-grade students. *Reading Research Quarterly*, 37, 150–176. (A study of instruction in morphemic and contextual analysis among 5th grade readers.)

Retrieved from http://128.220.219.39/olms/data/resource/2041/la_vocab_research.pdf

- Mountain, L. (2005). ROOTing out meaning: More morphemic analysis for primary pupils. *Reading Teacher*, 58, 742–749. (This article explains how teachers integrated morphemic analysis instruction to help students learn about suffixes, prefixes, and root words.)

Retrieved from <http://www.reading.org/Publish.aspx?page=RT-58-8-Mountain.pdf&mode=retrieve&D=10.1598/RT.58.8.4&F=RT-58-8-Mountain.pdf&key=225E3AF4-9689-46FB-8A67-1B760EC68B5C>

- Unknown Author (n.d.). Morphemic analysis. (Online video). (A YouTube video that provides an overview of morphemic analysis and a classroom math lesson containing morphemic analysis instruction.) YouTube.

Retrieved from <http://www.youtube.com/watch?v=WM2tC16nrBg>