



From Marcia Henry's "Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure:"

“Unfortunately, decoding instruction largely neglects syllable and morpheme patterns, perhaps because these techniques are primarily useful for the longer words found in literature and subject matter text beyond grade 2 or 3, at which point decoding instruction becomes virtually nonexistent in most schools. Without recognizing the value of syllabic and morphological patterns, the student is constrained from using clues available to identify long, unfamiliar words.”

WORDS SMARTS: MORPHOLOGY DEVELOPMENT & ADVANCED DECODING

William Van Cleave, Educational Consultant • Updated 6/2011

I. Introduction

- a. when to begin advanced word study
- b. handout orientation
- c. differences between phonological and morphological study
- d. terminology

II. Initial Stages

- a. preliminary considerations
- b. Greek Code
- c. building packs of roots and affixes

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- a. Anglo-Saxon, Latin, Greek
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- a. -ti- and -tu-
- b. Latin connectives and template
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A Suggested Sequence for Advanced Language Study

(Numbers in parentheses cross reference this sequence with my text,
Everything You Want To Know & Exactly Where To Find It.)

Though advanced language study is flexible, it is useful to have a sequence in mind to guide your teaching. This sequence depends on the level of the student, the academic courses that student is taking, or a combination of both. Below is a sequence to be used as a guideline:

1. Before entering into a study of advanced language, your students need a general understanding of some basic structures. Some students will have received this introduction in earlier schooling, often using Anglo-Saxon word structures. There are several concepts useful for review: baseword, prefix, root, vowel suffix, consonant suffix. Some instructors use this as an opportunity to initiate an examination of Anglo-Saxon characteristics (109) as well.

In addition, address the following before beginning advanced language study:

- two sounds of c and g (c and g are soft before e, i, and y) (37)

e.g., cent, cider, cyst, gentle, ginger, gym

- rules for adding suffixes to basewords (94-9)

silent-e: drop the e before a vowel suffix

e.g., hope + ing = hoping

cvc doubling: 1 syl. word ending in cons.-vowel-cons., double before a vowel suffix

e.g., tap + ing = tapping

y: never drop the y. keep it or change it. vowel-y, keep the y.

cons.-y, change the y to i unless the suffix begins with i.

e.g., cry + ed = cried but... cry + ing = crying *and* stay + ing = staying

- basic parts of speech for endings: noun/pronoun, adjective, verb, adverb

2. Often, in elementary school, students will have learned some final stable syllables for decoding multisyllabic words. If these stable syllables are introduced at an earlier stage, it is only for decoding and spelling.

Useful stable syllables to study at first: -tion, -ture, -ain, -age, -ous, -sion, -ate, -ive

Put these on cards, complete with hyphen. On the front should be the final stable syllable. On the back should be the pronunciation and a key word.

3. Teach the Greek Code for reading/decoding (y acts as i; ch says /k/; ph says /f/). Have your students read words containing those sounds on cards. Where appropriate, such words can also be dictated for spelling. (131)

e.g., cyclone, python, echo, chronic, phylum, elephant

4. Begin a pack of four or five basic prefixes (front is prefix followed by a dash, back is key word above meaning). Some instructors use green (for “go”) for prefixes. While assimilated (chameleon) prefixes are some of the most common, if you use them at this stage, stick to their base forms and avoid their assimilations (e.g., study in but not im, il, or ir). Students should look at the prefix (“pre-” for example) and say “pre, prefix, before,” in that order. (regular prefixes - 112-4; assimilated prefixes - 115-23)

8 good prefixes to study at first: pre, in, con, re, inter, trans, ex, dis

5. Then, build a pack of four or five roots (front is root surrounded by dashes, back is key word above meaning). Students should look at the root (“-rupt-” for example) and say “rupt, interrupt, to break” in that order. (124-7)

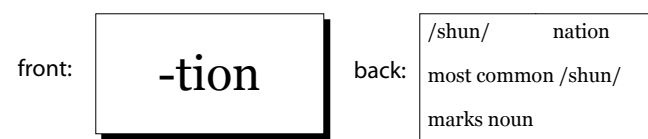
6 good roots to study at first: port, rupt, dic/dict, ject, mit/mis, spec/spect/spic

6. From there, build separate packs of prefixes and roots. Stick to one language for a time before introducing elements of another language. It is important to develop extender activities for students. No matter how well a student has memorized a pack of prefixes and roots, that rote memory will not apply to word study unless the student is specifically trained to seek out these morphemes (smallest unit of meaning) in multisyllabic words and to use them to glean meaning.

Ask students to do the following:

- generate a list of words that contain the given root/prefix
- using provided definitions, retrieve from memory other, recognizable but less familiar, words that contain the studied element
- locate and mark the given element in longer, multisyllabic words
- provide the literal definition of a given word using knowledge of element meaning
- read phrases/sentences that include examples of words containing studied element
- participate in morphemic awareness activities (oral manipulation of morphemes in words)

7. If you have already introduced the stable syllables mentioned in #2, return to them and layer in part of speech and other useful information. Continue to build your pack of stable syllables and suffixes. Have your students practice reading and spelling words containing these elements. (Note: It is at this point that students need a basic understanding of the key parts of speech.)



- | | | |
|------------------------|---|--------------------------|
| a. -tion - most common | -sion (/shun/) after s, n, l
(/zhun/) after vowels/r | -cian - for people (155) |
| nation | propulsion, invasion | musician |

Anglo-Saxon

Words of Anglo-Saxon origin make up 20-25% of the English language, and they are some of the most commonly used words. While most words derived from Anglo-Saxon are simple to understand, they are often difficult to read and spell. They are frequently short and contain vowel teams and unusual spellings and letter configurations. Many are nonphonetic. Numbers (1-1000), basic color words and body parts, th and k in short words, most vowel teams and silent letters, floss rule words, wild/old words, and words containing ch, ck, tch, dge, wh, ng, and wr usually originate from the Anglo-Saxon. The Anglo-Saxon affixes included in this text are common; teaching them to younger students in particular is an excellent way of introducing the concept of morphemes.

Marcia Henry quotes Nist: "No matter whether a man is American, British, Canadian, Australian, New Zealander or South African, he still loves his mother, father, brother, sister, wife, son and daughter; lifts his hand to his head, his cup to his mouth, his eye to heaven and his heart to God; hates his foes, likes his friends, kisses his kin and buries his dead; draws his breath, eats his bread, drinks his water, stands his watch, wipes his sweat, feels his sorrow, weeps his tears and sheds his blood; and all these things he thinks about and calls both good and bad."

Some Common Anglo-Saxon Prefixes:

- | | |
|---------------------|---------------|
| 1. a: across | on, in |
| 2. for: forbid | away, against |
| 3. fore: forecast | before, ahead |
| 4. mis: mistake | wrong(ly) |
| 5. out: outlaw | beyond |
| 6. un: unhappy | not |
| 7. under: underrate | below |

Some Common Anglo-Saxon Endings:

consonant suffixes:

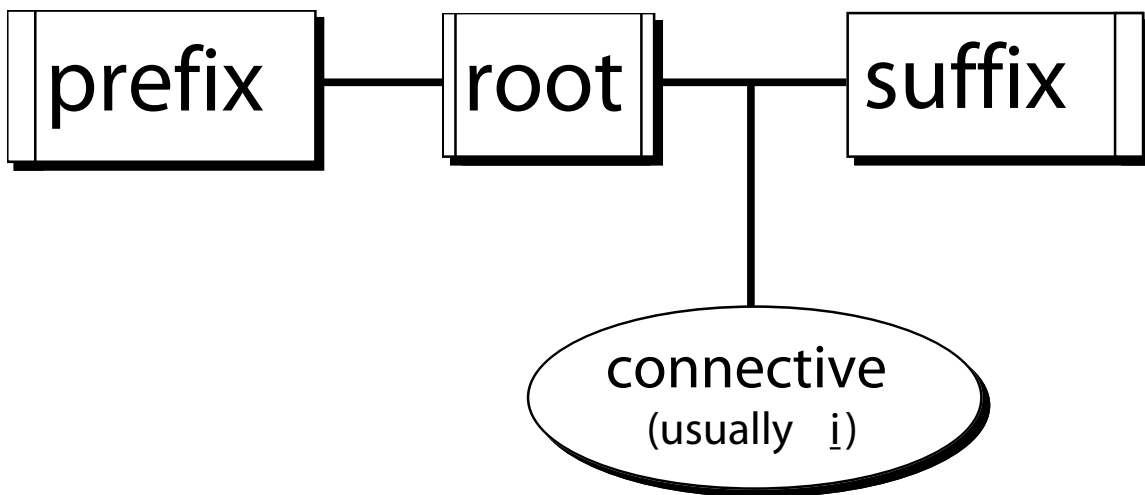
- | | |
|---------------------|-------------------------|
| 1. hood: adulthood | noun |
| 2. ly: likely | adverb/adjective |
| 3. ful: harmful | adjective/quantity noun |
| 4. fully: harmfully | adverb |
| 5. less: worthless | adjective |
| 6. ness: darkness | noun |

vowel suffixes:

- | | |
|------------------|----------------|
| 1. ed: dented | verb |
| 2. ing: jumping | verb |
| 3. er: greater | adjective |
| 4. est: greatest | adjective |
| 5. ish: babyish | adjective/verb |

Latin

Words of Latin origin make up 55% of all English words. They tend to be multisyllabic, and the meanings of their parts are often more abstract. There are very few vowel teams in Latinate words. Connectives i, u, and ul, tion, sion, cian, and other words containing ti, si, and ci (as /sh/), ture, assimilated prefixes, the final blends ct and pt, and soft c before e or i often indicate a word of Latin origin. Studying assimilated prefixes is invaluable for spelling, and studying morphemes and the template of Latinate based words is useful for advanced decoding and vocabulary study. Students encounter these longer, Latinate words as soon as they begin subject matter courses, often in the fourth grade.



prefix <i>preposition</i>	root <i>meaning, gets accent</i>	connective <i>connects root to suffix</i>	suffix <i>part of speech</i>
pro	ject	-	or
com	pend	i	um
-	act	-	ive
im	per	i	al
sub	urb	i	a
ex	per	i	ence
-	mon	u	ment
in	somn	i	a
-	pop	ul	ar

Common Non-Assimilating Latin Prefixes:

1. ab: absent	away from	9. post: postpone	after
2. circum: circumference	around	10. pre: preview	before
3. contra, counter: contradict	against	11. pro: proceed	for, forth
4. de: descend	down from, concerning	12. re: recopy, reject	again, back
5. extra: extraordinary	beyond	13. se: separate	apart from
6. inter: interrupt	among, between	14. super: supervise	over
7. multi: multicultural	many	15. trans: transport	across
8. per: perforate, perfect	through, completely		

Assimilated (Chameleon) Latin Prefixes:

ex and dis:

ex drops x (e.g., eject),
dis, drops s (e.g., divide)

ex changes to ef before f (e.g., effect),
dis changes to dif before f (e.g., differ)

ad:

ad keeps d before d (e.g., addition)

ad to ac before c (e.g., accelerate)
ad to af before f (e.g., affect)
ad to ag before g (e.g., aggressive)

ad to al before l (e.g., alliance)
ad to an before n (e.g., announce)
ad to ap before p (e.g., apply)

ad to ar before r (e.g., arrange)
ad to as before s (e.g., assert)
ad to at before t (e.g., attract)

ob and sub:

ob to oc before c (e.g., occasion),
sub to suc before c (e.g., succeed)

ob to of before f (e.g., offer),
sub to suf before f (e.g., suffer)

ob to op before p (e.g., opponent),
sub to sup before p (e.g., support)

in and con:

in retains n before n (e.g., innate),
con retains n before n (e.g., connect)

in to im before b, m, p (e.g., imbalanced),
con to com before b, m, p
(e.g., combine)

in to il before l (e.g., illegal),
con to col before l (e.g., collect)

in to ir before r (e.g., irrational),
con to cor before r (e.g., correct)

Common Latin Roots:

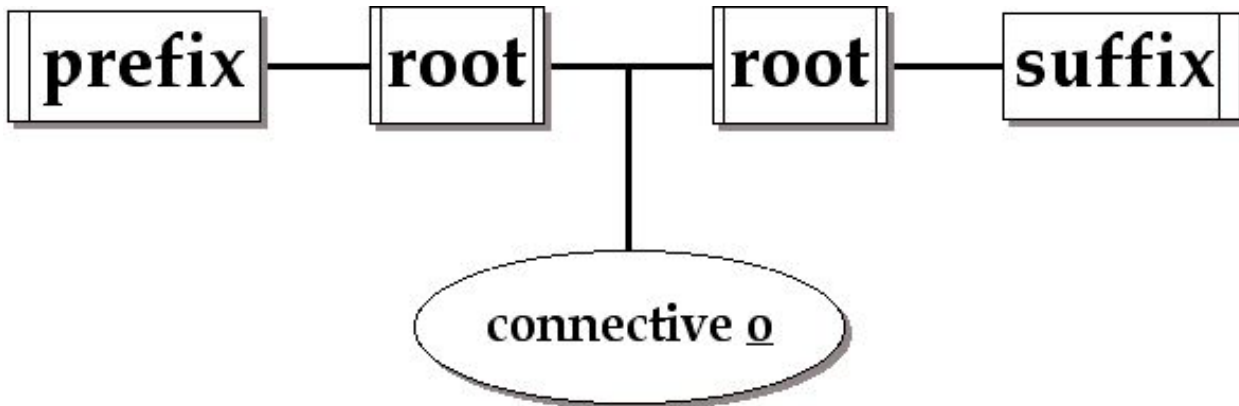
1. aud: audio	to hear	26. form: form	to shape
2. dict, dic: dictate	to say	27. gen: gene	birth, origin
3. jac, ject: eject	to throw	28. grad, gress, gree: progress	
4. mit, mis: mission	to send		to walk, to step, to move
5. mob, mot, mov: move	to move	29. lect, leg, lig: elect	
6. pel, puls: expel	to push		to choose, speak, read
7. port: portable	to carry	30. ped, pod: pedal	foot
8. rupt: interrupt	to break	31. pen, pend, pens: pendulum	to hang
9. scrib, script: script	to write	32. plic, ply: reply	to fold
10. spec, spic, spect: spectacles	to see	33. pon, pos: position, posit, pound	
11. tract: tractor	to drag, to pull		to put, to place
12. vid, vis: video	to see	34. press: press	to press
13. cap, ceive, cei(p)t, cept: capture	to take	35. quest, quir, quis: question	to ask, to seek
14. ced, cess, (ceed): recede	to go, to yield	36. sed, sid, sess: residence	to sit
15. cid, cis: scissors	to cut, to kill	37. sens, sent: sensitive	to sense, to feel
16. claim, clam: exclaim	to call out	38. sist, sta, stat, stit: stable	to stand
17. claus, clos, clud: closet	to close, to shut	39. spir, spire: expire	to breath
18. cred: credit	to believe	40. struct: structure	to build
19. cour, cur: current	to run	41. ten, tain, tin: container	to hold
20. duc, duct: educate	to lead	42. tend, tens, tent: tension	to stretch, to strain
21. fac, fact, fic, fect: factory	to make	43. vail, val: value	to be strong, power
22. fed, fid: federal	to trust	44. ven, vent: convention	to come
23. fer: ferry	to carry	45. vers, vert: invert	to turn
24. fin: finish	end, limit	46. vita, viv: survive	to live
25. flect, flex: flexible	to bend	47. voc, vok: vocal	to call

Latin Stable Syllables & Other Endings:

1. age: baggage	usually noun	26. ically: magically	adverb
2. ain: captain	rare stable syl.	27. ible: horrible	adjective
3. ity: reality	noun	28. able: variable	adjective
4. ism: organism	usually noun	29. al: formal	adjective/noun
5. ist: dentist	usually noun	30. el: sequel	noun/verb
6. or: instructor	noun	31. ant: tolerant	noun/adjective
7. ate (/ate/): locate	verb	32. ance: entrance	noun
ate: (/et/) pirate	noun/adjective	33. ancy: infancy	noun
8. ous: dangerous	adjective	34. ent: parent	noun/adjective
9. us: focus	noun	35. ence: silence	noun
10. tion: action	noun	36. ency: urgency	noun
11. sion (/zhun/): invasion	noun	37. ary: elementary	adjective/noun
sion (/shun/): propulsion	noun	38. ery: grocery	noun
12. cian: musician	noun	39. ory: victory	noun/adjective
13. cient: efficient	adjective	40. ade: parade	noun
14. tious: ambitious	adjective	41. ure: tenure	noun
15. ciency: efficiency	noun	42. ule: capsule	noun
16. cial: racial	adjective	43. ize: tantalize	verb
17. tial: initial	adjective/noun	44. ane: propane	noun
18. cious: spacious	adjective	45. ose: morose	adjective/noun
19. ciate: associate	verb	46. ide: fluoride	noun
20. tiate: negotiate	verb	47. tude: magnitude	noun
21. tient: patient	noun/adjective	48. ite: unite	usually noun
22. ture: nature		49. ice: office	noun
23. sure: measure		50. ile: textile	adjective/noun
24. ic: magic	noun/adjective	51. ine: masculine	adjective/noun
25. ical: magical	adjective	52. ive: active	adjective

Greek

Only 11% of English words come from the Greek. Greek words are often characterized by the following: **ch** = /k/, **y** = /ĩ / or /ĩ̄/, and **ph** = /f/. **k** and **th** in longer words, connective **o**, initial silent **p**, and the endings **-ology** and **-ic** also indicate words from the Greek. Greek elements tend to be more transparent. Students who need math or science vocabulary enhancement often start with Greek morphemes as they are found in scientific and mathematical terms.



prefix <i>preposition</i>	root <i>meaning</i>	connective <i>connects root to root or suffix</i>	root <i>meaning</i>	suffix <i>part of speech</i>
-	ge	o	metr	y
-	dem	o	crat	-
-	phon	o	graph	-
-	phot	o	gen	ic
de	ciph	-	-	er
a	polit	-	-	ical
-	myth	o	log	y
meta	morph	o	-	sis
-	-	-	metr	ic
a	path	-	-	y
-	techn	o	log	y

Greek Code:y = long or short igym
cyclone
gymnastics
type
mysteryph = /f/phone
phonics
asphalt
phenomenon
blasphemousch = /k/school
monarch
chronic
technical
anachronism**Common Greek Elements:**

1. a, an: atheist	without, not	19. meter/mettr: meter	measure
2. anti: antisocial	against	20. micro: microscope	one
3. arch: monarch	rule	21. mono: monopoly	one
4. ast, astr: astronomy	star	22. pass, pati, path: sympathy	feeling, suffering
5. auto: autograph	self	23. phil: philosopher	love
6. bio: biology	life	24. phob: phobia	fear or hatred
7. chron: chronology	time	25. phon: telephone	sound
8. crac, crat: democracy	rule	26. phos, phot: photograph	light
9. cycl: cycle	wheel, circle	27. phys: physical	nature
10. dem: democrat	people	28. poli, polis, polit: politician	city
11. epi: epitaph	upon	29. poly: polygon	many
12. eu: eulogy	good	30. psych: psychiatrist	mind
13. graph, gram: graphic	to write	31. scept, scop, skept: skeptic	look at
14. hydra, hydro: hydrant	water	32. sym, syl, syn: synthesis	together
15. hyper: hyperactive	over	33. techn, tect: technician	art, skill
16. hypo: hypodermic	under	34. tele, tel: telephone	distant
17. log: logic	word	35. therm: thermometer	heat
18. logy: biology	study of		

A Note on Procedure for Word Origins

phonological division

morphological division

e la tion

e lat i on

in som ni a

in somn i a

con tra dic tion

contra dict i on

A significant conceptual difference exists between basic phonological decoding (division by sound) and morphological (division by meaning) work. At this point, we no longer examine words based on straightforward syllabication; rather, we examine them based on parts for meaning. Examples are above at right.

Morphological study leads to an understanding of more challenging spellings and an enhanced vocabulary.

Recognition Drills:

After a concept has been taught, it must be drilled if it is to be remembered. Drills are on two levels:

1. Recognition: instructor provides a set of potential answers and one question
student must choose the correct answer from the given set
2. Recall: instructor provides one question
student must provide the answer from memory

A great deal of student failure occurs because teachers tend to go from teaching directly to the higher level drill of recall....or testing! While a small percentage of students can function well in such a system, it places most in a position of threat, uncertainty, and insecurity. If they fail, many times the procedure is repeated instead of adding necessary lower level drills of recognition.

For example: After explaining the meanings of three to six morphemes (teaching), if you then say, "Now let's go through these morphemes again, only this time you tell me the definitions," you are testing (recall) not practicing (recognition drill).

Drilling Word Parts Using Recognition Drills:

After teaching the meanings of several new roots or prefixes, insert the following recognition drill:

1. Put three of the word part cards on the table or chalkboard tray.

port

struc/struct

vid/vis

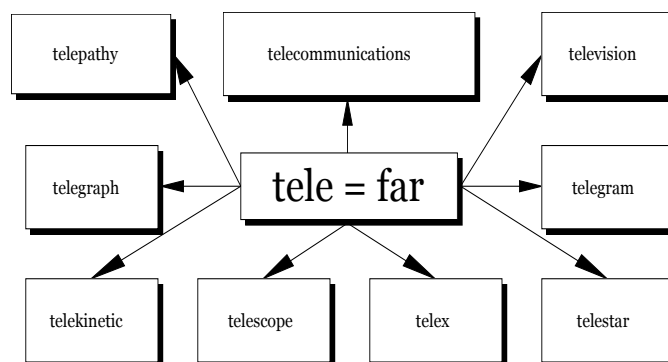
2. Define one of these roots: "to build"

A note on procedure for word origins (continued):

3. The student “recognizes” the root he thinks is right by tapping it or by removing it, saying, “struc/struct.”
4. Teacher places a new card on top of, or in place of, struc/struct and gives the second definition of the drill.
5. If the student chooses the wrong answer, say, “Try again!” Don’t display a new card. Rather, define the word that was mistaken so that the student can get immediate feedback to correct his error.
6. When all cards have been drilled, then it is appropriate to go to the testing level (recall). Gather cards in a deck. Flash and test “Give me the definitions for each card you see.”

Other useful strategies:

Another useful tactic is to write a prefix or root in the center of a piece of paper and map or web words that come from that word part. More advanced students can even link those webbed words to other prefixes and roots. An example of a simple word web for the Greek element “tele” is at right.



Having students locate words that contain familiar prefixes and roots in magazine or newspaper articles can be useful as well. It teaches students to recognize the word parts they have learned and proves the frequency and therefore the usefulness of studying them.

With students who have covered a good deal of advanced material, I’ll often do a “word of the day.” I provide a word, and the student must analyze it at the phonological (phonemes, syllables, blends/digraphs, etc.) and morphological (language of origin, prefix/root/suffix, advanced structures, meaning if possible) levels. Doing this each day becomes a fascinating study and a good review exercise.

After introducing a morpheme (usually prefix or root), the instructor can run the student through a morphemic awareness drill without using written words. For example:

<i>Teacher:</i>	Say <u>constructed</u> .	<i>Student:</i>	<u>constructed</u>
<i>Teacher:</i>	Change the /ed/ in <u>constructed</u> to /ing/.	<i>Student:</i>	<u>constructing</u>
<i>Teacher:</i>	Add <u>re</u> to the beginning of <u>constructing</u> .	<i>Student:</i>	<u>reconstructing</u>
<i>Teacher:</i>	Drop the first prefix and the /ing/ in <u>reconstructing</u> .	<i>Student:</i>	<u>construct</u>
<i>Teacher:</i>	Add /iv/ to the end of <u>construct</u> .	<i>Student:</i>	<u>constructive</u> .

To study your cards use "The Box Method"!

1) Put down 4 cards to form your "BOX"

Word up, definition down:

democracy	convention
primary	delegate

2) Quiz yourself

Pick up a card, do you know the definition?

YES! Set it aside, and place a new card in your box.

NO... carefully review the back of the card until you feel you know it, then put it back in your box, and choose another card from your box to answer. No card leaves the box until you get it right once.

Keep putting aside the cards you know and reviewing the ones you don't until you know them all!

3) Now try it with the definitions up!

This is a much more effective way to learn your cards than just flipping through the deck!

"The Box Method" William Van Cleave & Shirley Kokesch
Instruction sheet by Susan Sabarwal and Cheryl Swanson, Triad Academy, Winston-Salem, N.C.

Terminology for Advanced Word Structure

<u>affix</u>	morpheme that is attached to the root (usually either a prefix or a suffix)
<u>assimilated prefix</u>	(also called chameleon prefix) prefix that modifies its final sound (and spelling) to become similar or identical to the adjacent sound in a root for ease of pronunciation (e.g., <u>ad</u> changes to <u>ar</u> before <u>range</u> to make <u>arrange</u> ; <u>in</u> changes to <u>ir</u> before <u>regular</u> to make <u>irregular</u>)
<u>base word</u>	(also called root word) free morpheme (e.g., <u>-port-</u> , <u>-kind-</u>)
<u>connective</u>	letter(s) in English words used to combine two morphemes; connectives function as “glue” and are not morphemes themselves
<i>Latin-based</i>	connect a root to a suffix or two suffixes to each other (e.g., <u>media</u> , <u>auditorium</u>). three common Latin connectives: <u>-i-</u> , <u>-u-</u> , and <u>-ul-</u> .
<i>Greek-based</i>	connective <u>-o-</u> often joins two combining forms or elements (e.g., <u>photograph</u> , <u>democracy</u>)
<u>element</u>	often used to describe Greek-based morphemes (rather than specifying whether they are roots or affixes).
<u>final stable syllable</u>	cluster of letters at the end of a word whose pronunciation remains consistent regardless of the word in which it appears (e.g., <u>-tion</u> , <u>-ble</u> , <u>-ture</u>); <i>not</i> synonymous with the term suffix
<u>morpheme</u>	smallest component of a word that has meaning
<i>bound morpheme</i>	morpheme that only appears as part of a larger word (e.g., <u>-struct-</u>)
<i>free morpheme</i>	morpheme that can stand alone; often called base word or root word (e.g., <u>-port-</u> , <u>-kind-</u>)
<u>phoneme</u>	smallest unit of sound
<u>prefix</u>	affix placed before the root of a word (e.g., <u>pre-</u> , <u>ab-</u>)
<u>root</u>	core meaning in a word; some are bound (e.g., <u>-struct-</u>), and some are free (e.g., <u>-port-</u>)
<u>suffix</u>	affix placed after the root of a word; typically determines part of speech (e.g., <u>-ly</u> , <u>-ful</u> , <u>-ous</u>)

note: In linguistics, the term “root” refers to the word (in another language) from which our current stem or base is derived. Typically, however, in word study with students, the term “root” is used interchangeably with “stem” and “base.”

Instructions:

- Add prefixes and/or suffixes to the root to create a different word for each blank. Do not use the suffixes -s, -ed, and -ing.
- Many words can be created using two or more suffixes. Occasionally, two prefixes can be used in a single word as well.
- An s can be added to many of the verbs and nouns you will create. -ed and -ing can be added to many of the verbs you will create to change tense.

ab-
ad-
con-
de-
e-
in-
inter-
non-
ob-
pro-
re-
sub
tra(ns)-
un-

-abl(e)
-al
-at(e)
-(i)fy
-il(e)
-ion
-ist
-ity
-iv(e)
-ly
-ness
-or
-or(y)
-ur(e)

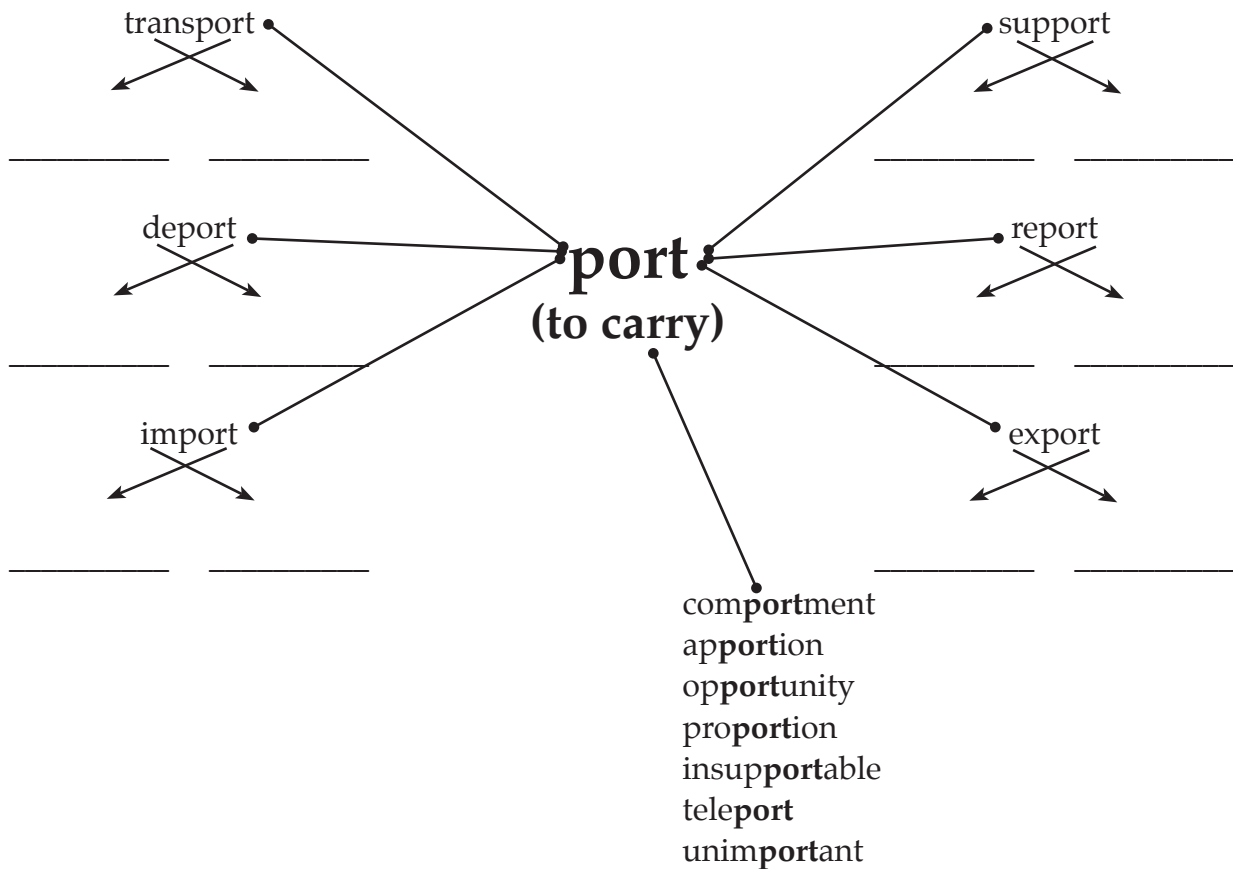
-ject-
(to throw)

A Sampling of Activities:

Suffixes often determine part of speech. Examine these words to see how their parts of speech change as different suffixes are added:

prefix	prefix	root	connective	suffix	connective	suffix	suffix
inter	de	part		ment		al	ly
dis	pro	port	i	on		ate	ly
	ad	vent		ur		ous	
		nat		ur(e)		al	ly
	re	med	i	at(e)	i	on	
	ir	reg	ul	ar		ly	

A variety of word webs are useful for advanced word structure study. Examine this web for the Latin root port, meaning “to carry.”

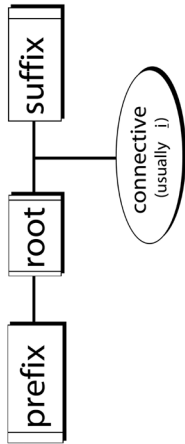


Tracking Word Origins

A two-color poster-size version of this chart is available from V.C. Educational Consulting. Please do NOT copy this chart except for personal reference.

Latin Words: 55%

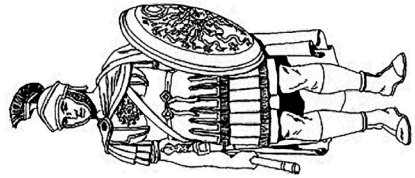
General Trends



usually multisyllabic words
few vowel teams besides ai: assail, retain

Common Structures

connectives i, u, and ul: mediate, monument, muscular, solitude
ti, si, and ci = /sh/: notation, racial
tu = /chool/: eventual, fortunate, spatula
ture = /cher/: adventure, furniture, nature
chameleon prefixes:
attention, collapse, difference, illegal
cl, pt: act, tempt
soft c before e or i: certain, city



Anglo-Saxon Words: 20%

General Trends

usually one syllable words
numbers 1-1000: one, twenty
basic color words: brown, green
simple body parts: arm, throat
most sight words: could, do
most vowel teams: boat, toil
short words with silent letters: doubt, know

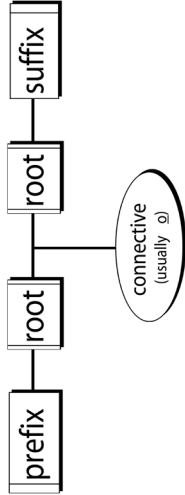
Common Structures

ff-ll-ss words: cliff, tall, grass
ch = /ch/: chair, chin, church
ck, tch, and dge: trick, witch, grudge
th in short words: than, thin, thick
k in short words: kelp, kill, kind
wh: when, whisper
ng: hang, song, sting
wr: wrist, write
wild/old words: child, pint, post, told
2 syllable consonant-le words: bubble, fizzle, trickle



Greek Words: 11%

General Trends



often involve science, school, or the arts

Common Structures

connective o: democrat, photograph
y = i: cyclone, gym, myth, type
ph = /f/: phobia, phonics, typhoon
ch = /k/: monarch, orchid, school
k in longer words: kilometer, kinesthetic
th in longer words: athlete, thyroid
silent initial p: pneumonia, psychology
ending -ology:
archaeology, biology
ending -ic: charismatic, chronic, music



Selecting Origins Practice Sheet

19

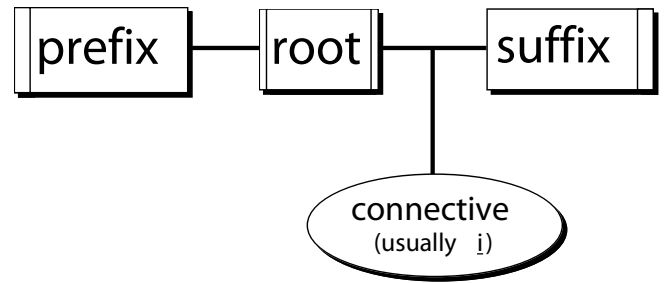
AS = Anglo-Saxon; G = Greek; L = Latin

bang	regenerate	blue	interact
mutual	phase	counterproductive	hydrant
chromosome	those	euphemism	arachnophobia
forty	abbreviate	immobile	chest
declension	phonograph	sophomore	transaction
pyre	epidemic	most	amphitheater
expenditure	miss	component	wrought
laugh	abnormal	emancipation	centrifugal
orchid	black	steam	nomenclature
distribute	contraception	extraterrestrial	pneumonia
psychology	elbow	monarch	stuff
surreptitious	philanthropist	trouble	territorial
what	hundred	anarchy	archaeology
telepathy	evacuate	char	of
from	phonics	disruption	emotional
manuscript	incredulous	insulation	ferocious
pathology	moat	neck	know
does	recuperate	physical	probation
white	three	steel	
biology	alleviate	dissertation	<i>bonus words:</i>
consequence	alphabet	facetious	biodegradable
racial	bomb	typical	graphomotor
watch	cynic	snack	subatomic

Latin Connectives Practice Sheet

Box roots, circle connectives, and underline affixes.

expedient	evaluate
muscular	stimulant
petunia	tempestuous
emporium	deteriorate
magnitude	stadium
virtuous	brilliant
industrious	regulate
auditorium	alleviate
hysteria	mysterious
peninsula	testimony
solarium	impediment
opinion	imperial
turbulent	honorarium
editorial	radiant
spectacular	triangular
sanitarium	opulent
popular	magnesium
comedian	monument



Three key Latin connectives are i, u, and ul. You should accent the syllable that comes before the Latin connective:

sól i tude món u ment rég ul ate

u and ul are always long:

promiscuuous manuual musculular

Latin connective i is by far the most common.

Use these rules for pronouncing it:

1. i = /ē/ before a vowel suffix: curious
2. i = /y/ after l or n: peculiar
3. i = /ĩ/ before a consonant: multitude

A sampling of useful suffix rules:

-ous = adjective -us = noun
 -ate /ate/ = verb -ate /et/ = adj./noun