DSA Stage: ***Derivational Constancy: Revisiting Prefixes & Suffixes***

|  |  |  |  |
| --- | --- | --- | --- |
| Sort # | Feature | Discovery | Resources |
| 1 | E drop and no change with ed and ing | **Both multi-syllable and one-syllable words work the same, drop the final e before you add -*ed* and -*ing*.**  **Change final *y* to *i* before adding ed.**  **Do not change the base word when adding -*ing* to words ending in *y*, like carrying.** | Mindful of Words Pages 192-193 & 201 |
| 2 | Doubling and No Change with ed and ing | **When dealing with a polysyllabic word, the final syllable ends in a VC pattern and the syllable is stressed, DOUBLE the final consonant as in *preferred*.** | Mindful of Words  Pages 193-194 & 202 |
| 3 | Doubling and No Change with Various Suffixes | **The final consonant of a polysyllabic base word is doubled if the suffix begins with a vowel and if the base word ends with the VC pattern that is stressed, as in *propeller* and *repellent*,** but not *developing* and *equipment*. | Mindful of Words  Pages 195-196 & 203 |
| 4 | Suffix with Final Y ( ier, iness, ious ily, ied) | **Final *y* changes to *i* when adding a suffix regardless of whether the suffix begins with a consonant or vowel (excepting *i*).** | Mindful of Words  Pages 196-197 & 204 |
| 5 | Prefixes ( un, dis, in) | ***Un*- and *dis*- are prefixes that mean “not” or “the opposite of”; *in*- can mean “in, into,” as well as “not.”**  When prefixes are added to words, double consonants can result, as in *unnatural*. Though they may look peculiar, they are needed for meaning. | Mindful of Words  Pages 197 & 205 |
| 6 | Prefixes (mis, en, de, anti) | **Mis- means “wrongly.”**  **En- means “cause to.”**  **De- means “away.”**  **Anti- means “against.”** | Mindful of Words  Pages 198-199 & 206 |
| 7 | Prefixes inter, mid, sub, super | **Inter- means” between” or “among.”**  **Mid- means “middle.”**  **Sub- means “under.”**  **Super- means “above” or “beyond.”** | Mindful of Words  Pages 199-200 & 207 |

DSA Stage: ***Derivational Constancy: Consonant Alternations***

|  |  |  |  |
| --- | --- | --- | --- |
| Sort # | Feature | Discovery | Resources |
| 8 | DSA Features P&Q | When the suffixes are added to words, the sound of certain consonants often change or alternate, thought their spelling remains intact.  **Words related in meaning tend to be related in spelling despite changes in sound, such as *haste* and *hasten*.** | Mindful of Words  Pages 208-209 & 215 |
| 9 | DSA Features P&Q | **When you add the suffix-*ion* to words that end in *-ct,* the sound changes to */sh/*, but is spelled -*ction*. When you have words that end in a final *-ss,* the sound changes to */sh/,* but is spelled -*ssion*.** | Mindful of Words  Pages 210-211 & 216 |
| 10 | DSA Features P&Q | **For most base words that end in consonant *–t* just add –*ion* as in *digest*/*digestion*.**  **When a word ends in *-ic* and you add *-ian* the sound is */shen/* and indicates a person.**  You can make some verbs into nouns by addition *–tion* or -*ion*. | Mindful of Words  Pages 211-212 & 217 |
| 11 | DSA Features P&Q | **When adding *-ion* to the ends of words that end in**  ***-te* or *-se,* you drop the *e* and add *-ion.*** | Mindful of Words  Pages 212- 213 & 218 |
| 12 | DSA Features P&Q | **When adding *-sion* to words that end in *–de* or *–d,* you drop the *–d* or *–de* and add *–sion.*** | Mindful of Words  Pages 213-214 & 219 |

DSA Stage: ***Derivational Constancy: Vowel Alternations***

|  |  |  |  |
| --- | --- | --- | --- |
| Sort # | Feature | Discovery | Resources |
| 13 | R | **When a suffix is added to a base word, the sound of a vowel may change to a short vowel sound, but the spelling is likely to remain the same, as in *divide/division* and *crime/criminal*.** | Mindful of Words  Pages 220-221 & 227 |
| 14 | R | **When a suffix is added to a base word, the sound of a vowel may change to a schwa, but the spelling is likely to remain the same, as in inv*i*te/inv*i*tation.** | Mindful of Words  Pages 221-222 & 228 |
| 15 | R | Sorting by pattern: **Although suffixes sometimes cause a short or long vowel to become a schwa, thinking of the base word can clarify the spelling, as in *distribute/distribution*.**  Sorting by sound: **When a suffix is added to a base word, the sound of a vowel may change to a short vowel sound or a schwa, but the spelling is likely to remain the same, as in *divide/division* or *divide/dividend*.** | Mindful of Words  Pages 222-223 & 229 |
| 16 | R | **When you add a suffix the vowel sound and spelling pattern may change, but they change in a predictable way, like *receive/reception, qualify/qualification, proclaim/proclamation,* and *synthesize/synthesis.*** | Mindful of Words  Pages 224 & 230 |
| 17 | R | **In words with multiple vowel changes the stressed syllable may change from the base word to the derived word, as in *academy/academic*.**   * *Because a primary purpose of this sort is to increase awareness,* ***repeated sorting of words by students is unnecessary.*** | Mindful of Words  Pages 225 & 231 |
| 18 | R | Other suffixes besides *–ion*  can lead to consonant alternations; thinking of a related word can help with spelling, as with *critic*/*criticize* and *public*/*publicity*.  **Adding a suffix can cause vowel and stress changes, as well as consonant sound changes as in *office/official*.** | Mindful of Words  Pages 226 & 232 |

DSA Stage: ***Derivational Constancy: More Suffixes & Prefixes***

|  |  |  |  |
| --- | --- | --- | --- |
| Sort # | Feature | Discovery | Resources |
| 19 | S and T | Recognize and use endings for adjectives that add  –ible and –able.  **Base words require –*able* and roots require –*ible*.**  Base words are words that can stand alone and roots require a prefix and/or suffix. | Mindful of Words  Pages 233-234 & 240 |
| 20 | S and T | Recognize and use endings for adjectives that add  –*ible* and –*able*.  **Base words drop the final *e* before adding –*able*, unless this will cause a soft *c* or *g* to be hardened, in this case the *e* is kept** | Mindful of Words  Pages 234-235 & 241 |
| 21 | S and T | Recognize and use nouns that add – *ant*, -*ance*, -*ent*, and –*ence*.  **If the word ends in -*ant*, it becomes -*ance*. If the word ends in -*ent*, it becomes -*ence*.** | Mindful of Words  Pages 235-236 & 242 |
| 22 | S and T | **If the word ends in -*ent* or –*ence*, use –*ency*. If the spelling is –*ant* or –*ance*, use –*ancy*.** | Mindful of Words  Pages 236-237 & 243 |
| 23 | S and T | **When –*ity* is added to base words ending in –*ble*, the spelling changes to *bil* before the ending is added.**  **If the base word ends in *e*, drop the *e* and add – *ity*.** | Mindful of Words  Pages 237 & 244 |
| 24 | S and T | Recognize and use prefixes that change form to match the root word.  **The prefix in- (meaning “not”) can also be spelled *il*-, *im*-, and *ir*-.** | Mindful of Words  Pages 238-239 & 245 |
| 25 | S and T | Recognize and use prefixes that change form to match the root word, often resulting in double letters and changed spellings.  **The prefix *ad*- means “toward,” *com*- means “with,” *ex*- means “out,” *ob*- means “to/against,” and *sub*- means “under.”** | Mindful of Words  Pages 239 & 246 |

DSA Stage: ***Derivational Constancy: Greek & Latin Word Elements***

|  |  |  |  |
| --- | --- | --- | --- |
| Sort # | Feature | Discovery | Resources |
| 26 | Greek and Latin Prefixes | **The Greek prefix *mono*- means “one”, the Latin prefix *bi*- means “two”, and the Latin/Greek prefix *tri*- means “three”.** | *Mindful of Words*  Pages 248-249 & 279 |
| 27 | Greek and Latin Prefixes | **The Latin prefix *quadr*- means “four”, the Greek prefix pent- means “five”, the Latin/Greek prefix *oct*- means “eight”, the Greek prefix *dec*- means “ten”, and the Latin prefix *cent*- means “hundred”** | *Mindful of Words*  Pages 250 & 280 |
| 28 | Greek and Latin Prefixes | **The Latin prefix *semi*- means “half or partly”, the Greek prefix *poly*- means “many”, the Latin prefix *multi*- means “many”, the Greek prefix *micro*- means “small”, and the Greek prefix *mega*- means “large”** | *Mindful of Words*  Pages 251 & 281 |
| 29 | (auto-, bio-, geo-, graph-, -meter/metr, therm | Word roots are sometimes combined to make words. **You can notice Greek word roots to understand the meaning of words.**  ***Auto* means “self,” *bio* means “life,” *geo* means “earth,” *graph* means “ write,” *meter*/*metr* means “measure,” and *therm* means “hot”** | *Mindful of Words*  Pages 252-253 & 282 |
| 30 | Aud, phon, vis, -scope, tele- | Word roots are sometimes combined to make words. You can notice Greek word roots to understand the meaning of words. ***aud* means “hear,” *phon* means “sound,” *vis* means “see,” -*scope* means “see,” *tele*- means “distance”** | *Mindful of Words*  Pages 253 & 283 |
| 31 | Ject and tract | Word roots are sometimes combined to make words. You can notice Greek word roots to understand the meaning of words.  ***ject* means “throw” (never a base word), *tract* means “draw, pull”** | *Mindful of Words*  Pages 254-255 & 284 |
| 32 | mis/mit, port | Word roots are sometimes combined to make words. You can notice Greek word roots to understand the meaning of words. ***mis*/*mit* means “send,” *port* means “carry”** | *Mindful of Words*  Pages 256-258 & 285 |
| 33 | Latin Roots: Senses | **In words with *dict* roots the words meaning relates to speaking.**  **In words with *spect/spic* roots the words meaning relates to looking.**  **In the root *spir*, the root means to breathe.**  **In words with *tact/tag/tang* roots the words meaning relates to touch.** | Mindful of Words  Pages 258 & 286 |
| 34 | Latin Roots: Action Set 1 | **In words with *fract/frag and rupt* roots the words meaning relates to “break.”**  **In words with *flect/flex* roots the words meaning relates to “bend.”**  **In words with *vers/vert* roots the words meaning relates to “turn.”** | Mindful of Words  Pages 259 & 287 |
| 35 | Latin Roots: Action Set 2 | **In words with *fac/fact* roots the words meaning relates to “make.”**  **In words with *fer* roots the words meaning relates to “carry/bear.”**  **In words with *mot* roots the words meaning relates to “move.”**  **In words with *struct* roots the words meaning relates to “build.”**  **In words with *ven/vent* roots the words meaning relates to “come.”** | Mindful of Words  Pages 259-260 & 288 |
| 36 | Greek and Latin Elements: Air, Land, Water, and Light | In words with *greek and latin elements,* be able to relate the meaning to the root.  **In words with the *aero* element, the word meaning relates to “air.”**  **In words with the *aster* element, the word meaning relates to “star.”**  **In words with the *hydr* element, the word meaning relates to “water.”**  **In words with the *naur*/*nav* element, the word meaning relates to “ship.”**  **In words with the *phot* element, the word meaning relates to “light.”**  **In words with the *terra* element, the word meaning relates to “Earth.”** | Mindful of Words  Pages 260-61 & 289 |
| 37 | Greek and Latin Elements: Round and Around | In words with *greek and latin elements,* be able to relate the meaning to the root.  **In words with the *circum*- prefix, the word meaning relates to “around.”**  **In words with the *peri-* prefix, the word meaning relates to “near,around.”**  **In words with the *centr* root, the word meaning relates to “center.”**  **In words with the *circ* root, the word meaning relates to “circle.”**  **In words with the *vol(v)* root, the word meaning relates to “roll.”** | Mindful of Words  Pages 261-262 & 290 |
| 38 | Greek and Latin Roots: Reading and Writing | In words with *greek and latin roots* be able to relate the meaning to the root.  **In words with *gram* roots the word meaning relates to “something written/recorded, to write, letter, or line.”**  **In words with *leg* roots the word meaning relates to “to read.”**  **In words with *lit* roots the word meaning relates to “letters.”**  **In words with *scrib/script* roots the word meaning relates to “to write.”** | Mindful of Words  Pages 262-263 & 291 |
| 39 | Greek & Latin Roots:  Body language | \*Using sentence frame and conceptual understanding from previous sorts:  *man* relates to ”hand”  *ped* relates to ”foot”  *pod* relates to “foot”  *ped* relates to “child” | Mindful of Words  Pages 263 & 292 |
| 40 | Greek & Latin Roots:  Body language | *cap* relates to ”head”  *cord* relates to ”heart”  *corp* relates to “body”  *dent/don* relates to “tooth”  *derm* relates to “skin”  *ocu/opt* relates to “vision” | Mindful of Words  Pages 264 & 293 |
| 41 | Greek & Latin Roots:  People | *dem* relates to ”people”  *greg* relates to “flock/herd”  *pol/polis* relates to “city”  *pop/pub* relates to “people”  *civ* relates to “citizen” | Mindful of Words  Pages 264-265 & 294 |
| 42 | Greek & Latin Roots:  Ruling & Governing | *-archy* relates to “rule/government”  *-cracy* relates to “government/rule”  *dom* relates to “lord” (can also mean “house” as in domicile or domestic)  *reg* relates to “rule” (can also mean “regal”) | Mindful of Words  Pages 265-266 & 295 |
| 43 | Greek & Latin Roots:  Truth or Consequences | *jud* relates to “judge”  *mon* relates to “warn”  *ques/quir/quis* relates to “seek”  *leg* relates to “legal”  *ver* relates to “true” | Mindful of Words  Pages 266-267 & 296 |
| 44 | Greek & Latin Roots:  Opposites | *ante-* relates to “before”  *post-* relates to “after”  *bene* relates to “good”  *mal* relates to “bad”  *hyper-* relates to “over, beyond”  *hypo-* relates to “under, below” | Mindful of Words  Pages 267-268 & 297  ***\*Introduce in pairs, one day at a time*** |
| 45 | Greek & Latin Roots:  Conflicts | *bell* relates to “war”  *cede/cess* relates to “go, yield”  *pug* relates to “fight”  *vinc/vict* relates to “conquer”  *val* relates to “be strong” | Mindful of Words  Pages 268-269 & 298 |
| 46 | Latin roots: Actions Set 3 | *clud/clus* relates to “close”  *duc/duct* relates to “lead”  *pend* relates to “hang”  *scend* relates to “climb”  *tend* relates to “stretch” | Mindful of Words  Pages 269 & 299 |
| 47 | Latin Roots: Actions Set 4 | *flu* relates to “flow”  *junct* relates to “join”  *mod* relates to “measure”  *press* relates to “press”  *sect* relates to “cut” | Mindful of Words  Pages 269-270 & 300 |
| 48 | Latin Roots: Peace and Goodwill | *fid* relates to “faith/trust”  *grac/grat* relates to “pleasing”  *pac* relates to “peace”  *sens*/*sent* relates to “feel”  *sol* relates to “alone” | Mindful of Words  Pages 270-271 & 301 |
| 49 | Latin Roots: Speaking | *lingu* relates to “tongue”  *loc/loq* relates to “speak”  *voc/vok* relates to “call”  *verb* relates to “word” | Mindful of Words  Pages 271-272 & 302 |
| 50 | Green and Latin Roots: Wisdom and Wonder | *anima* relates to “mind and soul”  *cogn* relates to “know, learn”  *mem* relates to “mindful”  *mir/marv* relates to “wonderful”  *sci* relates to “know”  *soph* relates to “wise” | Mindful of Words  Pages 272 & 303 |
| 51 | Greek and Latin Roots: Care and Illness | *cur* relates to “care”  *path* relates to “suffer, feel”  *phobia* relates to “fear”  *itis* relates to “inflammation”  *vol* relates to “will, willing” | Mindful of Words  Pages 273 & 304 |
| 52 | Greek and Latin Roots: Time and Family | *chron* relates to “time”  *mat*/*matr* relates to “mother”  *pat*/*patr* relates to “father”  *onym* relates to “name”  *doc* relates to “teach” | Mindful of Words  Pages 274 & 305 |
| 53 | Latin Roots Beginnings and Endings | Nov relates to “New”  Sen relates to “Old”  Mort relates to “Death”  Nat relates to “to be born”  Gen-birth | Mindful of Words  Pages 274 & 306 |
| 54 | Greek and Latin Elements: Order | Equa/Equi relates to “Equal”  Medi relates to “middle”  Prim relates to “first”  Proto relates to “first”  Secu/sequ relates to “follow” | Mindful of Words  Pages 275 & 307 |
| 55 | Green and Latin Elements: All or Nothing | Nihil/nil/null relates to “zero or nothing”  Omni relates to “all”  Pan relates to “all”  Plen/plet relates to “full”  Vac relates to “empty” | Mindful of Words  Pages 276 & 308 |
| 56 | Latin Roots: Light and Day; Day and Night | Cand/chand relates to “shine”  Jour relates to “day”  Luc/lum relates to “light”  Noc relates to “night”  Omb/umbr relates to “shade” | Mindful of Words  Pages 277 & 309 |
| 57 | Latin Roots: Odds and Ends | Loc relates to “place”  Pos relates to “put”  Mut relates to “change”  Magn relates to “great”  Min relates to “lessen” | Mindful of Words  Pages 277 & 310 |
| 58 | Latin Roots: “Stand” and Alone | Sist-  Stab-  Stan- (All mean “stand”)  Stat-  Stit-  ?- | Mindful of Words  Pages 278 & 311 |