MIDDLE SCHOOL

SCOPE AND SEQUENCE AFFIXES AND ROOTS

* A **derivational suffix** is an ending that changes the class of the base word it is added to. For example, when *er* is added to *teach*, it changes the verb to a noun; when *able* is added to a verb, it changes the verb to an adjective; when *ness* is added to an adjective, it changes the adjective to a noun; when *ish* is added to a noun, it changes the noun to an adjective; and *y* added to a noun changes it to a verb, while *ly* added to a noun or adjective changes the base word to an adverb.

GRADE	Derivational Suffixes		Prefixes		Latin and Greek Roots	
6	• -ful • -ness • -less • -al • -able • -ment • -ly	• -tion/-sion • -ous • -ic • -y • -ish • -hood	• dis- • pres- • re- • un- • non- • in-	• auto- • anti- • tri- • sub- • poly- • micor-	• tele • frag • man • phon • bio • photo	• therm • meter • graph • scrib/scrip • spec • auto
7	• -ible • -ward • -some • -ist	• -ant • -ary • -ent • -ery	• ex- • en- • de-	• ad- • bio- • mono- • con-	• scope • ogy • fort	• struct • judg • spec • vis

8	• -ette
	• -itis
	• -nym
	• -
		• -vore
		• -al-/ial
		• -ing
		• -er/-or
		• -est
			• enter-
			• fore-
			• in-/im-
			  ir-/il-
			• mis-
				• over-
				• petro-
				  petri-
				• some-
				• under-
					• anti
					• cide
					
					• mal
					• geo/terr
					• ped/pod
					• photo
					• astr/stell
					• chron/temp
					• bene/bon
					
					• rota/volv
					• mono/uni
					• carn/corp
					• meter
					• cycl/orb
					• dict
					• phob
						• dent/dont
						• rect/reg
						• bi/du
						• spire
						• grad/grade
						
						• ultra
						• derm
						• theo
						• rhino
						• pend
						• cede

GRADES 3-5 WORD STUDY

Inflected Endings	Derivational Suffixes	Prefixes	Latin and Greek Roots
noun/number **-s, es, ies** Verb/number **-s, -ed, -ing** adjective/degree **-er, -est** adverb/degree **-er, -est**	**-ful** **-ly** **-y** **-er** **-or** **-ist** **-less** **-ness** **-ment** **-ion** **-ward** **-ous** **-ive** **-ic** **-able** **-ible** **-ent** **-ant**	re- un- mis- ex- pro- pre- con- com- en- sub- sur-	**tele** **graph** **rupt** **tract** **struct** **spec/t** **opt**

SCOPE AND SEQUENCE OF MIDDLE SCHOOL ANALOGIES

Sixth Grade	Seventh Grade	Eighth Grade
• synonyms (small : little) • object/action (ear : hear) • antonym (up : down) • animal/habitat (bee: hive) • resource/product (tree : lumber) • part/whole (paw : dog)	• sequence (day : week) • degree (warm : hot) • characteristic (snow : cold) • product (tree : lumber) • cause/effect (sun : burn) • purpose (chair : sit)	• type or example (cinnamon : spice) • mathematical (three : six) • association (bow : arrow) • number (louse : lice) • operator (car : drive) • characteristics (glass : breakable) • degree (pleased : ecstatic)

MIDDLE SCHOOL ORGANIZATIONAL PATTERNS

TEXT FRAMES: What Is the Point of the Material?

Frame: Cause/Effect	**Frame: Problem/Solution**
Point: That certain things result from certain conditions	**Point:** That a problem needs solving

Cause/Effect — Questions to read to answer:

- What is it that happens?
- What causes it to happen?
- What are the important elements or factors that cause this effect?
- How do these factors or elements interrelate?
- Will this result always happen from these causes? Why or why not?
- How would the result change if the elements or factors are different?

Problem/Solution — Questions to read to answer:

- What is the problem?
- Who has the problem?
- What is causing the problem?
- What are the effects of the problem?
- Who is trying to solve the problem?
- What solutions are recommended or attempted?
- What results from these solutions?
- Is the problem solved? Do any new problems develop because of the solution?

Frame: Compare/Contrast	**Frame: Generalization/Principles**
Point: That certain things are similar or different	**Point:** That a viewpoint is being presented and supported by the author

Compare/Contrast — Questions to read to answer:

- What is being compared and contrasted?
- What categories of characteristics or attributes are used to compare and contrast these things?
- How are the things alike or similar?
- How are the things not alike or different?
- What are the most important qualities or attributes that make them similar?
- What are the most important qualities or attributes that make them different?
- In terms of the qualities that are most important, are these things more alike or more different?
- What can we conclude about these things?

Generalization/Principles — Questions to read to answer:

- What is the general topic area or issue?
- What viewpoint or claim is being presented?
- How is this viewpoint/claim supported?
- Are examples provided to support view/claim?
- Are data/facts provided to support view/claim?
- Is expert testimony given to support view/claim?
- Is a logical argument provided?
- Is a sufficient case presented to lead the reader to conclude to accept the viewpoint/claim?

TEXTUAL INTELLIGENCE

Teach students how common transitions shape the meaning of a text and what they tell the reader

- Time Sequence: order in which event/acts occur within the text
- Example: signals that an example of the current idea will appear next
- Enumeration: means that author will list each key idea she/he wishes to emphasize
- Continuation: alerts the reader that the author is not done with an idea but will elaborate on in   the coming sentence or paragraph
- Contrast: used to provide an alternative view of the idea/event the author has been discussing
- Comparison: used to show how similar this idea or event is to those that come before it
- Summation: used to reiterate the main idea at the close of the text

Middle School Signal/Transition Words

Chronological Sequence	Concept/Definition	Generalization/ Principle	Process/ Cause-Effect
- after - afterward - as soon as - at (time) - before - during - first, second, third - finally - following - immediately - initially - later - meanwhile - next - not long after - now - on (date) - preceding - soon - then - today - until - when	- for instance - in other words - is characterized by - put another way - refers to - that is - thus - usually **Description** - above - across - along - appears to be - as in - behind - below - beside - between - down - in back of - in front of - looks like - near - on top of - onto - outside - over - such as - to the right/left - under	- additionally - always - because of - clearly - conclusively - first - for instance - for example - furthermore - generally - however - if…then - in fact - moreover - most convincing - never - not only…but also - often - second - therefore - third - truly - typically	- accordingly - as a result of - because - begins with - consequently - due to - effects of - finally - first - for this reason - how to - how - if…then - in order to - is caused by - leads/led to - may be due to - next - so that - steps involved - then - therefore - thus - when…then
Comparison/ Contrast		**Episode**	**Problem/Solution**
- although - and yet - as well as - as opposed to - both - but - compared with - different from - either…or - even though - however - instead of - in common - on the other hand - otherwise - similar to - similarly - still - the difference between - yet		- a few days/months later - around this time - as it is often called - as a result of - because of - began when - first - for this reason - lasted for - led to - shortly thereafter - since then - subsequently - this led to - when	- one reason for that - a solution - a problem