# **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	Derivation	nal Suffixes	Pre	efixes	Latin and Greek Roots	
6	<ul> <li>-ful</li> <li>-ness</li> <li>-less</li> <li>-al</li> <li>-able</li> <li>-ment</li> <li>-ly</li> </ul>	• -tion/-sion • -ous • -ic • -y • -ish • -hood	• dis- • pres- • re- • un- • non- • in-	<ul><li>auto-</li><li>anti-</li><li>tri-</li><li>sub-</li><li>poly-</li><li>micor-</li></ul>	<ul><li>frag</li><li>man</li><li>g</li><li>phon</li><li>s</li><li>bio</li><li>s</li></ul>	herm neter  raph crib/scrip pec  uto
7	• -ible • -ward • -some • -ist	• -ant • -ary • -ent • -ery	• ex- • en- • de-	• ad- • bio- • mono- • con-	• ogy • j	truct udg pec is
8	• -ette • -itis • -nym • -	• -vore • -al-/ial • -ing • -er/-or • -est	enter-     fore-     in-/im-     ir-/il-     mis-	<ul> <li>over-</li> <li>petro-petri-</li> <li>some-</li> <li>under-</li> </ul>	<ul> <li>anti</li> <li>cide</li> <li>mal</li> <li>geo/terr</li> <li>ped/pod</li> <li>photo</li> <li>astr/stell</li> <li>chron/temp</li> <li>bene/bon</li> <li>rota/volv</li> <li>mono/uni</li> <li>carn/corp</li> <li>meter</li> <li>cycl/orb</li> <li>dict</li> <li>phob</li> </ul>	<ul> <li>dent/dont</li> <li>rect/reg</li> <li>bi/du</li> <li>spire</li> <li>grad/grade</li> <li>ultra</li> <li>derm</li> <li>theo</li> <li>rhino</li> <li>pend</li> <li>cede</li> </ul>

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

## 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			
Questions to read to answer:	Questions to read to answer:			
What is it that happens?	What is the problem?			
What causes it to happen?	Who has the problem?			
What are the important elements or factors that cause this effect?	What is causing the problem?			
How do these factors or elements interrelate?	What are the effects of the problem?			
Will this result always happen from these causes? Why or why not?	Who is trying to solve the problem?			
How would the result change if the elements or factors are different?	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	Point: That a viewpoint is being presented and supported by the author			
different				
Questions to read to answer:	Questions to read to answer:			
What is being compared and contrasted?	What is the general topic area or issue?			
What categories of characteristics or attributes are used to compare and contrast these things?	What viewpoint or claim is being presented?			
How are the things alike or similar?	■ How is this viewpoint/claim supported?			
How are the things not alike or different?	Are examples provided to support view/claim?			
What are the most important qualities or attributes that make them similar?	Are data/facts provided to support view/claim?			
What are the most important qualities or attributes that make them different?	Is expert testimony given to support view/claim?			
• In terms of the qualities that are most important, are these things more alike or more different?	■ Is a logical argument provided?			
What can we conclude about these things?	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

After	Wilddle School Signal/ Transition Words					
- efformand	Chronological Sequence	Concept/Definition	Generalization/	Process/		
* afterward			Principle	Cause-Effect		
* afterward	• after	• for instance	additionally	<ul> <li>accordingly</li> </ul>		
six sonor as   six characterized by   befause of   clearly   clearly   conclusively   conclusively   conclusively   concellation   conclusively   concellation   conclusively   concellation   concella						
a clearly   b collins with   b collins with   clearly   consequently   conseque				• because		
Fefers to Justing			• clearly			
- sturing   - that is   - firest						
- first, scond, third - finally - following - following - following - intitiality - in						
- Intally Collowing Collowing Collowing Collowing Collowing Comparisor Contrast Comparisor Contrast Collowing Collow						
- following immediately immediately initially stater immediately stater immed						
Initiality Isitiality Islater  - Above Initiality Islater  - Above Initiality		• usually				
Initially later   Description   Now ver   Now						
Inter		Description				
- meanwhile - next - next - not now - not now - not date) - not da		Description				
next on service of the registry of the registr		a abovo				
a long after   along ster   along   appears to be   appears to						
now on date) on date) end						
- on (date) - preceding - prec						
preceding						
below						
<ul> <li>then</li> <li>then</li> <li>today</li> <li>then</li> <li>today</li> <li>then</li> <li>today</li> <li>when</li> <li>third</li> <li>then</li> <li>therefore</li> <li>third</li> <li>then</li> <li>therefore</li> <li>third</li> <li>then</li> <li>therefore</li> <li>third</li> <li>then</li> <li>therefore</li> <li>therefore</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>therefore</li> <li>then</li> <li>therefore</li> <li>therefore</li> <li>therefore</li> <li>thue</li> <li>therefore</li> <li>thue</li> <li>therefore</li> <li>thue</li> <li>therefore</li> <li>thue</li> <li>therefore</li> <li>the different for</li> <li>e a few days/months later</li> <li>a a few days/months later</li> <li>a a few days/months later</li> <li>a as ut sout of</li> <li>b eacuse of</li> <li>e because of</li> <li>e because of</li> <li>e becaus</li></ul>						
• Inday • until						
- until  - when  - when  - comparison/ Contrast  - although - and yet - as opposed to - both - but - compared with - different from - eitheror - even though - however - instead of - in common - to ont to even though - to onte ther hand - onte ther hand - onte ther hand - otherwise - similar to - similarly - still - the difference between  - down - in back of - in front of - looks like - looks like - looks like - in top of - looks like - to not op of - on top of - a few days/months later - a round this time - a round this time - as a result of - because of - began when - instead for - leaf to - shortly thereafter - since then - subsequently - this led to - when - when - when - therefore - thus - whenthen - one reason for that - a solution - a problem - a solution - a problem - a sit is often called - as a result of - because of - began when - ifirst - for this reason - lasted for - led to - shortly thereafter - since then - si						
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