

## **Greek and Latin Roots for Grades 2 - 8**

### **Why is it important to teach Greek and Latin roots and affixes?**

Simply put, teaching Greek and Latin roots and affixes allows students to construct their own vocabularies, in the wild and on the fly. Educators who choose to teach roots *leverage* word parts, creating opportunities for students to grow their vocabularies exponentially. Each root a student acquires can lead to the understanding of twenty or more English words (Rasinski, Padak, Newton, & Newton, 2008).

Furthermore, the process of acquiring and using Greek and Latin roots is inherently metacognitive, allowing students to develop independent word learning strategies that are useful in learning words across a variety of genres and content areas (Stahl & Nagy, 2006).

Lastly, Greek and Latin roots are the only Student Expectation in the ELAR TEKS that spans five years *unchanged*, from grades four through eight. This may be because the research overwhelmingly reflects the importance of teaching roots and affixes:

- Over 60% of the words students will encounter in school textbooks have recognizable word parts; and many of these Latin and Greek roots (Nagy, Anderson, Schommer, Scott, & Stallman, 1989).
- Latin and Greek prefixes, roots, and suffixes have predictable spelling patterns. (Rasinski & Padak, 2001; Bear, Invernizzi, Templeton & Johnston, 2000).
- Content area vocabulary is largely Greek and Latin-based and research supports this instruction, especially for struggling readers (Harmon, Hedrick & Wood, 2005).

- Many words from Greek and Latin word parts are included in “Tier Two” and “Tier Three” words that Beck, McKeown, and Kucan (2002) have found to be essential to vocabulary word study.
- Knowing Greek and Latin word parts helps students recognize and gain clues to understanding of other words that use known affixes and roots (Nagy & Scott, 2000).
- Most of the academic words in English (e.g., math and science words) are derived from Latin and Greek (Rasinski, Padak, Newton, & Newton, 2008).
- Most of the more challenging multisyllabic words in English are derived from Latin and Greek (Rasinski, Padak, Newton, & Newton, 2008).
- A single Latin or Greek root or affix (word pattern) can be found in and aid in the understanding (as well as decoding and encoding) of 20 or more English words (Rasinski, Padak, Newton, & Newton, 2008).
- Since Spanish is also a Latin-based language, Latin (and Greek) can be used as a bridge to help Spanish-speaking students use knowledge of their native language to learn English (Rasinski, Padak, Newton, & Newton, 2008).

### **Austin ISD's Greek and Latin Root Scope and Sequence**

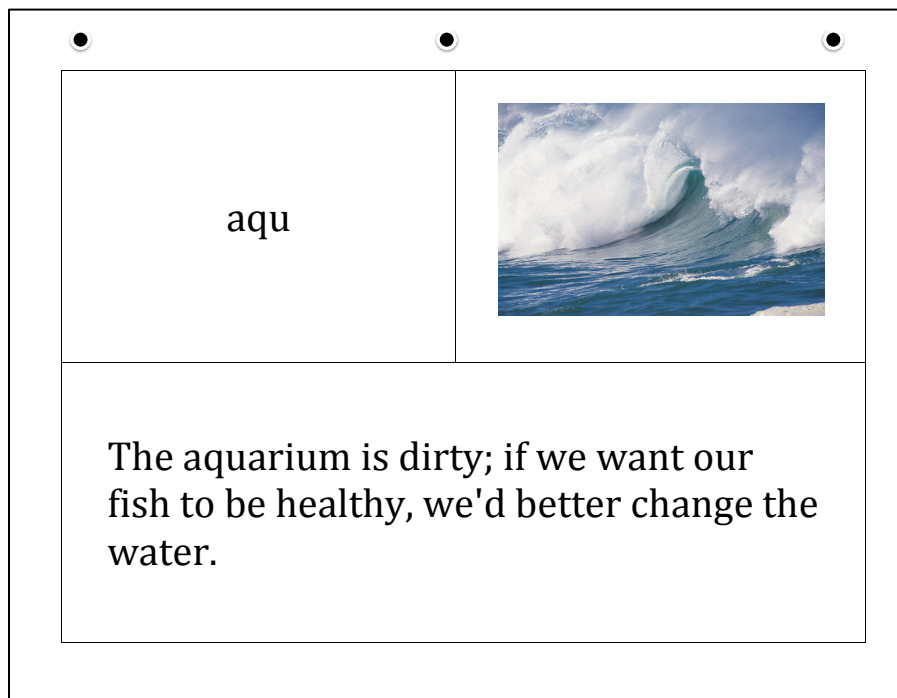
According to the ELA TEKS, high school students, "determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes." In order to meet this expectation, it is essential that students in grades four through eight, "determine the meaning of grade-level academic English

words derived from Latin, Greek, or other linguistic roots and affixes". Students in grades two and three identify and use common prefixes and suffixes, and know how these affixes change the meanings of base words.

Given the expectation that our high school students be able to use their knowledge of Greek and Latin roots and affixes for academic and technical purposes, it is clearly critical for teachers in grades two through eight to explicitly teach Greek and Latin affixes and roots. The following lists have been aligned with when students are most likely to need to identify and use words that contain these roots in math, science and social studies. For grades four through eight, three tiers were used to categorize instructional priorities. Tier I roots are high frequency, easy to learn roots that students are likely to know intuitively; these roots are to be taught once, primarily in grades four and five. The meanings of Tier II roots are less obvious, but still provide the foundations of a large number of words in the English language. These roots are to be taught twice from grades four to eight. Tier III roots are important to specific academic topics, but occur less frequently throughout the language. Tier III roots are to be taught once, typically in grades seven and eight. Using the following lists, teachers will introduce and teach two (or more) Greek and Latin roots per week from grades four through eight.

## Suggested Strategies for Teaching Greek and Latin Roots

- 1) Introduce each root with a physical, drama-based instructional strategy such as [Donkey](#) or [Super Password](#).
- 2) Have students make study sheets for each root.
  - a) With a pencil, the student will divide a piece of notebook or printer paper in half horizontally and then again in the upper section vertically.
  - b) The student records each root's name in the top left area.
  - c) Using [morewords.com](http://www.morewords.com) or a similar website, the student selects a word that is representative of the meaning of the root. To see examples of words that contain these roots and affixes, key in "http://www.morewords.com/contains/" followed by the root. For example, "http://www.morewords.com/contains/hydr"
  - d) The student writes a sentence using a word containing the root and a hint word. This is a good place to embed the teaching of a variety of sentence structures, and literary devices.
  - e) The student draws a picture in the top right section of the page that illustrates the meaning of the root.
  - f) Completed study sheets will look something like this:



- 3) Periodically assess students using drama-based activities, quizzes or projects.
- 4) Maintain a Greek and Latin Root wall as an anchor of ongoing support.
- 5) Prominently display a list of commonly used affixes with their meanings.

- 6) Solicit student input when Greek and Latin roots and affixes are encountered during class reading and Shared Inquiry.
- 7) Communicate with your colleagues in the content areas, Special Education, and Bilingual/ESL, and provide them with copies of the list for each grading period.

**Affixes for Grades 2-3**

Prefix	Suffix	Definition	Examples	Origin	Additional Information
	-s, -es	plural, more than one	hats, pigs, books, plays, boxes, wishes, dishes cliffs, roofs, beliefs knives, leaves, halves, selves	Anglo-Saxon	y after a vowel (s) words end in -s, -sh, -ch, -x, -z (-es) nouns ending -f or -fe (s) -f or -fe change -f to -v and add -es consonant followed by -o (-es) vowel followed by -o (-s)
	-ing	action/process	helping, skipping, running, seeing, thinking	Anglo-Saxon	Present participle of verb
	-ed	past tense	jumped, helped	Anglo-Saxon	Past tense verb
un-		not/opposite	unlock, unsafe, uncover	Anglo-Saxon	
re-		again/back	reread, rewrite, return	Latin	
	-er	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon	
	-est	superlative degree	biggest, coldest, tallest	Anglo-Saxon	Usually an adjective
	-ful	full of	beautiful, painful	Anglo-Saxon	Usually an adjective
	-less	without	careless, helpless	Anglo-Saxon	
in-		not	inactive, income	Latin	
im-		not	impossible, improper, import	Latin	im- used before roots beginning with b, m, p
dis-		not/opposite of	dislike, distrust, disagree	Latin	
pre-		before	pretest, preplan, premade	Latin	
tele-		far, distant	telephone, telegraph, television	Greek	

Prefix	Suffix	Definition	Examples	Origin	Additional Information
	-ies	plural, more than one	parties, babies, cries	Anglo-Saxon	y after a consonant
	-ied	past tense	cried, tried,	Anglo-Saxon	y after a consonant
	-ed	past tense	stopping, hopping	Anglo-Saxon	doubling (CVC)
	-ing	action/process	stopped, hopped	Anglo-Saxon	doubling (CVC)
	-ly	characteristic of	badly, friendly, quickly	Anglo-Saxon	Usually an adverb
	-y	characterized by/like	cloudy, fishy	Anglo-Saxon	
non-		not	nonfat, nonsense	Latin	
over-		too much, above	overdone, overhead	Anglo Saxon	
mis-		bad or badly wrong or wrongly	misbehave, misread, misspell	Latin	
de-		reduce down away from	defeat, deform, decrease	Latin	
under-		too little/below	underfed, underground	Anglo-Saxon	
bi-		two	bicycle, binocular	Latin	
tri-		three	tricycle, triangle	Latin/Greek	
quad-		four	quadrilateral, quadrant	Latin	
oct-		eight	octagon, octopus	Latin/Greek	
	-er, -or	one who, that which	baker, boxer, conductor, survivor	Latin	Usually a noun Use –or with Latin roots for nouns (inventor, elevator) Use –er with Anglo-Saxon roots (heater, swimmer)
	-tion	act of, state of, result of	attention, invitation, restriction	Anglo-Saxon	Usually a noun
	-al, -ial	related to characterized by	colonial, biennial, dental, betrayal	Latin	Usually an adjective
	-ness	condition, state of	darkness, fairness	Anglo-Saxon	Usually a noun
	-ment	act, process	enjoyment, replacement	Latin	
	-en	made of, to make	wooden, dampen, tighten,	Anglo-Saxon	

Prefix	Suffix	Definition	Examples	Origin	Additional Information
en-, em-		to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin	
sub-		under, beneath, below secondary	subway, subsoil, substitute	Latin	
fore-		before, earlier	forearm, foreword	Anglo-Saxon	
semi-		half	semicircle, semicolon	Latin	
anti-		opposite, against	antibiotic, antifreeze	Greek	
auto-		self	autograph, automatic	Greek	
multi-		many/ much	multicolor, multifamily	Latin	
poly-		many/ much	polygon, polysyllable	Greek	
deca- deci-		ten	decathlon, decade, decimal, decimeter	Latin/ Greek	
kilo-		1,000	kilogram, kilowatt	Greek	
milli- mille-		1,000	millennium, millimeter	Latin	
centi-		100	centimeter, centipede	Latin	
	-ion, -tion, -ation, -ition	act of/ state of/ result of	tension, attention, elevation, union	Anglo-Saxon	Usually a noun The real suffix is –ion. Putting s or t in front of –ion is simply determined by the spelling of the root
	-able -ible	can be done	enjoyable, sensible, likable	Latin	-able ending words have roots that can stand alone.(enjoyable) -ible ending words have roots that can not stand alone. (sensible)
	-ive -ative -tive	inclined/ tending toward an action	festive, talkative, active, sensitive	Latin	Words that end with –de (intrude) change the –de to s then add –ive (intrusive). Words that end with silent e (create) drop the e then add –ive (creative).
	-logy, -ology	science of/ study of	biology, chronology	Greek	
	-ence -ance	act/ condition of	persistence, excellence,	Latin	Usually a noun –ence and –ance sound alike because of the schwa. –

Prefix	Suffix	Definition	Examples	Origin	Additional Information
			assistance, importance		ence is used somewhat more often than –ance.
	-an, -an	one having a certain skill/ relating to/ belonging to	electrician, magician, American, suburban	Latin	Usually a noun
in- (il-, im-, ir-)		not	inability, impatient, irregular, illegal	Latin	il-used before roots beginning with “l” (illegible) im- used before roots beginning with b, m, p (immature, imbalance, impatient)
inter-		between	intercept, interview, interstate	Latin	
trans-		across/ change/ through	transformation, transportation, transfer	Latin	
super-		above/ on top of/ beyond	superfine, superhuman, supersonic	Latin	
micro-		small/ minute	microbiology, microscope	Greek	
uni-		one/ single	unicorn, unicycle, uniform	Latin	
	-ent -ant	an action/ condition	student, contestant, immigrant	Latin	Often a noun The suffix –ant often indicates a person noun.
	-ent -ant	causing a specific action	obedient, absorbent, abundant, elegant	Latin	Often an adjective -ent and –ant sound alike because of the schwa. –ent is used somewhat more often than –ant.
	-ity -ty	state of/ quality of	prosperity, equality	Latin	Usually a noun
	-ic	relating to/ characterized by	energetic, historic	Latin/Greek	Usually an adjective
	-ize	to make/ to cause to become	fertilize, criticize, apologize	Latin/ Greek	Usually a verb
	-age	result of an action/ collection	manage, drainage, acreage	Latin	
	-ous -eous -ious	full of/ characterized by	adventurous, nervous, mysterious, courteous	Latin	Words that end with –de (intrude) change the –de to s then add –ive (intrusive). Words that end with silent e (create) drop the e then add –ive (creative).



## 4th Grade Greek and Latin Roots

Tier	Grade	Cycle	Base	Meaning	Origin
2	4	1	dec	ten	Latin
2	4	1	hydr	water	Greek
2	4	1	loc	place	Latin
1	4	1	equ	same, fair	Latin
2	4	1	hosp	guest, host	Latin
2	4	1	mem	mindful, recall	Latin
1	4	1	anima/anim	spirit, soul, life mind or nature	Latin
1	4	1	aqua/aqu	water	Latin
1	4	1	art	craft, skill	Latin
1	4	1	aud	to hear	Latin
1	4	1	bio	life	Greek
1	4	1	carn	flesh, meat	Latin
1	4	1	centr/center	Middle	Greek
1	4	1	graph/gram	write, draw, describe, record	Greek
1	4	1	logy/ology	study	Greek
1	4	1	nov/neo	new	Latin
1	4	1	part/pars	portion, part	Latin
1	4	1	phys	nature	Greek
1	4	2	plur/plus	more	Latin
1	4	2	sci	to know	Latin
1	4	2	temp	time	Latin
1	4	2	therm	heat	Greek
1	4	2	vis/vid	to see, to look	Latin
1	4	2	nym/onym/onom	name	Greek
2	4	2	host	stranger, enemy	Latin
2	4	2	vac	empty	Latin
2	4	2	cept/capt/cip/cap/ceive/ceipt	take, hold, grasp, catch	Latin
1	4	2	cycl	circle	Greek
1	4	2	form	shape, form	Latin
1	4	2	mob/mot/mov	move	Latin
1	4	2	phob	fear	Greek
1	4	2	tract	to pull, draw	Latin
1	4	2	via	way, road	Latin
2	4	2	omni/pan/panto	all	Latin/Greek
2	4	2	chron	time	Greek
2	4	2	ambi/amphi	both	Greek
2	4	3	cid/cis	to cut off, be brief, to kill	Latin
1	4	3	act	to do with a purpose	Latin
1	4	3	arm	army, weapon	Latin

<b>Tier</b>	<b>Grade</b>	<b>Cycle</b>	<b>Base</b>	<b>Meaning</b>	<b>Origin</b>
1	4	3	cent/hecto/hecato	hundred	Latin
1	4	3	dic/dict	to say, to speak, assert	Latin
1	4	3	fen	to strike	Latin
1	4	3	max/maxim	big, most, largest	Latin
1	4	3	min	little, small	Latin
1	4	3	multi/myria/poly	many	Greek
1	4	3	phon	sound, voice	Greek
1	4	3	scrib/script	to write	Latin
1	4	3	terr/ter	land, earth	Latin
1	4	3	vid/vis	see	Latin
1	4	3	sept/hept	seven	Latin
2	4	3	meg/mega	million, great or large	Greek
2	4	3	non/novem/ennea	nine	Latin
2	4	3	oct/octa/octo	eight	Greek
2	4	3	penta/quint/quinque	five	Greek/Latin
2	4	3	ten/tain/tent	to hold	Latin
2	4	3	tend/tens/tent	to give, to stretch toward	Latin
2	4	3	omni/pan/panto	all	Latin/Greek
2	4	4	prim/prin	first	Latin
2	4	4	quadr/tetra	four	Greek/Latin
2	4	4	sex/hex	six	Latin
2	4	4	uni/mono/sol	one, alone	Latin
2	4	4	cert	sure, to trust	Latin
2	4	4	di/bi/do/duo/diplo	two	Latin/Greek
2	4	4	tri/ter	three	Greek
2	4	4	demi/semi/hemi	half	Latin
2	4	4	med/medi	middle	Latin
2	4	4	circ/circum	around	Latin
2	4	4	mut	change, exchange	Latin
2	4	4	urb	city	Latin
2	4	4	fals/fall	deceive, lie, wrong	Latin
1	4	4	photo/phos	light	Greek
1	4	4	sect	cut	Latin
2	4	4	phil	love	Greek
1	4	4	fin	To end	Latin
1	4	4	ped/pod	foot, child	Latin