**Fidelity Checklist**

Teach Morphology by Indicating Prefixes, Suffixes, and Root Words

Teaching students to identify prefixes and suffixes, or otherwise known as affixes, can expand students’ knowledge of vocabulary and increase their comprehension (Yurtbaşı, 2015). Acquiring this skill will help students make inferences regarding the meaning of unknown words (Manyak et al., 2018). With that, a word part added at the beginning of a root word, known as a prefix, or a word part added to the end of a root word, called a suffix, will change the meaning of the word.

Explicit instruction will be the most effective strategy to teach students, specifically those in the 3rd grade, about affixes. This can be done by creating a chart with separate columns for the prefix or suffix, the meaning of the affix, and an example word (Manyak, et. al., 2018). In order to attend to the needs of kinesthetic learners, a teacher could represent the meaning of the affixes with hand and arm motions.

When initially teaching students about prefixes and suffixes, it is most beneficial to provide examples of affixes that have clear and consistent meaning, like how the prefix, -dis has a consistent meaning of “not” or “opposite”. Furthermore, grouping together prefixes or suffixes that have similar meanings, such as -dis, -un, or -in (Manyak et. al., 2018), during instruction would be helpful for students to make connections. Overall, by having an understanding of prefixes and suffixes, young students’ literacy skills will improve, and it will be evident in their vocabulary and comprehension skills.

**Science of Reading Connection:**

Scarborough’s Reading Rope visually depicts the several components of literacy that all students need to master in order to become skilled readers. Separate but still related, word recognition and language comprehension are two defining categories of literary proficiencies that contribute to a student’s success in reading, though there are several elements within these two categories. Decoding is one of the fundamental skills within word recognition, which is a skill that students need to obtain prior to understanding prefixes and suffixes (Yurtbaşı, 2015). Then, once students obtain the skill of decoding, they will be able to broaden their vocabulary knowledge, which is vital for language comprehension, with the learning of prefixes and suffixes. They will also be able to recognize words that have prefixes or suffixes, using their sight recognition skills, which is another foundational skill within word recognition. Overall, learning the meaning of and being able to recognize prefixes and suffixes within words develops students’ word recognition and comprehension, both of which are critical to becoming a competent reader.

|  |  |  |  |
| --- | --- | --- | --- |
| **Prefixes and Suffixes** | **YES** | **NO** | **COMMENTS** |
| 1. Activate students’ prior knowledge by asking questions and acknowledging student response. |  |  |  |
| 2. Using a table or a chart, explicitly teach students about prefixes and suffixes, providing the meaning of the affix along with examples. Hand and arm motions can be associated with affixes in order to facilitate student learning. |  |  |  |
| 3. Have student follow along with you as you repeat the hand / arm motions (“we do”). |  |  |  |
| 4. Have students think and share example of words that include prefixes and suffixes. |  |  |  |
| 5. Have students write their examples down, distinguishing the affixes from the root words. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: