AFFIXES

language skills



ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Date: _____

ROOT: Bio
Life



ning.

Name: _____ Date: _____

SUFFIXES: PLURALS

More than one.

-s	-es	-ies
Add **-s** to form the plural of most nouns. house + s = houses cat + s = cats day + s = days	Add **-es** to nouns ending with ch, sh, s, ss, x, or z.	Drop the y and add **-ies** to nouns ending in a consonant + y.

Directions: Circle the correct suffix
the line.

1. hutch a) -s b) -
2. diary a) -s b) -
3. boy a) -s b) -
4 village a) -s b) -
5. bunny a) -s b) -
6 wish a) -s b) -

Directions: Select the correct plura

7. **jazz**
   a. jazzs
   b. jazzes
   c. jazzies

8. **baby**
   a. baby
   b. baby
   c. babi

Name: _____ Date: _____

AFFIX MEANINGS

A part added to the beginning or ending of a word.

Directions: Identify the meaning of the prefix or suffix.

Prefix	Meaning	Suffix	Meaning
in-		-ies	
im-		-ied	
pre-		-ed	
dis-		-ing	
mis-		-ly	
tele-		-y	

characterized by root word	action	not	not
not	before	past tense	characteristic of a noun

Date: _____

T

rite five complete sentences.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

AFFIX ASSESSMENT

Directions: Read each sentence below. Choose the correct affix to complete the word.

pre- im- dis- phon scope -ing -ed -ly

1. I eager___ waited for my turn in line.
2. It was ___determined that we would depart at two o'clock.
3. The toy proved to be ___possible to fix.
4. The tele____ allowed the astrologer to view the stars.
5. Sing___ beautiful songs was one of her hidden talents.
6. He discuss___ the plans with his boss before the meeting began.
7. The boy was known to ___obey his parents and was often in trouble.
8. A mega____ will help the cheerleader to be heard by the crowd.

Directions: Use the affixes below and write the word being described.

in- tele- graph bio -y -ied -ies

9. to already cry _____
10. a picture _____
11. to send a message in writing _____
12. a story written about a person's life _____
13. full of dirt _____
14. more than one berry _____
15. not able to be described _____

Date: _____

DE

AFFIXES

Affixes are added to the beginning or end of a word to create a new meaning.



Prefix → Root → Suffix

A part added to the beginning.	Base	A part added to the end.
in-		
im-		
dis-		
pre-		
tele-		
	bio	
	graph	
	phon	
	scope	
		-ies
		-ied
		-ed
		-ing
		-ly
		-y

Name: _____

AFFIX MEAN

A part added to the beginning

Directions: Identify the meaning of the prefix or suf

Prefix	Meaning	
in-	not	
im-	not	
pre-	before	
dis-		
mis-		
tele-		

characteristic of a noun

distance

characterized by root word

not

more tha plura

action

580L

Name: _____ Date: _____

Math Isn't Impossible

Directions: Read the passage. Look for words with the prefixes in- and im-.

"This is impossible!" I said, as I looked at the incorrect math problem in front of me.

"I believe your thought is slightly invalid, Marcus," my new teacher said, smiling, after she had overheard me.

I slouched down in my seat. That hadn't been a very good first impression. My new school seemed incredible, but my math skills were still imprecise.



I always felt incapable when working with numbers. Perhaps the fact that I infrequently practiced my math facts and dreaded my homework hadn't helped me to become the best math student so far.

It hadn't been that my previous teacher was impatient or that my answers were always incorrect, but I didn't have much confidence with math at all. My writing abilities though? They were impressive!

Just then, another student sat down at the desk near me. She smiled and asked, "May I look at your paper and show you how I solved this one?" I nodded and watched her work. My eyes lit up.

"That's incredible! What an easy way to solve that problem. Thank you for your help," I said.

She grinned. "You're not incapable! You can be a great math student too!"

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Affixes: Math I

Answer the fo

1. Which word in
   a. believe
   b. thought
   c. slightly
   d. invalid

2. What is the m
   a. experienced
   b. capable insi
   c. able to perf
   d. not able to

3. How might Mar
   a. invalid
   b. incredible
   c. impressive
   d. inadequate

4. Which word be
   a. incorrect
   b. indescribabl
   c. impatient
   d. impressive

5. Write 2-3 sent

2. Prefixes

Our test sc
increased
we studied.

What is the
meaning of
word increa

3. Prefixes

The woman was acting
impatient by ho
horn in traffic.

What is the me
the word impat

4. Prefixes

It is rude to interrupt others.

What is the meaning of the word interrupt?



5. Pr

Joey is ac
making sill

What is th
word imm

7. Pr

Aarav wro
incorrect
b

9.

Wil
Ear

Wh
wo

11.

The
imp
oth

Wh
wo

1. Prefixes

If I could pick one superpower, I would like to be invisible.

What is the meaning of the word invisible?



Invisible means that no one can see it.

Name: _____ Date: _____

SUFFIXES: PLURALS

More than one.

-s	-es	-ies
Add **-s** to form the plural of most nouns. house + s = houses cat + s = cats day + s = days	Add **-es** to nouns ending with ch, sh, s, ss, x, or z. watch + es = watches box + es = boxes fuzz + es = fuzzes	Drop the y and add **-ies** to nouns ending in a consonant + y. enemy + ies = enemies berry + ies = berries

Directions: Circle the correct suffix to make each noun plural. Write the plural word on the line.

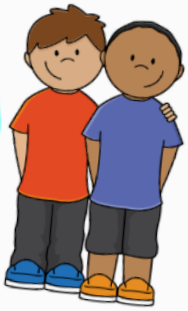
1. hutch	a) -s	b) -es	c) -ies	
2. diary	a) -s	b) -es	c) -ies	
3. boy	a) -s	b) -es	c) -ies	
4 village	a) -s	b) -es	c) -ies	
5. bunny	a) -s	b) -es	c) -ies	
6 wish	a) -s	b) -es	c) -ies	

Directions: Select the correct plural spelling of the word.

7. **jazz** _____
   a. jazzs
   b. jazzes
   c. jazzies

8. **baby** _____
   a. babys
   b. babyes
   c. babies

9. **bus** _____
   a. buss
   b. buses
   c. busies



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Name: _____ Date: _____

SUFFIX: -ies

-ies means plural, or more than one

Directions: To a change a noun ending in a consonant + y from singular to plural, drop the -y and add -ies.

Singular	Plural
baby	
berry	
lady	

Singular	Plural
puppy	
enemy	
diary	

Directions: Choose at least 3 plural words from above to write a paragraph or short story. Include 3-5 complete sentences. Circle the plural words used.

Directions: Circle the correct plural spelling.

cavity	boy	reality
a. cavitys	a. boyes	a. realities
b. cavityies	b. boys	b. realityies
c. cavities	c. boyies	c. realitys
d. cavityes	d. boies	d. realityes



1. **Prefixes**

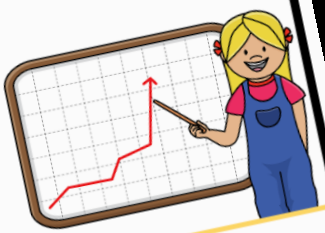
If I could pick one superpower, I would like to be <u>invisible</u>.



What is the meaning of the word invisible?

2. **Prefixes**

Our test scores <u>increased</u> as we studied.



What is the meaning of the word increase?

3. **Prefixes**

The woman was acting <u>impatient</u> by honking her horn in traffic.



What is the meaning of the word impatient?

4. **Prefixes**

It is rude to <u>interrupt</u> others.



What is the meaning of the word interrupt?

AFFIXES

Affixes are added to the beginning or end of a word to create a new meaning.



Prefix → Root → Suffix

A part added to the beginning. | Base | A part added to the end.

in-		
im-		
dis-		
pre-		
tele-		
	bio	
	graph	
	phon	
	scope	
		-ies
		-ied
		-ed
		-ing
		-ly
		-y

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Name: _____ Date: _____

AFFIX SORT

Directions: Sort the words into the correct columns.

Words with a Prefix	Words with a Suffix	Words with a Root	Words with Multiple Affixes

immature	disrespecting	previewed
telescope	phonics	informally
autograph	patiently	disloyal
incomplete	pretest	inactive
prewriting	telephone	biography
disrupted	invisible	immobile
imbalanced	microphone	televised

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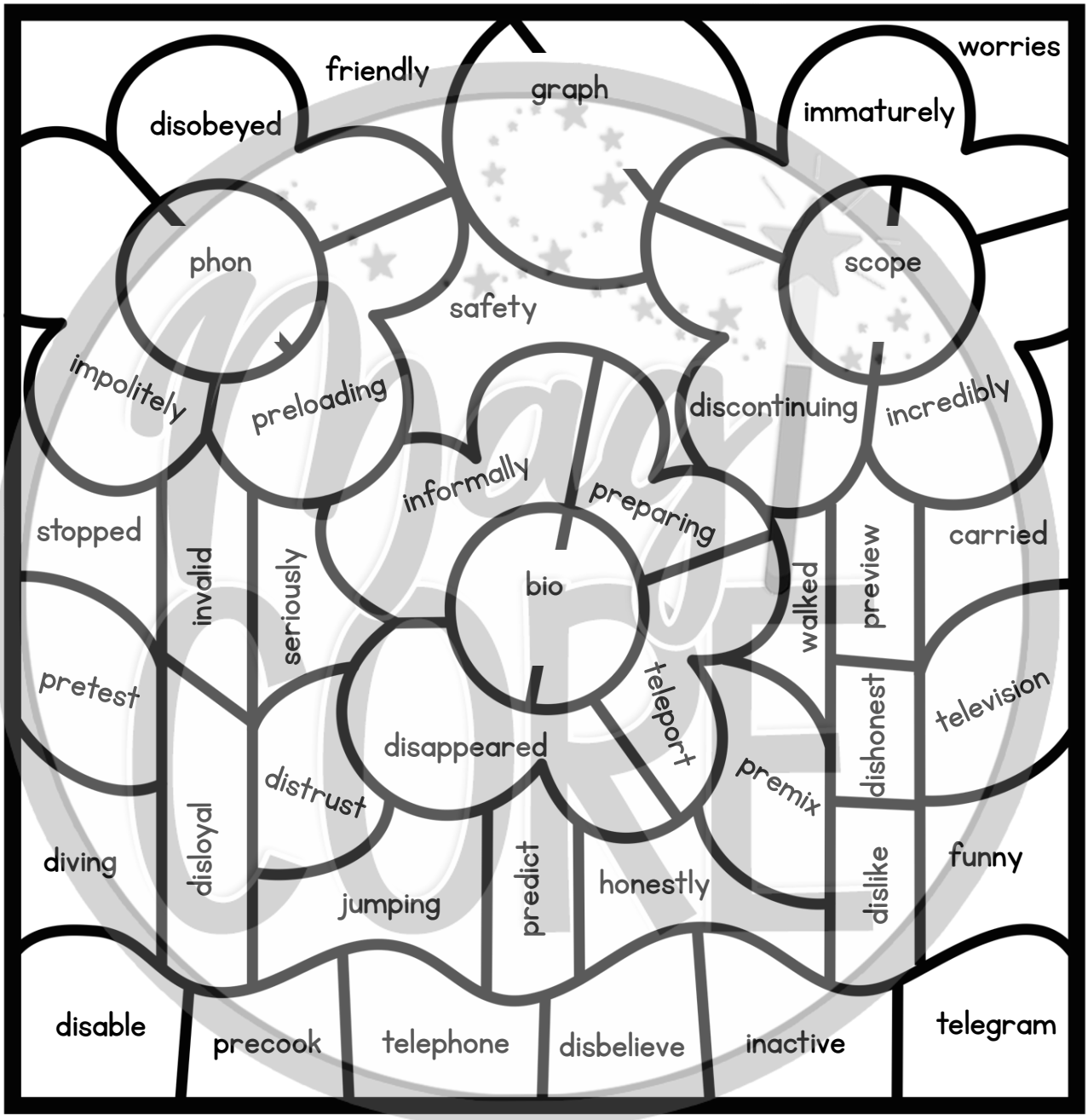
Name: _____ Date: _____

AFFIX COLOR CODE

Directions: Color code the picture.



Words with prefixes — green

Roots — yellow

Words with suffixes — blue

Words with both prefixes and suffixes — orange

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Name: _____ Date: _____

PREFIX REVIEW

A part added to the beginning of a root word.

Directions: Write the new word and the meaning of the new word.

	Prefix	Root Word	Word	Meaning
1.	in-	valid		
2.	im-	patient		
3.	dis-	respect		
4.	pre-	view		
5.	tele-	graph		

Directions: Select the best answer.

6. Which word means **not trustworthy**?
   a. dishonest
   b. inhonest
   c. imhonest
   d. prehonest

7. Which prefix does NOT mean **not**?
   a. im-
   b. tele-
   c. dis-
   d. in-

8. Which prefix means **before**?
   a. dis-
   b. in-
   c. tele-
   d. pre-

9. Which word most closely means **view at a distance**?
   a. teleconference
   b. television
   c. invisible
   d. preview

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Name: _____ Date: _____

SUFFIXES: PLURALS

More than one.

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Add **-s** to form the plural of most nouns. house + s = houses cat + s = cats day + s = days	Add **-es** to nouns ending with ch, sh, s, ss, x, or z. watch + es = watches box + es = boxes fuzz + es = fuzzes	Drop the y and add **-ies** to nouns ending in a consonant + y. enemy + ies = enemies berry + ies = berries

Directions: Circle the correct suffix to make each noun plural. Write the plural word on the line.

1. hutch	a) -s	b) -es	c) -ies	_____
2. diary	a) -s	b) -es	c) -ies	_____
3. boy	a) -s	b) -es	c) -ies	_____
4 village	a) -s	b) -es	c) -ies	_____
5. bunny	a) -s	b) -es	c) -ies	_____
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Directions: Select the correct plural spelling of the word.

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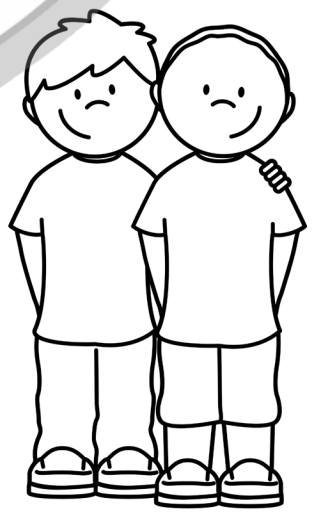

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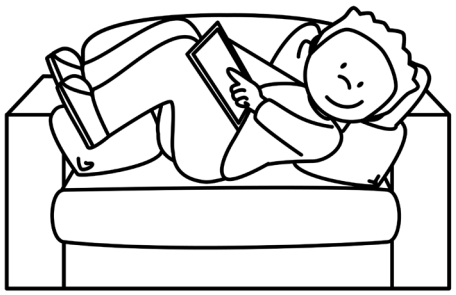
Name: _____ Date: _____

PREFIX: In-

In- means not



Directions: Add the prefix <u>in-</u> to each word below. Write the meaning of the new word.

in + active = _____ _____

in + correct = _____ _____

in + dependent = _____ _____

in + visible = _____ _____

in + valid = _____ _____

Directions: Write five complete sentences using each a new word listed above.

1. _____

2. _____

3. _____

4. _____

5. _____

Directions: Select the best answer..

6. Which word does NOT use the prefix <u>in-</u>?
   a. interstate
   b. inside
   c. indoors
   d. invisible

7. Which word most closely means **not done**?
   a. inperfect
   b. inconclude
   c. inaccurate
   d. incomplete

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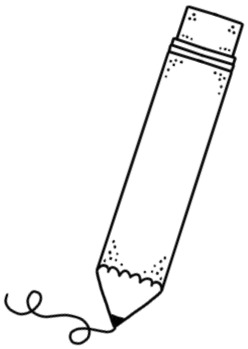
Name: _____ Date: _____

ROOT: Graph
Write



Directions: Match each word to its meaning.

_____ 1. Autograph	a. the study of earth
_____ 2. Geography	b. a section of a piece of writing
_____ 3. Paragraph	c. a message sent from far away
_____ 4. Photograph	d. making a picture with a camera
_____ 5. Telegraph	e. a person's written name

Directions: Write each word from above to complete the sentences below.

6. I took a _____ with my teacher on my first day of school.

7. _____ is my favorite class because I love learning about earth's features.

8. My favorite author signed her _____ on my book.

9. Before telephones, people sent each other messages using a _____.

10. I always remember to indent each _____ when I write stories.

Directions: Write a complete sentence using the word **autograph**.

_____

_____

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580L

Name: _____ Date: _____

Math Isn't Impossible

Directions: Read the passage. Look for words with the prefixes in- and im-.

"This is impossible!" I said, as I looked at the incorrect math problem in front of me.



"I believe your thought is slightly invalid, Marcus," my new teacher said, smiling, after she had overheard me.

I slouched down in my seat. That hadn't been a very good first impression. My new school seemed incredible, but my math skills were still imprecise.

I always felt incapable when working with numbers. Perhaps the fact that I infrequently practiced my math facts and dreaded my homework hadn't helped me to become the best math student so far.

It hadn't been that my previous teacher was impatient or that my answers were always incorrect, but I didn't have much confidence with math at all. My writing abilities though? They were impressive!

Just then, another student sat down at the desk near me. She smiled and asked, "May I look at your paper and show you how I solved this one?" I nodded and watched her work. My eyes lit up.

"That's incredible! What an easy way to solve that problem. Thank you for your help," I said.

She grinned. "You're not incapable! You can be a great math student too!"

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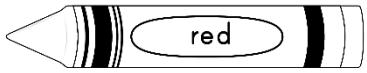
Affixes: Math Isn't Impossible

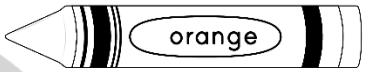
Answer the following questions. Underline the text evidence in the color shown.

1. Which word in this sentence has a prefix? "I believe your thought is invalid, Marcus."



a. believe
b. thought
c. slightly
d. invalid

2. What is the most likely meaning of incapable? Use context clues.



a. experienced
b. capable inside
c. able to perform
d. not able to do something

3. How might Marcus describe his math skills?



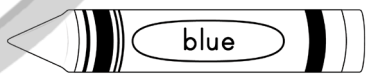
a. invalid
b. incredible
c. impressive
d. inadequate

4. Which word below has nearly the same meaning as invalid?



a. incorrect
b. indescribable
c. impatient
d. impressive

5. Write 2-3 sentences about something you do infrequently. Use the underlined word in your writing.



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Not O.K.

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