

# Structural Analysis

## Wisconsin State Standards

Reading: Reading  
Foundations

– Phonics & Word  
Recognition

**Grade Level**  
K-5

### Purpose

Use with students  
to support phonics  
and word  
recognition:  
explicitly teach  
structural analysis  
to facilitate  
decoding

### When to Use

Before Reading  
During Reading  
After Reading

### Grouping

Whole Group  
Small Group  
Partners  
Individuals

## ABOUT THE STRATEGY

STRUCTURAL ANALYSIS is a strategy that is used to facilitate decoding as students become more proficient readers. These advanced decoding strategies help students learn parts of words so they can more easily decode unknown multi-syllabic words. In structural analysis, students are taught to read prefixes and suffixes. Students should be taught structural analysis through direct and explicit instruction, and the learned prefixes and suffixes should also be embedded into the text that they read and into spelling instruction. Educational games can be used to help students practice decoding unknown words and to reinforce the application of previously taught prefixes and suffixes.

## IMPLEMENTATION OF THE STRATEGY

- Select which word part(s) you are going to teach prefixes or suffixes.
- Tell students that adding parts to a word will change its meaning. Explain that suffixes are added to the end of words and prefixes are added to the beginning of words.
- Review the prefixes or suffixes that you are going to teach. Model how they are pronounced when added to a word. Review the meaning of the prefixes and suffixes you introduce.
- Prepare a list of root words and give them to students.
- Model how to add the prefix or suffix to the root words to create a new word. Read the new word and state its meaning. For example, “The new word is unhappy. Un- means ‘not’ and happy means ‘with joy,’ so unhappy means ‘not happy’ or ‘without joy.’”
- Repeat the tasks until students can add the target prefixes or suffixes to root words and decode and state their meaning with accuracy.
- Once students understand the concept, create a more game-like situation to practice reading words with word parts.

## MEASURING PROGRESS

- Teacher observation
- Conferencing
- Informal structural analysis assessment

## RESEARCH

- Bursuck, W. D., & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach* (2<sup>nd</sup> Ed). Boston, MA: Pearson.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2006). Paraeducator-supplemented instruction in structural analysis with text reading practice for second and third graders at risk for reading problems. *Remedial and Special Education, 27*, 365-378.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.

# Structural Analysis—Prefixes

List of common prefixes with their meanings.

PREFIXES		
<i>Prefix</i>	<i>Meaning</i>	<i>Example(s)</i>
Ab-	away from	absent, normal
Ad-	to, toward	advance, addition
After-	later, behind	aftermath, afterward
Anti-	against, opposed	antibiotic, antigravity
Auto-	self	automobile, autobiography
Be-	make	believe, belittle
Bi-	two	bicycle, biceps
Com, con, co-	with, together	commune, concrete
Contra-	against	contradict, contrary
De-	downward, undo	deflate, defect
Deci-	ten	decibels, decimal
Dis-	not	dislike, distrust
E, ex-	out of, prior to	explain, expense
En, em-	in, into, cover	engage, employ
Extra-	outside	extravagant, extraterrestrial
Im-	not	impose, imply
In-	into, not	include, incurable
Infer-	among	interact, internal
Macro-	large	macroeconomics, macrotiotic
Magni-	great	magnify, magnificent
Mega-	huge	megaphone, megabucks
Micro-	small	microscope, microbe
Mis-	wrongly	mistake, mislead
Non-	not	nonsense, nonviolent
Over-	above, beyond	overflow, overdue
Post-	after	postdate, postmark
Pre-	before, prior to	preheat, prehistoric
Pro-	in favor of	protest, protect
Re-	again	repeat, revise
Sub-	under, beneath	submarine, subject
Super-	above, beyond	superior, supernatural
Tele-	far	telescope, telephone
Trans-	across	transfer, transit
Tri-	three	tricycle, triangle
Un-	not	unknown, unjust
Ultra-	beyond	ultraviolet, ultrasuede
Under-	beneath, below	underneath, underline
Uni-	one, single	unicorn, uniform

Pinnell, G. A., Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Plymouth, NH: Heinemann.

# Structural Analysis—Suffixes

List of common suffixes with their meanings.

SUFFIXES		
<b>Suffix</b>	<b>Meaning</b>	<b>Example</b>
-ant	one who	assistant
-ar	one who	liar
-arium	place for	aquarium
-ble	inclined to	gullible
-en	one who	resident
-er	one who	teacher
-er	more	brighter
-ery, ry	products	pottery
-ess	one who (female)	actress
-est	most	fastest
-ful	full of	mouthful
-ing	material	roofing
-ing	(present tense)	smiling
-less	without	motherless
-ling	small	fledgling
-ly	every	weekly
-ly	adverb	happily
-ness	state of being	happiness
-ology	study of	biology
-or	one who	doctor
-ous	full of	wondrous
-s, es	more than one	boxes
-y	state of	sunny

Pinnell, G. A., Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*. Plymouth, NH: Heinemann.