

Morphology Progression K-6

This chart is a summary of morphology concepts found throughout Alberta's ELAL K-6. It is not meant to replace the detailed KUSPs.

Teachers must refer to the curriculum to ensure their planning and instruction fulfills the learning outcome detailed in the KUSPs. Please visit <https://curriculum.learnalberta.ca/home/en> for the current ELAL curriculum. Morphology concepts can be found in both "Vocabulary" and "Conventions" organizing ideas.

Please note that not all meanings/sense of each prefix is listed. Many prefixes have multiple meanings/senses associated with their use.

Concept	Grade	Quick Teacher Notes
explore & play with words	K	While morphology isn't explicitly mentioned in the curriculum, students already can understand and play with the concept of morphemes and how they are used to make word families.
compound words	1	There are three kinds of compound words: closed form, open form, and hyphenated.
plural (<s>, <es>)	1	Students may discover that not all plurals use <(e)s>. Set up a location where you can gather these interesting discoveries.
past tense	1	While much of the conversations will focus on <-ed> to show past tense, students will naturally tune into words that don't fit that pattern. Set up a location where you can gather these words (ie chart paper posted in your room).
<-ing>	2	<i>past participle verb form</i>
<-er>	2	<i>one who; comparative suffix</i>
<-ed>	2	review from Grade 1; <i>past-tense verb</i>
<-est>	2	<i>comparative suffix</i>
irregular plurals	3	review from Grade 1
<re->	3	<i>again or backward</i>
<un->	3	<i>not</i>
<in->	3	<i>in OR not, opposite</i> The exploration of <in-> may extend to <im-> OR <im->, <il>, <ir-> as these are part of assimilated prefix collections related to <in->
<dis->	3	<i>not, opposite</i>
<non->	3	<i>not</i>
<mis->	3	<i>wrongly</i>
<mal->	3	<i>mean, bad, wrong</i>
<sub->	3	<i>under, below</i>
<super->	3	<i>over, big, high, or extreme</i>
<-ly>	3	<i>every</i>

<-er>	3	review from Grade 2; <i>one who</i> (most common)
<-or>	3	<i>one who</i>
<-ar>	3	<i>one who</i> (least common)
<-ist>	3	<i>person who</i>
<-er>	4	review from Grade 2 & 3; <i>one who</i>
<-est>	4	review from Grade 2; <i>comparative</i>
<-es>	4	review; <i>more than one AND third person singular</i>
<-ly>	4	review from Grade 3
<-ing>	4	review from Grade 2
<-ar>	4	review from Grade 3
<-y>	4	<i>characterized by</i>
<-ish>	4	<i>belonging to, characteristics of, inclined to, near or about</i>
<-able>/<-ible>	4	<i>can be done</i>
<-ful>	4	<i>full of</i>
<-ant>/<-ent>	4	<i>one who</i>
<-less>	4	<i>without</i>
word origins	4	
word origins	5	
evolving vocabulary and definitions	5	
<-ly>	5	review from Grade 3&4
<-ous>	5	<i>possessing the qualities of</i>
<-al>	5	attach to nouns or other adjectives to form adjectives
<-an>	5	<i>pertaining to</i>
connecting vowels (suffix)	5	The curriculum mentions <ious>*, <ial>*, <ian>* which are more accurately shown as the connection vowel letter <i> + a known suffix rather than a whole new suffix to learn. For examples, this would be written as <i>+<ous> as part of a word sum.
<-ic>	5	The curriculum mentions <ical>* as a suffix. More accurately it is the combination of two suffixes <ic>+<al>.
<-ment>	5	<i>action or process</i>
<-ty>	5	The curriculum includes <ity> as a suffix. Most often, when this is written it is typically because we are toggling a <y> to <i> before adding the suffix. <-ty> is a more common suffix for students to explore. There are a handful of words that make use of <ity>. These words have a Latin origin and the -i- was originally part of the stem (in Latin). Examples include <i>majority, minority, superiority, inferiority</i> .
<-ant>/<-ent>	5	Review from Grade 4

<-ance>	5	<i>state or quality</i> , attach to verbs to form abstract nouns of process or fact
<-ence>	5	<i>state or quality</i> , attach to verbs to form abstract nouns of process or fact
<circum- >/ <circ>	5	<circu- >* as mentioned in the curriculum, is not a prefix. We explore the morphemes <circum- > and <circ> instead.
<per- >	5	<i>through</i>
<trans- >	5	<i>through, across, change</i>
<ad- >	5	<ad- > is part of a collection of assimilated prefixes. When exploring this suffix, you will naturally investigate all of the assimilated prefixes in the collection.
<sub- >	5	<i>under, below</i>
<ob- >	5	<ob- > is part of a collection of assimilated prefixes. When exploring this suffix, you will naturally investigate all of the assimilated prefixes in the collection.
<com- >	5	This is part of a collection of assimilated prefixes. Your word investigations may lead you to the others in the collection.
<ex- >	5	<i>out of, from OR upwards, completely, deprive of, without OR former</i>
Greek or Latin Roots	6	
word origins	6	specifically including words of French, First Nations, Metis, and Inuit origin
<-en>	6	<i>made of</i>
<-ize>	6	Used to make verbs. The exploration of <ize> will extend to <-ise>. Some words follow the Greek spelling using <z> and others were standardized with <s>. American English favours <-ize>. <-ise> remains dominant in British spelling.
<pro- >	6	<i>forward, for</i>
<com- >/ <con- >	6	Possible review from Grade 5. <com- > is part of a collection of assimilated prefixes. When exploring this suffix, you will naturally investigate all of the assimilated prefixes in the collection. <con- >, <co- >, <cog- >, <col- >, and <cor- > are part of the collection.
<en- >	6	<i>cause to</i> The exploration of <en- > may extend to <em- > as they are assimilated prefixes
<oc- >	6	Review from Grade 5. <oc- > is part of the <ob- > assimilated prefix family. When exploring this suffix, you will naturally investigate all of the assimilated prefixes in the collection.