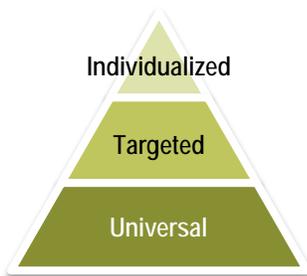


Structural Analysis



Structural analysis is a strategy that develops students' ability to determine the meanings of words. Students systematically examine the words for meaningful parts such as a root word, prefix, or suffix. Knowledge of word parts is helpful both for word identification as well as for understanding the meaning of less familiar words when the context is not enough.



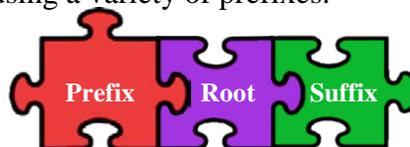
A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Provides a strategy for reading complex words more efficiently by breaking apart unfamiliar words in order to understand their overall meaning.
- Helps students see patterns, recognize families of words, and think about meaningful word parts, including prefixes, roots, and suffixes.
- Shows how the structure of words provides clues to their word meanings, building better comprehension skills through vocabulary development.

How this strategy could be used in an inclusive learning environment

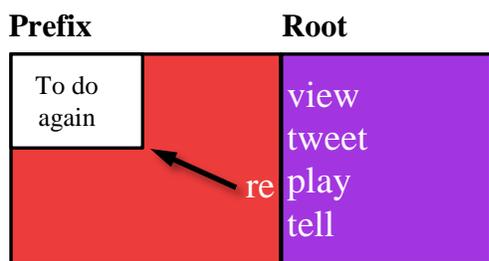
1. Teach students about compound words and how the overall meaning relates to the word parts (e.g., *fire + wood = firewood*). The meaning of some words may be less obvious (e.g., *carpool* or *whatever*) and students may have to use their background knowledge and the context of the sentence to understand the word.
2. Teach a few common prefixes, such as *un*, *re*, *in*, and *dis*. Provide opportunities for students to listen for words that contain these prefixes in teacher read-alouds and to play games that rely on sorting and creating words using a variety of prefixes.



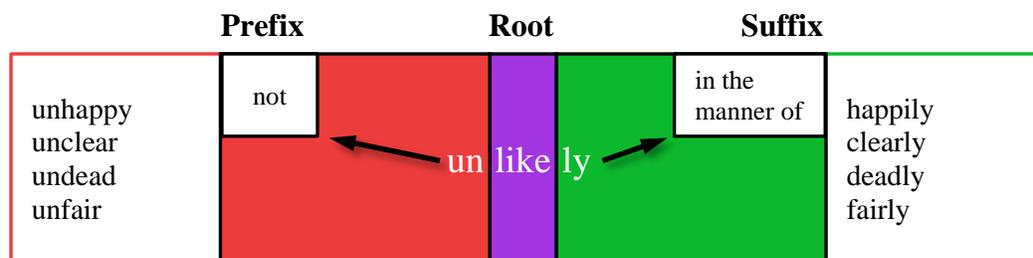
3. Teach a few common suffixes, such as *ly*, *ing*, *able*, and *ed*. Continue to provide opportunities for students to listen for words that contain these suffixes and to play games that rely on sorting and creating words using a variety of suffixes.
4. Have students refer to their new words frequently and provide opportunities to explore meaningful ways to record what they have learned about how words are built.
5. Ensure that structural analysis is a thoughtful and intentional part of vocabulary activities across subjects/disciplines.

Examples

This example shows students how adding a prefix can change the meaning of the word:



This example shows students how adding a prefix and a suffix can change a word. It also illustrates how the same prefixes and suffixes affect other root words:



Tips for individualized supports

- Have students sort and build words using colour-coded visual organizers or highlighters.
- Choose root words and affixes that are familiar to students before moving to new words.
- Provide ample opportunity to master the concept of building words before moving on to prefixes and suffixes at the same time.
- Provide many structured and guided opportunities for students to work together to build new words using a variety of conventional or digital word sort games and activities.

