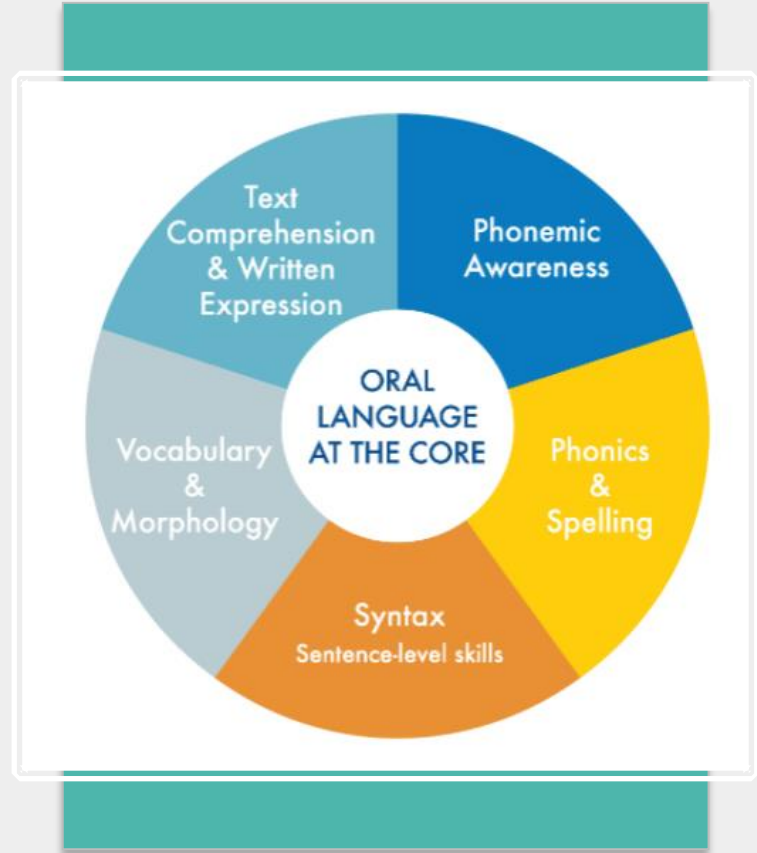

Morphology

Curriculum and Student Development Committee
September 14, 2021
5:30-6:30

What is Morphology?

Morphology is the study of meaningful units of language, called **morphemes**, and how they are combined in forming words.

For example, the word *contradiction* can be broken up as *contra-dict-ion*, with the prefix *contra-* (against), the root word *dict* (to speak), and the suffix *-ion* (a verbal action).



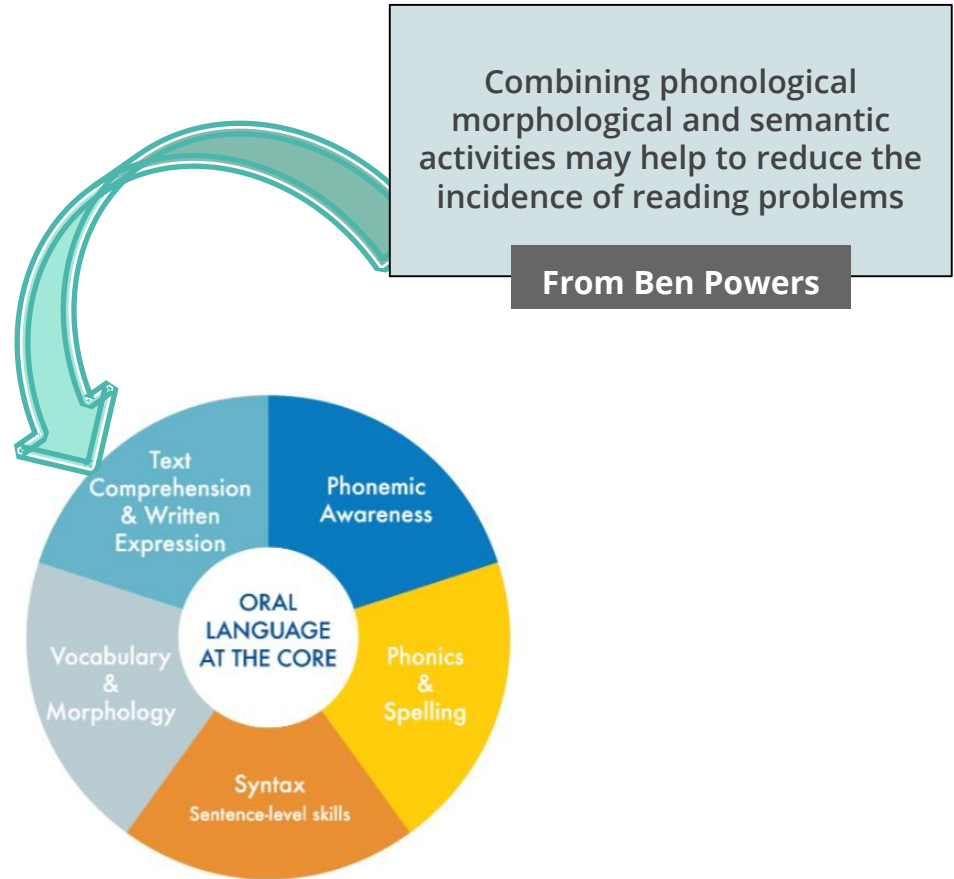
Why Integrate Morphology Instruction?

From the State Level:

- New dyslexia research
- [Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training Special Act 19-8](#)

From a Madison Standpoint:

- Blended approach to workshop to include direct and explicit instruction morphology and phonics/phonemic awareness



Examples of Morphology

MORPHEMES

- Free vs. Bound
- Derivational vs. Inflectional
- Prefixes vs. Suffixes

Free morphemes

Can stand alone
as own word

e.g. dog, gentle,
picture
gem

Bound morphemes

Derivational

Prefixes

e.g. de- pre-
in- un-

Suffixes

e.g. -ion -ly
-able -er

Inflectional

Suffixes

e.g. plural -s
-ing -ed

Different types of morphemes

- Bound morphemes – cannot stand alone (e.g., prefixes, suffixes)
- Free morphemes – can stand alone

Morphology in Context



It's all about the *monocle*...

- Did he have a monopoly on the peanut market?
- He's basically the monarch of the nut industry.
- Do you think he looks better in color or monochrome?
- Is this getting monotonous yet?

Benefits of Morphology Instruction

From [Literacy How](#):

- Learning about the meaningful relationships between words, including how they sound, how they're spelled, and what their morphological structure is, contributes to vocabulary knowledge as well as reading comprehension.
- Strong correlations have been found between morphological awareness and success in reading, writing and spelling.

From Ben Powers:

- Kimel & Ahissar (2020) found that structure familiarity improved reading rate with no impact on accuracy
- Could be an effective compensatory technique for children with RD (Casalis, Colé, & Sopo, 2004; Vender et al., 2018)
- Studies suggest **significant relationship to reading and spelling** over and above phonological awareness (PA) and oral language skills (Siegel, 2008)
- Cognitive efficiency, self-esteem, and self-efficacy...
- History, language study, student interest
- 4th/5th grade "slump"

Timeline of Our Work with Ben Powers

Training of coaches & coordinators, interventionists, SPED, and administrators in early spring of 2021 (3 sessions)

Training of all Grades 4-8 ELA & remaining SPED teachers in late spring of 2021 (Part 1 of 3)

Work sessions with coaches and coordinators to determine what we are doing and what we need to do (end of June, 2021)

Follow-up department meetings at building level

Michelle & Ben communicated to create [suggested scope and sequence](#) for Grades 5 & 6.

Grades 3 and 4

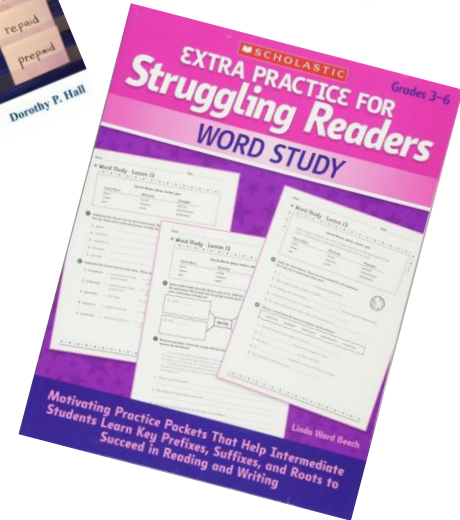
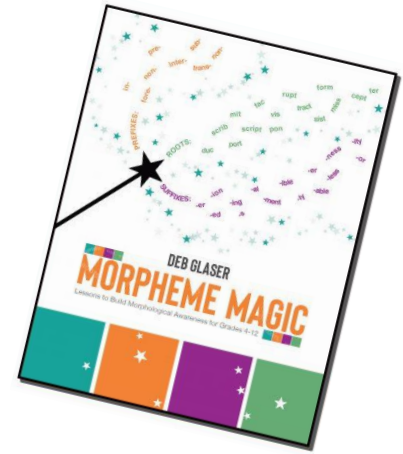
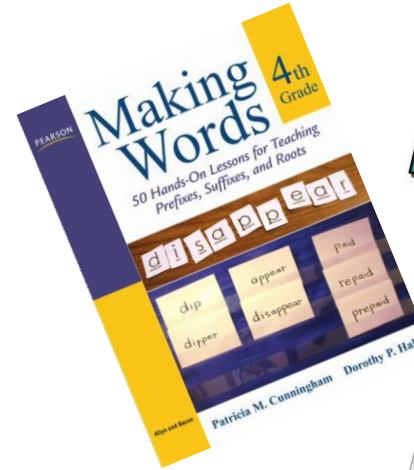
Morphology Monday

- Level 3 Foundations came with a “Bonus” unit focused on root words, prefixes, and suffixes
- Our intentions were to focus on the Foundations scope and sequence to provide equitable phonics instruction for second year in a row
- Grade 4 will be following the same program, scope, and sequence for this year



Morphology Monday

- To increase decoding skills, coaches divided the bonus unit across the 31 weeks of school
 - Each Monday (or Tuesday, or Wednesday), teachers are using the Foundations instructional approach to attack word parts
 - To adhere to the fidelity of the Foundations program, coaches worked to integrate the roots, prefixes, and suffixes to reflect the key words of each unit
- In addition to the Foundations “Bonus” Unit, coaches worked with Ben Powers to find supplemental resources and materials to support this learning and provide extended practice opportunities





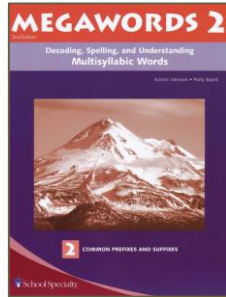
Morphology Monday

Scope and Sequence

Grades 5 and 6

Grades 5 & 6

- Using a scope and sequence, teachers will introduce students to a root and its meaning.
- Throughout the week, students will be on the lookout for this in their reading and use supplemental resources and materials to support this learning and provide extended practice opportunities.
- Continue to populate the scope & sequence with useful resources.
- Using Fountas & Pinnell Word Study in Grades 4-6, coaches pulled out important lessons for word structure and word meaning/vocabulary.



MORPHEME MATCH-UPS

Cut out the morphemes below and create as many words as you can. Use the MORPHEME MATCH-UPS GUIDE to help you determine the meanings of these words.

phone	tele	vision
scope	micro	graph
auto	sub	mobile
way	scribe	re



Scope and Sequence

[Grade 5](#)

[Grade 6](#)

What's Next?

- Additional PD on instructional strategies to use in the classroom for morphology
- Additional resources - *The Dictionary of Difficult Words* and *Once Upon A Word A Word-Origin Dictionary for Kids*
- Department meetings with coaches and coordinators to plan, support, and reflect on instructional strategies
- Assessment planning
- Partnering with interdisciplinary team members to support this work across content areas
 - Continued work with Ben Powers, Sarah Sandora (K-8 Science Coordinator), and Chris Pagliuco (K-8 Social Studies Coordinator)
- Plans to integrate morphology in grades 7 and up
 - Integrate across disciplines and provide opportunities for inquiry