

Discovering the Hidden Treasure of Morphology

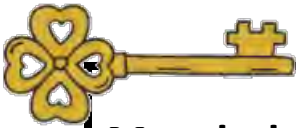




match

Work as a team. How many words can you create?

Having a common understanding of **academic language** is essential to explicit instruction. Use the glossary beginning on page 212 in the *B.E.S.T. English Language Arts (ELA) Standards* book to fully define morphology and key related terms.



Morphology is the system of _____ - _____ elements and _____ in a language. It is also the knowledge of meaningful _____ in a language including _____, _____ and _____. These **morphemes** are the smallest _____ in a writing system. An affix is a _____ or group of _____ added to the _____ (**prefix**) or _____ (**suffix**) of a word to change its _____. A **base** word is the part of the word that _____ be _____. It stands on its own as a word. A **root** is a _____ or _____ of a word from which other words are obtained by adding a prefix or suffix.





What Research Tells Us

Why should we teach morphology?

Why should we teach it explicitly?



Explicit Instruction

- Start with basic concepts.
- Provide explicit examples.
- Use visual aids.
- Engage in word analysis.
- Explore word families.
- Create interactive practice opportunities.
 - ✓ Read-alouds with analysis
 - ✓ Word walls
 - ✓ Word analysis exercises



Systematic Instruction

- Base vs. Root Words
- Common Compound Words
- Morphemes vs. Syllables
 - free vs. bound morphemes
- Affixes
 - Inflectional endings
 - Derivational endings
 - Prefixes
 - Suffixes
- Greek and Latin Root Words



Integrated Instruction

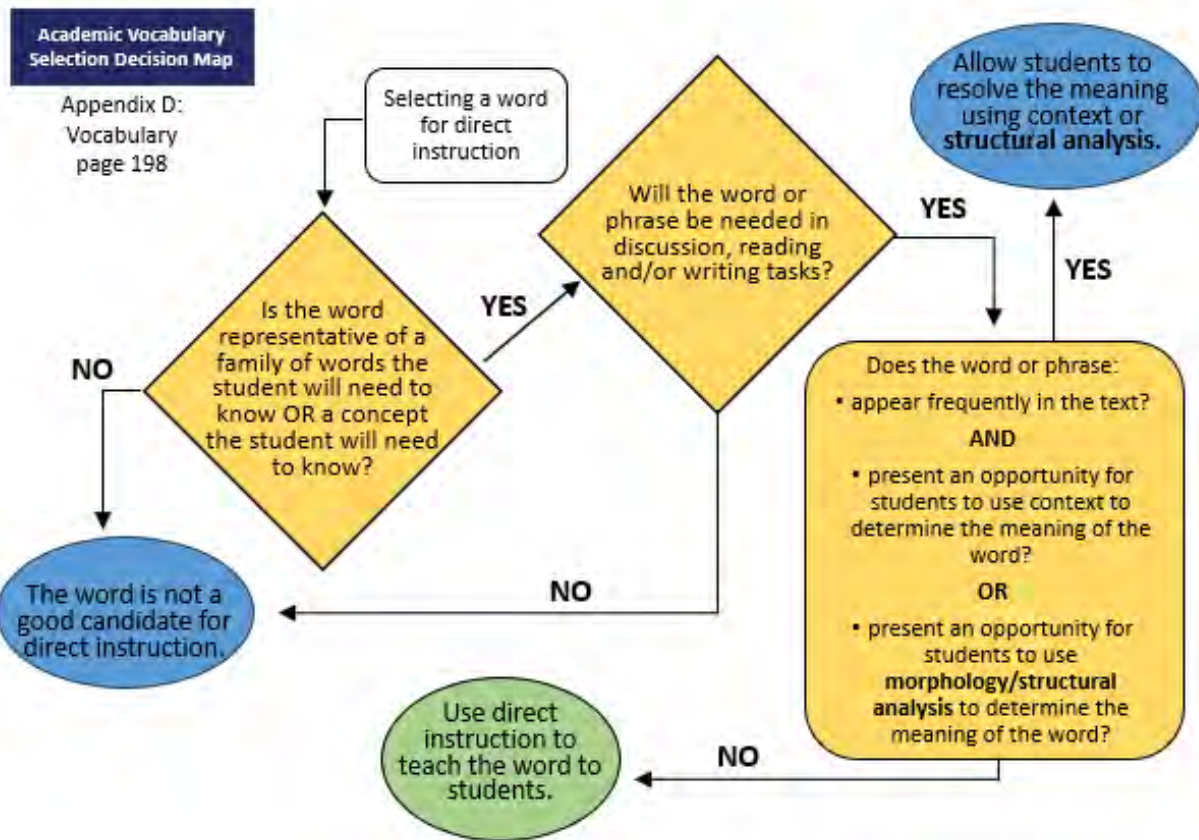
- Start whole group or small group lessons with a short morphology warm-up activity.
- Include a Word Study center with engaging activities in center rotations during your reading block. *
- Model the use of morphology to decode and determine the meaning of unfamiliar words during read-alouds.
- Create a morphology bulletin board to showcase a new affix, word family (base or affix) or root word.
- Include words from past and recent Word Studies on weekly spelling tests.

* Please note that this suggestion would be considered more of an independent activity. However, as with all independent activities, it should first be explicitly modeled so that students understand how to accomplish the task.

Golden Nuggets:



ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech , to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.3.V.1.2	Identify and apply knowledge of common Greek and Latin roots , base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content.
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.



Golden Nuggets:

Which skills require morphology instruction?

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Golden Nuggets:

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.	-	-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives.	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

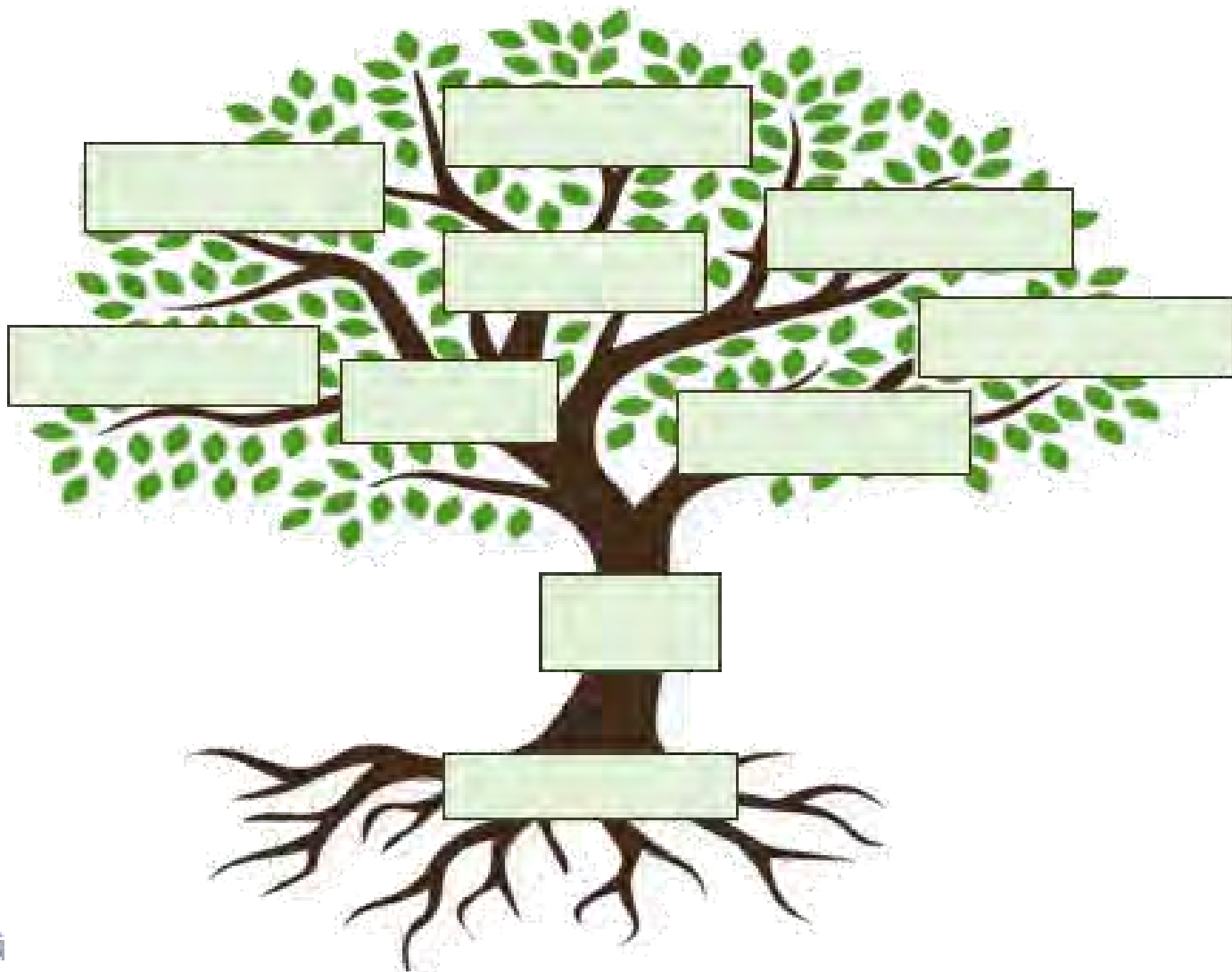
Which benchmarks require morphology instruction?

Phonics and Word Analysis	ELA.K.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words.
	ELA.1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final -e and vowel teams to make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). c. Decode multisyllabic words.
Phonics and Word Analysis	ELA.4.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Golden Nuggets:



Use one of the root or base words from the Morpheme Match activity. Work with a partner to complete the morpheme tree, create a word family and write a sentence or two of connected text.



Word Family

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Connected Text

Being at Sea 59

Still, Herodotus reported what he had been told, making it clear that he doubted the whole thing.

Today we know that the Earth's skies are not the same in the Southern Hemisphere as they are north of the equator. Phoenician mariners must have reached southern Africa; the story Hanno told was too wild to make up.

While the Babylonians and Egyptians were mostly farmers and herders, people of land and river, the Phoenicians and Greeks were more independent breeds: they were people of the sea. Many were mariners or merchants or both. In order to do their jobs well, they had to study the heavens. The stars held practical importance for seagoers; they couldn't leave that knowledge to others.

The Phoenicians lived in what is now Lebanon, at the eastern end of the Mediterranean, and also at a satellite city, Carthage, in North Africa. They are said to be the first who went boldly into the open sea (although their greatest contribution to the world may be the alphabet, an idea that no one else had come up with). By 500 B.C.E., when Hanno set out, the Phoenicians

CIRCUMNAVIGATE means "to sail all the way around" something. Since *circum-* is Latin for "around," a **CIRCUMFERENCE** is the distance around the perimeter of a circle. If you draw a square (or any other figure) around the circumference, you are **CIRCUMSCRIBING** the circle. A **MARINER** is a seafarer, from the Latin root *mare*, which means "sea." Galileo, a Renaissance scientist (1564–1642), spotted big dark blotches on the Moon, mistook them for seas, and called them **MARIA** (the plural of *mare*). We now know these "seas" are bone-dry plains, but no one has bothered to change the name.



P (Prefix): find the prefix and identify its meaning

QR (Queen Root): find the root (which is the queen of the word) and identify its meaning

S (Suffix): find the suffix and identify its meaning

T (Total): put the meanings of the units together to gain the word's meaning

Word Sum:

Golden Nuggets:



Unearthed Session Treasures

- ✘ Examined the progression of morphology from kindergarten to grade 5 in the Foundations, Communication and Vocabulary strands of the B.E.S.T. ELA Standards.
- ✘ Identified resources in the appendices of the B.E.S.T. ELA Standards related to morphology instruction.
- ✘ Curated 3 evidence-based activities aligned to the progression of the morphology benchmarks and instructional best practices.

Reflect on everything you've learned today. What is one treasure you will take away? How will you use it?

The Map To My Success

