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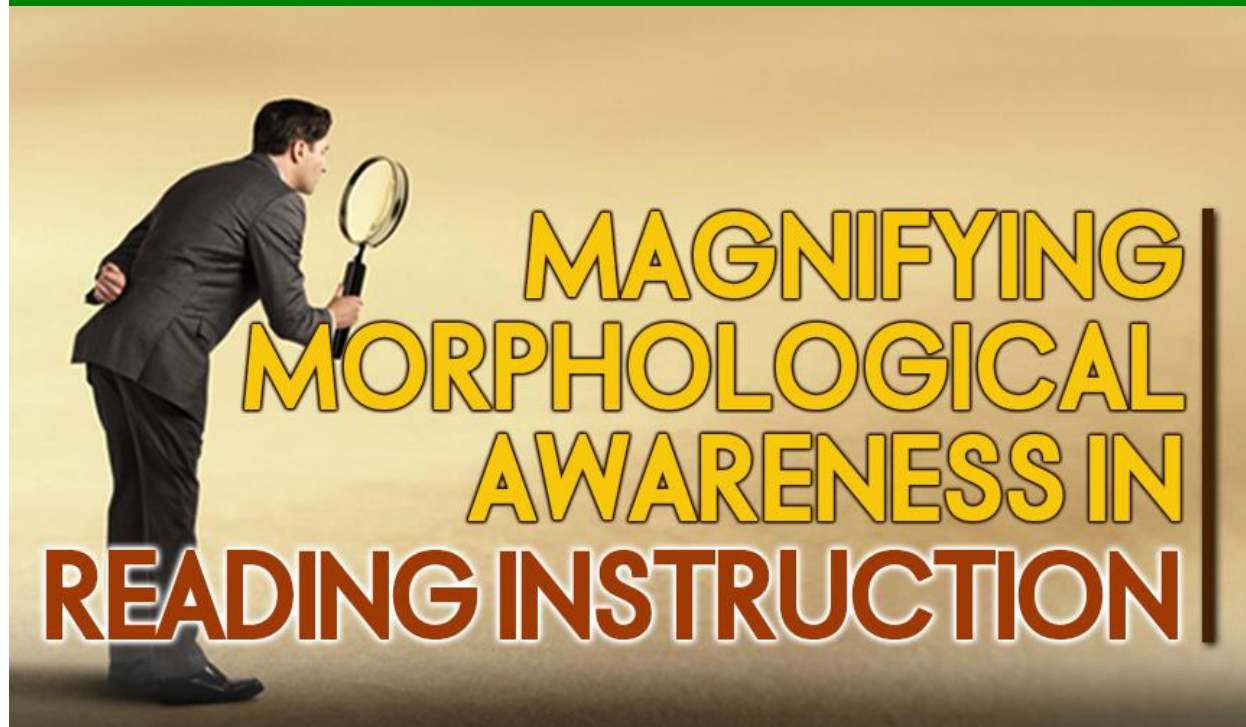
TTAC Monthly e-Newsletter



Ready, Set, Go

Success for All

An e-Newsletter linking people and resources to support quality practices in the education of all students



The English language is morphophonemic and consists of individual units of sound called phonemes and individual units of meaning called morphemes (Moats, 2020). For example, the word "cats" has four phonemes (/c/ /a/ /t/ /s/) and two morphemes (the base word *cat* and the inflectional suffix *-s* meaning more than one). Both the pronunciation and spelling provide important information for identifying and understanding the word. According to the National Reading Panel (2000), developing phonemic awareness skills and using explicit and systematic phonics instruction are the best ways to teach young children to decode; however, as growing readers encounter longer and more complex words, "these students must shift from decoding by sounds to decoding by morphemes" (Donah, 2016). Teaching morphology builds children's spelling, expands their vocabulary, and aids their comprehension (Hegland, 2021). Students will become more proficient readers and writers by including layers of explicit, systematic morphology instruction.

Get **Ready** to include morphological awareness instruction in your word study lessons.

- First, learn about the key morphological elements: bases, prefixes, inflectional and derivational suffixes, and Greek and Latin roots. By teaching the meanings of the most common affixes and roots, students become independent word learners and access multisyllabic words across many academic disciplines (Young et al., 2022).
- Second, begin morphological instruction early and continue it throughout a child's educational career. For example, rather than waiting to begin instruction in middle or early high school, morphological awareness instruction should begin as early as first grade (Apel & Lawrence, 2011).

Get **Set** to build students' morphological awareness by drawing attention to morphemes using Word Matrices, Word Sums, and Morpheme Trees.

- Watch this [tutorial](#) on creating word matrices and word sums with [Mini Matrix Maker](#), or use ready-made word matrices and word sums from [Morpheme Matrices: Sequential or Standalone Lessons for Assembling Common Prefixes, Latin Roots, Greek Forms, and Suffixes](#).
- Develop Morpheme Trees using [TTAC Online Resources for Teaching Morpheme Trees](#)

Go to the following resources to learn more about morphology and how to implement morphological awareness activities in your literacy instruction.

Online Resources

- [What Should Morphology Instruction Look Like](#)
- [Teaching Morphology to Improve Literacy](#)
- [Morphological Awareness & Assessment article](#)

Podcasts

- [Morphology and Morphological Awareness](#)

Webinars

- [Etymology & Morphology 101: Why We Can't Just Teach Phonics](#)
- [Morphology Matters: Using Bases & Affixes to Develop Vocabulary in Students of All Ages](#)
- [Morphology: Important From the Beginning](#)

Books

- [Morpheme Magic](#)
- [Beyond the Word](#)
- [Improving Morphemic Awareness](#)
- [Beneath the Surface of Words: What English Spelling Reveals and Why It Matters](#)

Activities

- [FCRR Morphology Activities for K and 1st grade](#)
- [FCRR Morphology Activities for 2nd and 3rd](#)

References

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Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters*. Learning About Spelling.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers*. Paul H. Brookes Publishing Co.

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This e-Newsletter is a collaborative effort of the Virginia Department of Education (VDOE) Training and Technical Assistance Centers (TTACs) at George Mason University and James Madison University. This issue was prepared by the staff at the VDOE TTAC at James Madison University. For questions about the content of this article, please contact Jen MacRae macraejm@jmu.edu or Cindy Moyers moyersce@jmu.edu

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