

# Unit 5: Word Study Routines

## Module 2: Morphemic Analysis

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES



# Reading Intervention Components



## Unit 5: Word Study Routines

Module	Title
1	Identifying Syllable Structures
2	Morphemic Analysis

# Objectives

- Understand how increasing knowledge of word parts improves students' ability to recognize and comprehend the meanings of new words.
- Analyze words by breaking them into their meaningful parts.
- Apply the three-step process for explicit instruction to help students learn and analyze word parts.



# Morphemes

Greek and Latin:

- Prefixes
- Roots/combining forms
- Suffixes

# Terminology

**Morpheme:** Smallest unit of language that carries meaning

- **Affix:** Any part added to a root/base word
  - **Prefix:** Word part that is attached to the beginning of a word (*pre-*, *deci-*)
  - **Suffix:** Word part that is attached to the end of a word (*-er*, *-ing*)
- **Base word:** Word that can stand alone and to which affixes can be added (*teach*, *study*)
- **Root:** Unit of meaning that cannot stand alone but that can be used to form words with related meanings (*agri*, *duc*, *migr*)



# Vocabulary Explosion in Fourth Grade and Beyond

- Due to the increase in affixed words, particularly derivatives. . .

*(Anglin, 1993)*

- . . . school texts in grades 3 through 9 contain over 88,000 distinct and uncommon word families.

*(Nagy & Anderson, 1984)*

# The Relationship of Morphology and Reading Ability

- Learning morphemes can improve students' ability to infer the meanings of unfamiliar words.

*(Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003; Wysocki & Jenkins, 1987)*

- Being able to analyze the parts of words is associated with better overall reading ability.

*(Carlisle, 2000; Carlisle & Fleming, 2003; Windsor, 2000)*



# Supporting Students' Language Development

- Teaching students to recognize and manipulate morphemes assists in the development of their English proficiency.

*(Grognet, Jameson, Franco, & Derrick-Mescua, 2000)*

- English language learners who can recognize and use cognates tend to have better reading comprehension.

*(Garcia, 2003; Jimenez, Garcia, & Pearson, 1996)*

# How Will Students Recognize Morphemes?

- Directly and explicitly teach roots and affixes.
- Provide examples and nonexamples.
  - *predict vs. pretty*
  - *rewrite vs. rent*
  - *descend vs. democracy*
- Generalize to new and unfamiliar words.



# Order of Acquisition



- Monomorphemic roots (also called base words)
- Compound words and high-frequency prefixes
- Inflectional suffixes
  - In order: Progressive, plural, possessive, past regular, third-person singular regular
- Neutral derivational suffixes
- Non-neutral derivational suffixes and low-frequency prefixes
- Multimorphemic words

*(Cazden, 1968; Rubin, Patterson, & Kantor, 1991; Vogel, 2001)*

# Order of Instruction

- Proceed from easy to difficult morphemes across types.
- Give preference to instruction in roots.

*(Reed, 2008)*

- Consider the frequency of the word family.

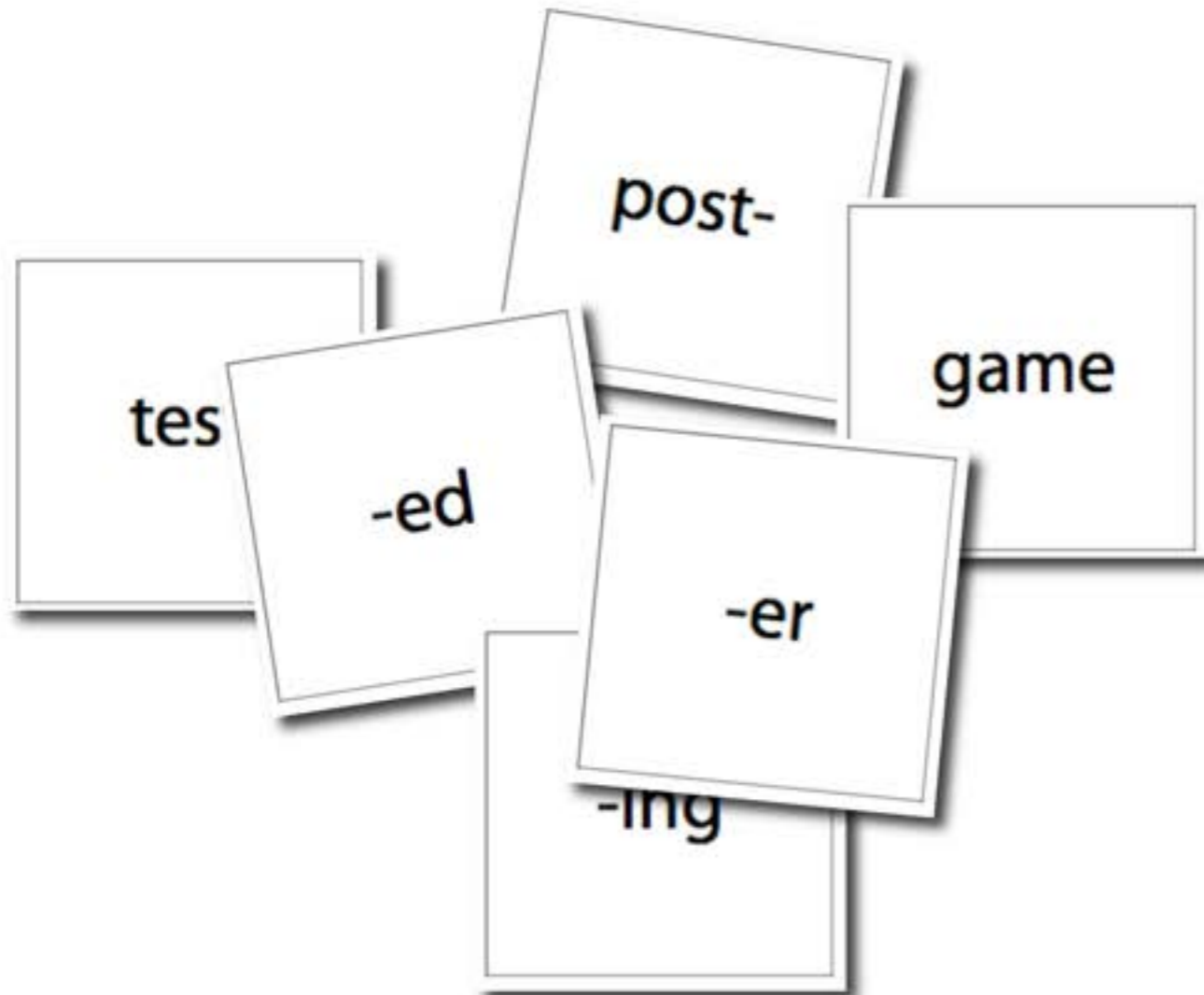


# Creating Awareness of Word Parts



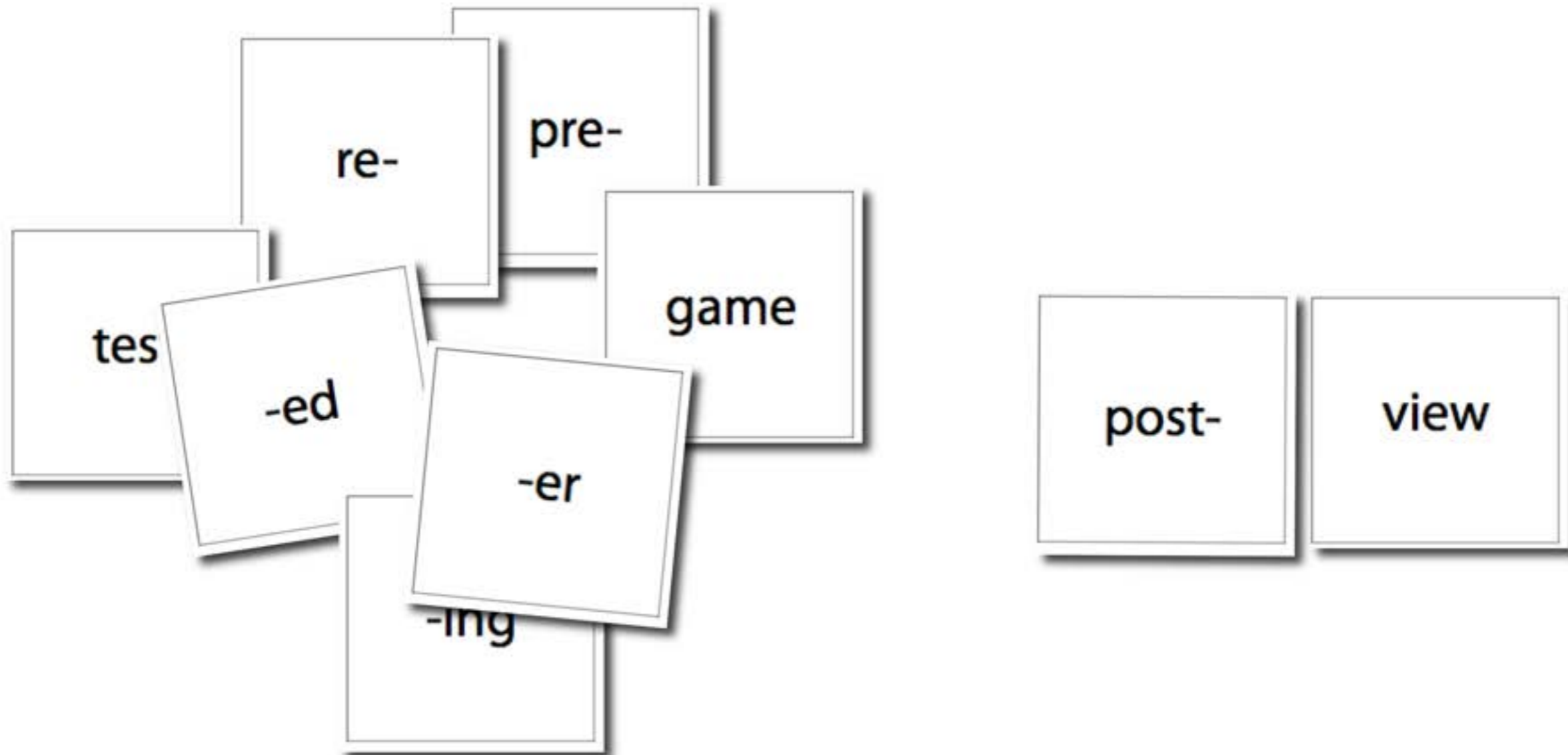
- Define and explain the function of word parts.
- Using transparency pieces, model how to manipulate word parts to make real words.
- Have students write word parts on index cards and work in partners to make real words.
- Discuss how adding or removing affixes changes the meaning of the words.

# Creating Awareness of Word Parts (cont.)

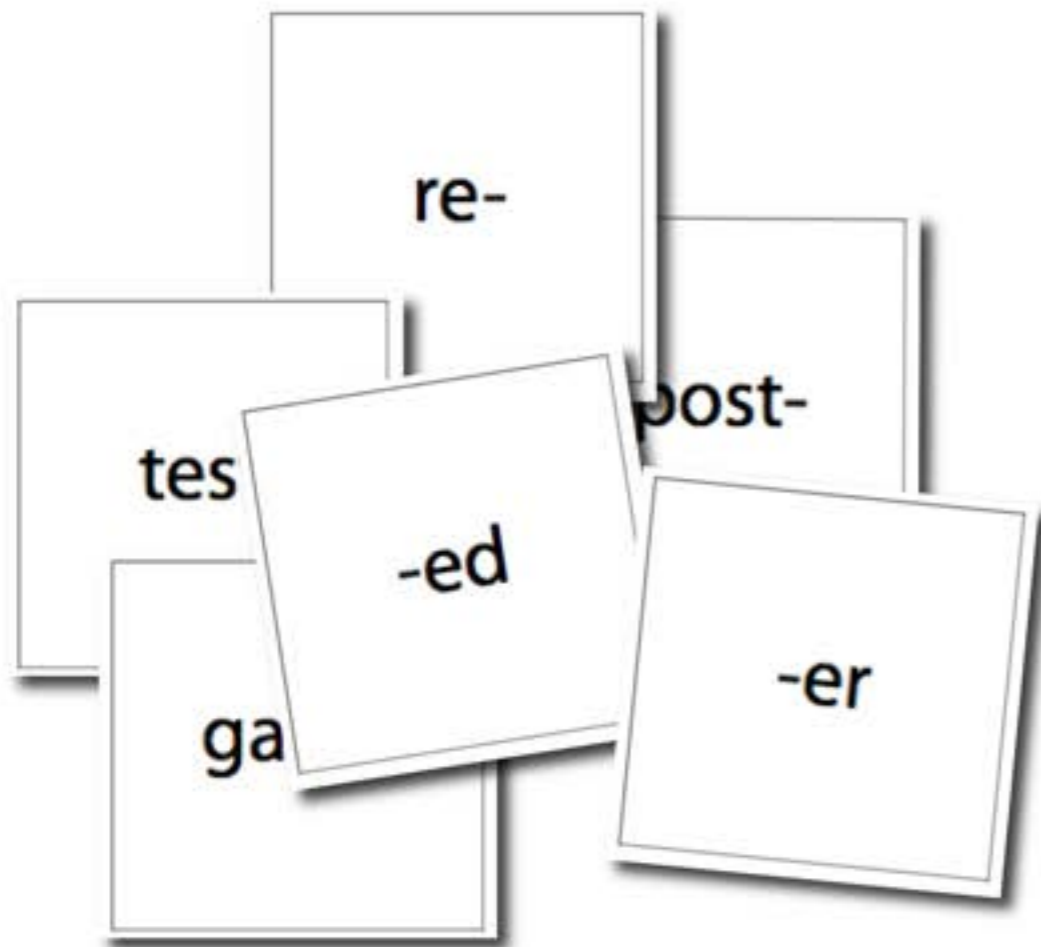




# Creating Awareness of Word Parts (cont.)



# Creating Awareness of Word Parts (cont.)





# Creating Awareness of Word Parts (cont.)

pre- test

pre- game

re- test -ed

re- view -er

# Introducing New Morphemes: Modeling Phase: /Do

- You have learned that looking for word parts can help you read and understand the meanings of complicated words. Today we will learn a common root. When you can recognize roots and know what they mean, it will help you unlock the meaning of many words you read. That way, you can learn new vocabulary words more easily in all your subjects.
- Today we will learn a Latin root:

*port*



# Introducing New Morphemes: Modeling Phase: / Do (cont.)

- The Latin root *port* means “to carry.”
- One English word that has the root *port* in it is *portable*. My MP3 player is very portable. That means I am able to easily carry it around.
- The root gave us the meaning “carry,” and the suffix *-able* told me it was something I was capable of doing.

# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*



# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*

transport

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transport





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transport



# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*

transport



to carry



# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*

transport

The word 'transport' is displayed in a dark purple rounded rectangle. Below it, two white rounded rectangles contain the words 'across' and 'to carry'. White curly braces connect the top of each white box to the corresponding part of the word 'transport' above it.

across

to carry

# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*

transport

across

to carry

- We will transport the oil from Texas to Iowa.



# Introducing New Morphemes: Teacher-assisted Phase: *WE Do*

transport

across

to carry

- We will transport the oil from Texas to Iowa.
- The post office will transport the packages from El Paso to Beaumont.



# Introducing New Morphemes: Independent Practice: *YOU Do*

Offer repeated practice with the prefixes, roots, and suffixes by having students:

- Attempt to define new words using the meanings provided by the word parts and supported by context clues.
- Work with word parts written on index cards to create new words.
- Generate examples and nonexamples.







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# Morphemic Analysis Routine

- Find the root.
- Find the prefixes and suffixes.
- Think about what each part means.
  - Use lists.
  - Use other words that contain the part.
  - Use context clues.
- Combine the meanings of the parts.
- Try the possible meaning in the sentence.
- Ask yourself, “Does it make sense?”

# Morphemic Analysis: Modeling Phase: *I Do*

- Sometimes, we can use the parts of a word to understand what it means. These parts might be a little different from the parts we use to pronounce the word. That is because we want to find the parts that have meaning, not just a sound.



# Morphemic Analysis: Modeling Phase: *I Do* (cont.)

- Let's look at an unfamiliar word I came across while reading my social studies assignment:

anarchy

- "After the king was killed, the country was in total anarchy."
- First, I want to find the root of the word. Every word has to have a root. I do not see a root we have learned in class, but I have seen similar words like *monarchy* and *oligarchy*. Those words have to do with who leads a country. The part they have in common is *arch*, so I think *arch* is the root and it must mean something like *leader* or *chief*.

*arch*

# Morphemic Analysis: Modeling Phase: *I Do* (cont.)

## anarchy

- Next, I want to find any prefixes or suffixes in the word. Prefixes are before the root, and suffixes are after.

– I see one prefix in this word:

*an-*

– Now, I want to find any suffixes. This word has one suffix:

*-y*



# Morphemic Analysis: Modeling Phase: / Do (cont.)

anarchy

- Now, I want to think about what each part means.
- I remember the prefix from English class when we talked about an anonymous author: a writer who did not give his/her name. *Anonymous* means “without a name,” so *an-* means “without” or “not”.

# Morphemic Analysis: Modeling Phase: / Do (cont.)

anarchy

I see the suffix *-y* on words like *honesty* and *comedy*. Usually *-y* means “the state or quality of something”.



# Morphemic Analysis: Modeling Phase: *I Do* (cont.)

## anarchy

- If I put all these parts together, I get:

*the state of not having a leader*

- Let me try it in the sentence:

*“After the king was killed, the country was in total anarchy.”*

- Does that make sense?

*Anarchy* could mean the country was “without a leader”.

# Morphemic Analysis: Modeling Phase: *I Do* (cont.)

anarchy

anarquía

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*Anarchy* could mean the country was “without a leader”.



# Morphemic Analysis: Teacher-assisted Phase: *WE Do*

With your partner, try using the morphemic analysis routine to figure out the meaning of this word used in math and science:

*Bilateral*

“A figure with bilateral symmetry can be cut into identical mirror halves.”



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# Morphemic Analysis: Teacher-assisted Phase: *WE Do* (cont.)

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“A figure with bilateral symmetry can be cut into identical mirror halves.”

## **Morphemic analysis routine:**

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- Find the prefixes and suffixes.
- Think about what each part means.
- Combine the meanings of the parts.
- Try the possible meaning in the sentence.
- Ask yourself, “Does it make sense?”





# Morphemic Analysis: Independent Phase: *YOU Do*

- As you read, you may come across other words that you don't understand. When that happens, you should use the routine to help you figure out what the word might mean.
- What are the steps of the routine?
  - Find the root.
  - Find the prefixes and suffixes.
  - Think about what each part means.
  - Combine the meanings of the parts.
  - Try the possible meaning in the sentence.
  - Ask yourself, "Does it make sense?"







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# Developing Consciousness of Morphemes



- Post roots and affixes in room.
- Actively involve students in constructing words and manipulating word parts.
- Make cross-curricular connections by showing how one morpheme can make words used in English language arts, math, science, and social studies (e.g., ***circumstance***, ***circumference***, ***circulation***, ***circumnavigate***).
- Have students look for other uses of the morphemes they have studied.



# Sources of Greek and Latin Morphemes

- Web search
- Florida Center for Reading Research:  
[www.fcrr.org/Curriculum/StudentCenterActivities45.shtm](http://www.fcrr.org/Curriculum/StudentCenterActivities45.shtm)

# Scaffolding



- Make morphemic analysis a habit.
- Provide corrective feedback.
- Offer students of different ability levels different application words with which to practice.
- Challenge students to find additional examples of the correct use of morphemes.
- Provide a word list or glossary for students to check when combining word parts.



# Scaffolding (cont.)

Students who are struggling may be experiencing one of two problems:

1. The practice word is too difficult.
2. The type of morpheme is too difficult for their ability level.

# Summary

- Understand how increasing knowledge of word parts improves students' ability to recognize and comprehend the meanings of new words.
- Analyze words by breaking them into their meaningful parts.
- Apply the three-step process for explicit instruction to help students learn and analyze word parts.



# Reflection Log



## **Morphemic Analysis Routine**

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?