



Using Morphological Instruction to Teach Reading Skills

What is the evidence base?

- This is a promising practice for students with disabilities based on one group experimental study demonstrating positive effects with a weak research design across 10 students with disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement morphological instruction for reading is through the following research to practice lesson plan starters:

- [Using Morphological Analysis to Teach Vocabulary \(Harris, Shumaker, & Deshler, 2011\)](#)

With who was it implemented?

- Students with:
 - Learning Disability (1 study, n=6)
 - Emotional/Behavioral Disorder (1 study; n=1)
 - Intellectual Disability (1 study; n=1)
 - Other Health Impairment (1 study; n=2)
- Ages ranged from
- Grade 9
- Males (n=6), Females (n=4)
- Ethnicity
 - Caucasian (n=3)
 - African American (n=5)
 - Hispanic (n=1)
 - American Indian (n=1)

What is the practice?

Morphemic analysis strategies are used to help students derive meaning of a word by determining meaning of parts of words, or morphemes, including prefixes, suffixes, and roots (Spencer, 2001). There are three skills involved in morphemic analysis including: (a) the breaking down of a word into morphological parts, (b) assigning a meaning to each of the broken down parts, and (c) using the parts, or morphemes, to determine the initial word's definition (Nation, 1990). The study used to establish the evidence base for using morphological instruction to teach reading skills included:

- Using two strategies to teach morphological analysis at the secondary level including Word Mapping and The Vocabulary (LINCS) Strategy.
- Word Mapping included teaching students to break words into their morphemic parts, attaching a meaning to each part, predicting the meaning of the unknown word based on the word meaning attached to the morphemic parts, and checking the dictionary for accuracy of the prediction. A graphic organizer was used to prompt students to move through the steps appropriately (Harris, Schumarker, & Deschler, 2010).
- The Vocabulary (LINCS) Strategy, taught students to walk through a set of cognitive and behavioral steps to help with memorizing vocabulary words using a mnemonic device. The steps included: (a) keyword strategy, (b) visual imagery, (c) linking stories to previously known words and new words, (d) self-assessment while recalling the new vocabulary meaning. A graphic organizer device was used to guide students through this process as well (Harris et al., 2010).

Where has it been implemented?

- General Education Inclusion classroom (1 study)

How does this practice relate to Common Core Standards?

English Language Arts Standard for Reading Informational Text (Grade 9-10)

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
[CCSS.ELA-Literacy.RI.9-10.4](#)

How does this practice relate to the Common Career Technical Core?

Apply appropriate academic and technical skills.

- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Communicate clearly, effectively and with reason.

- Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose.

Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

https://careertech.org/sites/default/files/CCTC_Standards_Formatted_2014.pdf

Word Mapping Strategy: MAPS

Break the word into the **M**orphemic parts.

Attach a meaning to each word part.

Make a **P**rediction about the word.

Check to **S**ee if you were right

Wor

prefix

root

suffix

M

meaning

meaning

meaning

A

definition

P

See you are right!

References used to establish this evidence base:

Harris, M. L., Shumaker, J. B., & Deshler, D. D. (2011). The effects of strategic morphological analysis instruction on the vocabulary performance of secondary students with and without disabilities. *Learning Disability Quarterly*, 34, 17-33.

This Practice Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2017). Using morphological instruction to teach reading skills

