

# Morphology Plus

THE INSTITUTE FOR  
MULTI-SENSORY EDUCATION



morph + ology —>  
morphology  
study of shapes  
(structures or forms  
in language)



## PRE-TEST - HOW MANY MORPHEMES?

WORD	NUMBER OF MORPHEMES
kind	
kindly	
unkind	
unkindness	



# COURSE OVERVIEW

- 5 day hands-on, interactive, and personalized virtual class that provides understanding of morphology, fluency, vocabulary, and comprehension.
- Intended audience:
  - General and special education teachers grades 3-5
  - Teachers whose students can read and spell but continue to struggle with language comprehension
  - Educators who want to learn more about instruction in morphology, fluency, vocabulary, and comprehension.
- Learning outcomes:
  - Implement structured literacy strategies for affixes, Greek and Latin bases, fluency, vocabulary, and comprehension with instruction adapted and differentiated based on assessments and student need
  - Scope and sequence structured lesson plans



# SCIENCE OF READING

“SCIENTIFICALLY-BASED RESEARCH ABOUT READING AND ISSUES RELATED TO READING AND WRITING... THAT HAS INFORMED HOW WE CAN MOST EFFECTIVELY ASSESS AND TEACH, AND, THEREFORE IMPROVE STUDENT OUTCOMES THROUGH PREVENTION AND INTERVENTION FOR READING DIFFICULTIES” (The Reading League).



## **ISME's Morphology Plus course and the link to middle school literacy**

- **IMSE's structured literacy Morphology Plus Course and Materials is direct instruction that is systematic, sequential, and cumulative with instruction beginning with common morphemes progressing to more complex concepts using visual, auditory, and kinesthetic learning pathways.**
- **The focus of instruction for most students in third grade and beyond shifts from phonology and letter-sound correspondence to word study, fluency, vocabulary, and morphology.**



## Morphology Plus = Multi-Sensory

- Multi-sensory instruction involves the sensory input of language through the:
  - ear (listening to the language)
  - eye (reading and seeing the letters)
  - mouth (saying the sounds and words)
  - hand (writing the letters)

# Morpheme examples

Common morphemes	Complex morphemes
<p><b>un</b> → not or opposite; undo or reverse</p> <p><b>re</b> → back or again</p> <p><b>pre</b> → before or earlier</p> <p><b>-ing</b> → action or process (verb) materials (noun)</p> <p><b>-est</b> → most (superlative) (adjective or adverb)</p> <p><b>s</b> → more than one, third person singular</p> <p><b>rupt</b> → to burst or break</p> <p><b>form</b> → to shape</p> <p><b>port</b> → to carry</p> <p><b>bio</b> → life</p>	<p><b>ad</b> → to, toward, in, near (ac-, af-, ag-, al-, an-, ap-, ar-, as-, at-)</p> <p><b>-ant/ance</b> → one who (noun) or inclined to (adjective)/action or state (noun)</p> <p><b>-ee</b> → one who receives the action (noun)</p> <p><b>-age</b> → collection, mass, or relationship (noun)</p> <p><b>frater</b> → brother</p> <p><b>quer/ques(t)/quir(e)/quis</b> → to ask or seek</p> <p><b>arch</b> → chief or ruler</p> <p><b>poli</b> → city; method of government</p> <p><b>voc</b> → to call</p>





## Backbone of IMSE's training

- **Gough and Tunmer's Simple View of Reading**
- **Hollis Scarborough's The Reading Rope**
- **Linnea Ehri's The Four Phases of Word Reading**
- **Seidenberg and McClelland's The Four-Part Processing Model of Word Recognition**
- **International Dyslexia Association's *The Knowledge and Practice Standards for Teachers of Reading***

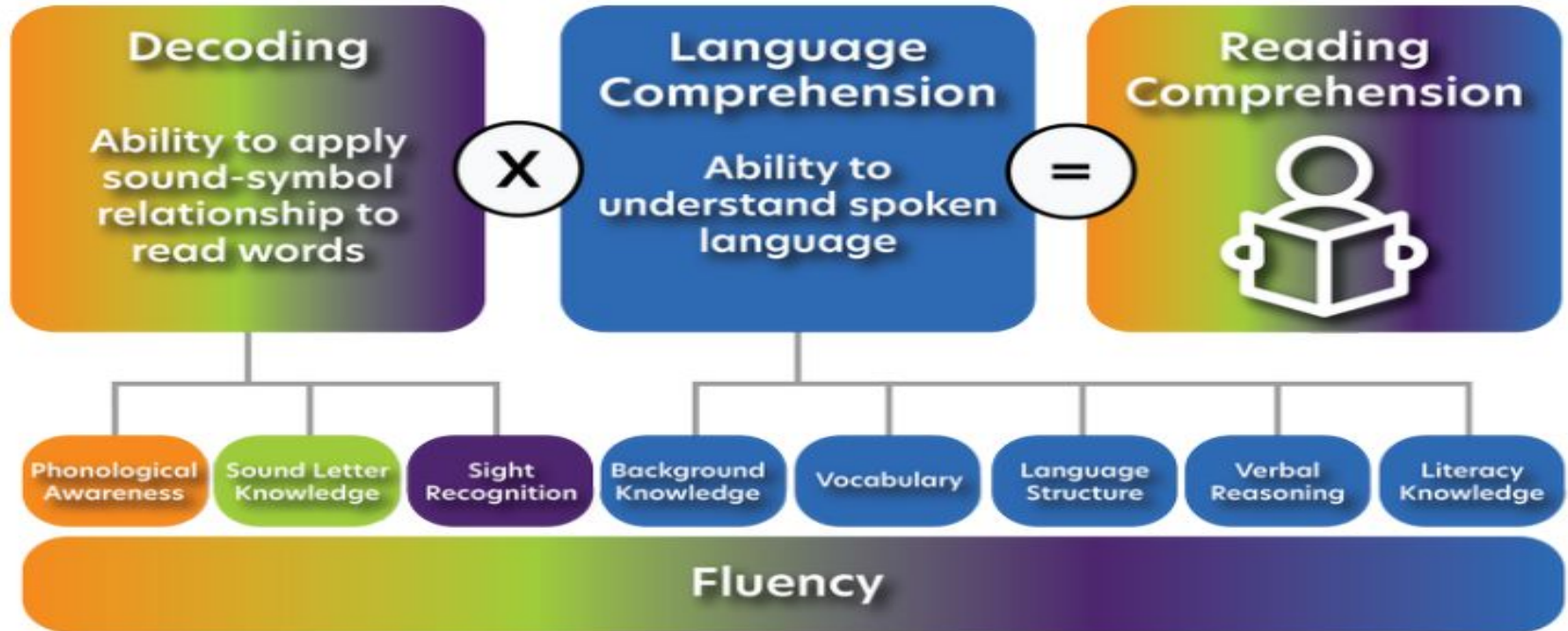
# The Simple View of Reading




(Gough & Tunmer, 1986; Hoover & Gough, 1990)

The Simple View formula makes it clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

# The Simple View of Reading by Philip Gough and William Tunmer





# **Scarborough's Rope**

## **by Dr. Hollis Scarborough**

Skilled reading requires that the processes involved in word recognition become so well practiced that they can proceed extremely quickly and almost effortlessly freeing up the reader's cognitive resources for comprehension processes.

Once students are fluent, skilled readers, they can focus on comprehending the text.

## Decoding (word recognition)

Phonological Awareness

Decoding (and Spelling)

Sight Recognition

## Language Comprehension

Background Knowledge

Vocabulary Knowledge

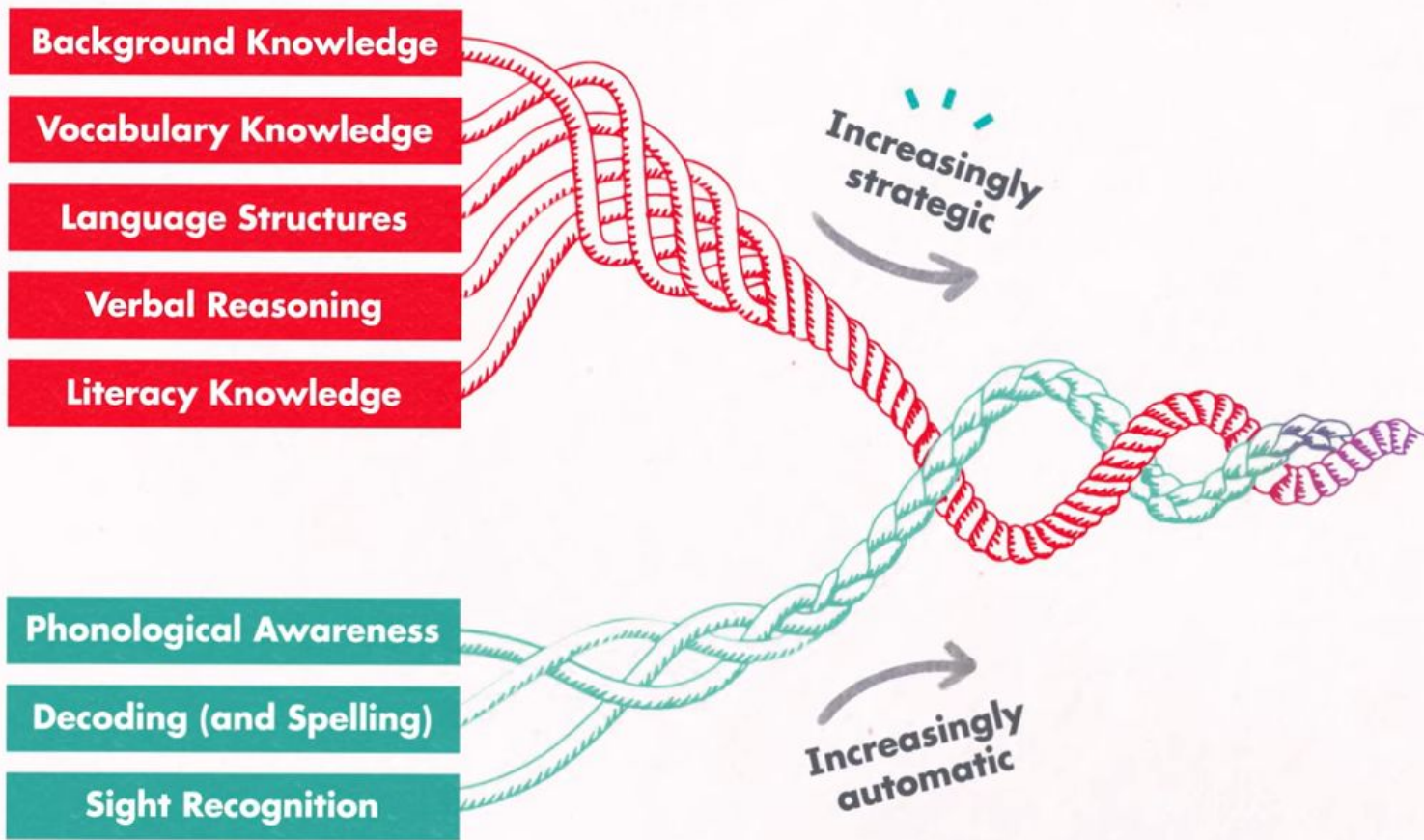
Language Structures

Verbal Reasoning

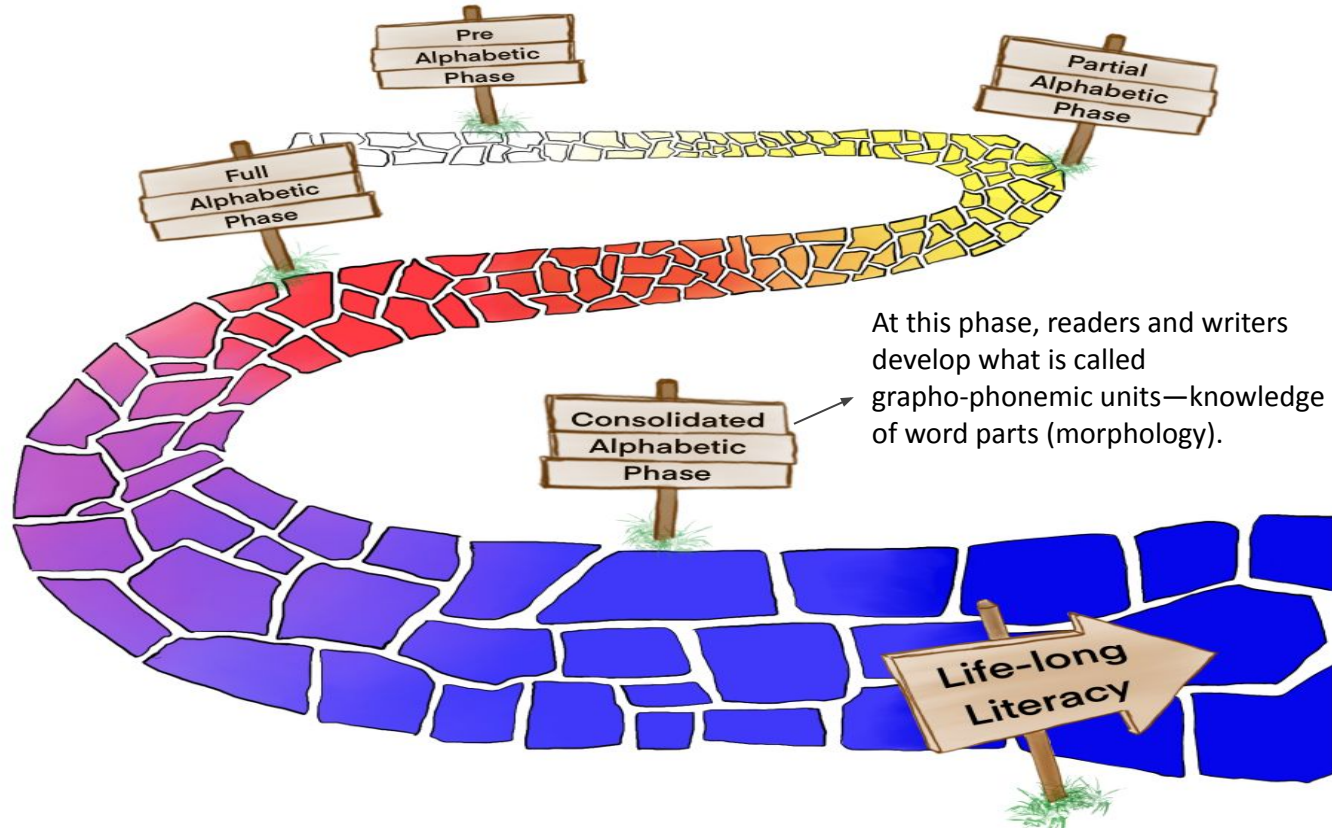
Literacy Knowledge

Increasingly  
automatic

Increasingly  
strategic



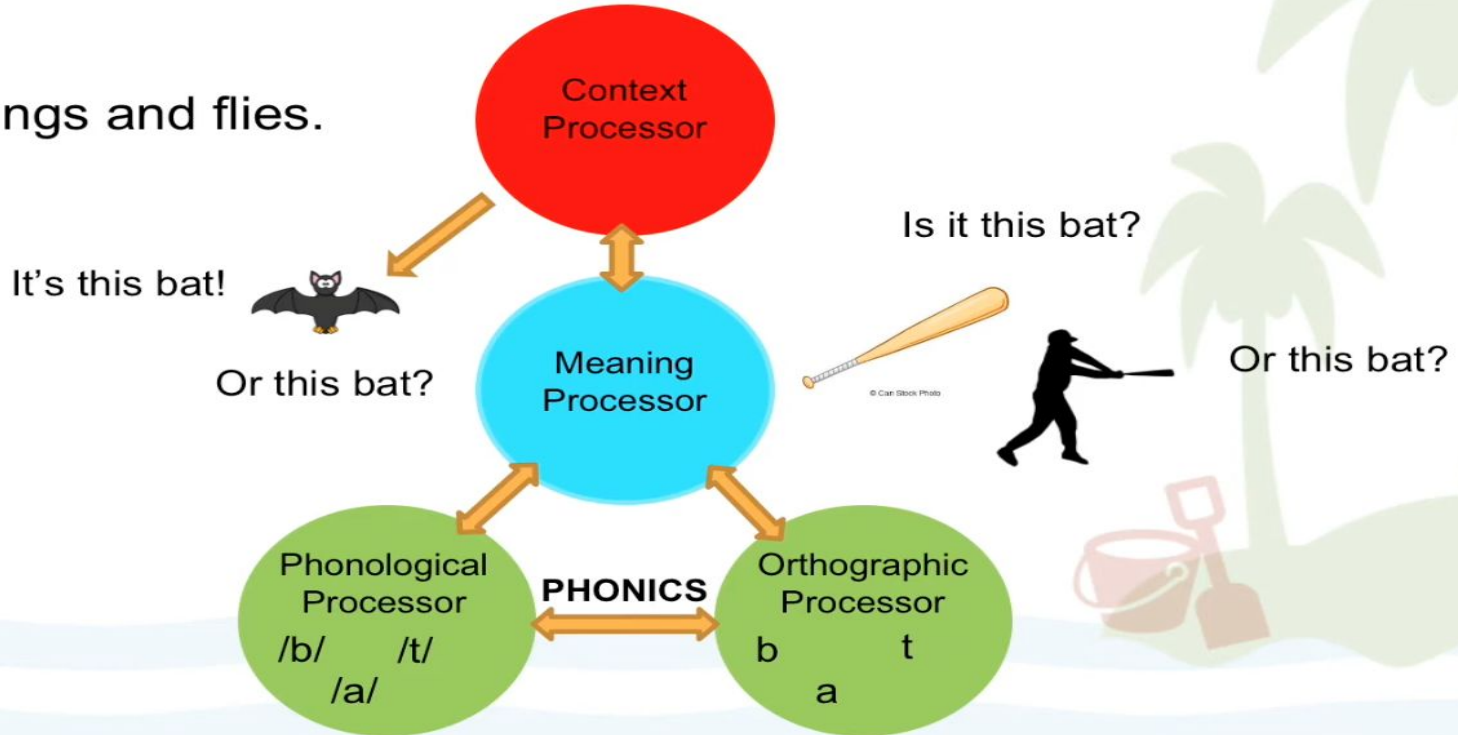
# Linnea Ehri's 4 Phases of Reading





# Seidenberg and McClelland's The Four-Part Processing Model for Word Recognition

The bat has wings and flies.





## FACTS ABOUT UPPER-GRADE INSTRUCTION

- Secondary students with reading disabilities can be five or more grade levels below their grade-level peers in reading.
- Decoding and spelling should be taught explicitly, at least through 8th grade.
- Knowledge of morphemes (smallest unit of meaning in language) assists with spelling, reading and expanding vocabulary.





# FACTS ABOUT UPPER-GRADE INSTRUCTION continued

- Proficient readers and spellers use morphological knowledge as they read and spell.
- Poor readers “lack awareness of the presence of base forms within derived counterparts, and they lack specific knowledge about how to spell suffixes and attach suffixes to base words correctly.”
- Morphological awareness increases comprehension and spelling of complex words.
- Greek and Latin bases are found within multisyllabic words and make up 60% of the English language.



# Morphology Plus classroom outcomes

Participants of this live-virtual class (30 hours total) will be able to evaluate and teach students the following:

- Morphology
- Fluency
- Vocabulary
- Comprehension
- Grammar and Writing

# Morphology

- Morphology is the study of word structure and meaning.
  - jump → jumped (the addition of suffix -ed changes the tense)
  - car → cars (the addition of the suffix -s changes amount)
- Morphemes are the smallest unit of a word that contains meaning.
- Morphemes are consistent and regular for spelling and meaning.
- Pronunciation of morphemes can sometimes change.
  - Example: “polit” means city or method of government”
  - It is contained in words that have similar spellings and meanings but different pronunciations and syllable stress patterns.
  - politics v.s. political v.s. politician



# Morphology Plus program overview

- History of the English Language
  - Greek
    - Science and math words
    - Found in scholarly and scientific books
    - Ex. mathematics, binomial, polygon, diameter, spectrum, photosynthesis, hypothesis
  - Latin
    - Longer, technical words
    - Found in literature and content area texts
    - Ex. project, combine, success
  - Anglo-Saxon
    - Short, everyday words
    - Found frequently in primary books (high-frequency words)
    - Ex. bag, track, ship, bake, harm, salt, day, cheese, butter, mother, love, chicken
  - Norman French
    - Words of nobility and feudalism
    - Ex. palace, throne, enemy, army, soldier, castle, fashion, beauty



# Morphemes - Affixes: Prefixes/Suffixes

- **Prefixes:** morphemes added to the beginning of a base
  - Can alter the meaning of the base to which it is attached
    - un + happy → unhappy
    - re + turn → return
- **Suffixes:** morphemes added to the end of a base
  - Inflectional - change the form of the base word
    - Make a word plural
      - cat + s → cats
    - Change verb tense
      - walk + ed → walked
    - Make word comparative or superlative
      - fast + est → fastest
  - Derivational - changes the meaning of the base word and word's part of speech
    - friend + less → friendless



# Morphemes - Bases: Latin and Greek

- Over 55% of English words are Latin based and these bases provide the main meaning of the word.
- Latin bases are studied to strengthen decoding skills in addition to improving vocabulary which, in turn, improves comprehension.
- Latin bases rarely stand alone for meaning; they are almost always attached to an affix thus Latin-derived words are multisyllabic.
- Greek-based words are technical words used in the areas of mathematics and science.
- Greek-derived words usually consist of two Greek bases.



# Instructional components

- Three-Part Drill - Review previously taught morphemes
  - Provides repeated exposure to assist with mastery
  - Opportunity to review morphemes using an explicit, sequential, multimodal approach
  - Multimodal - Visual, Auditory/Kinesthetic, and Morphemic Analysis
- Teaching a New Concept - Introduce new morphemes
  - Direct instruction on morphemes origin, meaning, and pronunciation
  - Morpheme cards
  - Connect the new morphemes to print (etc. passages, poems, articles, content area books)
- Application of words and sentences using a new concept
  - Students practice writing and reading words and sentences for each morpheme
  - Fluency, Vocabulary, and Comprehension



# Data

- **Benchmark assessments to guide determine baseline, prior knowledge, where to begin instruction, and to guide instruction:**
  - **Prefix Assessment**
  - **Suffix Assessment**
  - **Latin Base Assessment**
  - **Greek Base Assessment**
- **Benchmarking Morphemes Forms for Beginning, Midyear, and End-of-Year Benchmark**
- **Individual Progress Monitoring Chart for prefixes, suffixes, and Latin and Greek Bases**



# Data continued

- Teacher made assessments based on review of previously taught morphemes (affixes-prefixes and suffixes and bases) and new target morphemes
  - Have students:
    - Write definition of given morpheme
    - Write vocabulary words containing given base
    - Sorting words by common base
    - Fill in blank within a sentence with correct morpheme (word bank or multiple choice)
    - Use vocabulary word containing a base in a sentence
    - Identify morphemes of bold words that contain targeted morphemes within a sentence
    - Give students a base to create a word and use it in a sentence.
    - Using a sentence that contains bolded words with targeted morphemes, write definition of the bolded words.



# Morpheme Sequence Chart

- Teaching options
  - Option 1
    - Starting point determined by pre-assessment (optional)
    - Teach four lessons on affixes
    - Teach four lessons on Latin bases.
    - Teach two lessons on Greek bases\*.
  - Option 2
    - Entry point determined by pre-assessment (optional)
    - Each lesson, teach:
      - One prefix
      - One suffix
      - One Latin Base
      - Ex. *trans*, *port*, and *-ion*

\*Teachers do not need to teach all of the affixes before moving on to Latin and Greek bases.

## IMSE Morpheme Sequence Chart

Prefix	Meaning	Suffix	Meaning	Latin	Meaning	Greek	Meaning
6. un-	Not or opposite of; To undo or reverse	1. -s/-es	More than one (noun) Third-person, singular (verb)	1. rupt 2. tract	To burst or break To pull or draw	1. graph/gram phon photo tele	Write or draw Sound Light Distant or far
7. in- (il-, im-, ir-)	in-, il-, im-, ir-: not or opposite of; in-, il-, im-: in or on	2. -ed (past tense)	Past tense (verb or adjective)	3. form	To shape	2. aut(o) micro (o)logy scope	Self Small or minute The science or study of To watch or see
8. mis-	Bad or wrong	3. -ing	Action, process, or materials (verb, noun, or adjective)	4. port 5. struct	To carry; gate or entryway To build		
9. dis- (dif-)	Not, opposite, or apart	4. -er -or	One who or that which (noun) More (comparative) (adjective or adverb)	6. dic(t)	To say or tell	3. biblio bio hydr(o) phobia	Book Life Water Irrational fear or hatred of
10. fore-	Before or in front of	5. -est (most)	Most (superlative) (adjective or adverb)	7. cred 8. scrib/script	To believe To write		
11. re-	Back or again	15. -ly	Like or manner of (adverb or adjective)	9. flex/flect	To bend or curve	4. crat/crazy geo meter/met therm(o)	Rule, strength, or power Earth Measure Heat or hot
12. de-	Down or away from			10. aud	To hear or listen		
13. pre-	Before or earlier	16. -ion	Act of, state of, or result of (noun)	11. spec(t)/spic 12. miss/mit	To see, watch, or observe To send	5. chron(o) ortho path psych	Time Straight or correct Feeling, suffering, or disease Mind or soul
14. a- ab- an-	a-: on or in; to a-, ab-: From or away a-, an-: Not or without			17. -able -ible	Able, can do (adjective)		
19. en- (em-)	To cause or put into; within	18. -y	Inclined to (adjective)	15. pend/pens/pond 16. vis/vid	To hang or weigh To see	6. aero ast(ro) cycl(o) sphere	Air Star Wheel, circle, or ring Ball
20. non-	Not or negative	23. -ful	Full of or full (adjective)	17. fer 18. vers/vert	To bear, yield, or carry To turn		
21. over-	Too much	24. -less	Without (adjective)	19. duc(t)	To lead	7. arch poli	Chief or ruler City; method of government
22. sub- (suc-, suf-, sug-, sup-, sus-)	Below or under	25. -ive	Causing or making (adjective)	20. mob/mot/mov 21. ven(t)/ven(i)	To move To come		
27. inter-	Between or among	26. -ness	State of (noun)	22. pli(c)/ply 23. cap (ceit, ceive, cep[t], cip)	To fold To take, catch, seize, hold, or receive	8. ped pod	Child Foot
28. trans-	Across or beyond	34. -ment	Act of, state of, or result of an action (noun)	24. voc/vok(e) 25. pel/puls	To call To push or drive		
29. super-	Over or above			35. -al -ial	Relating to or characterized by (adjective or noun)	26. ped 27. vit(a)/viv(i)	Foot To live
30. semi-	Half or partial	36. -ty -ity	State or quality of (noun)	28. claus (clois, clos, clud, clus)	To close or shut		
31. anti-	Against or opposite	37. -ous (-ious, -eous)	Full of or having (adjective)	29. sec(t)	To cut	10. hex hept(a) oct(a) ennea dec(a)	Six Seven Eight Nine Ten
32. mid-	Middle			37. -ous (-ious, -eous)	Full of or having (adjective)		
33. under-	Below or less						
41. mal-	Bad or abnormal						
42. multi-	Many or much						
43. ob- (oc-, of-, op-)	Down, against, or facing						

# Instruction

- I. Three Part Drill
- II. Teaching a New Concept (Morpheme)
- III. Fluency
- IV. Vocabulary
- V. Comprehension

## Teaching a New Concept (Morphemes)

- I. **THREE-PART DRILL:** Review previously learned morphemes.
- II. **TEACHING A NEW CONCEPT:** Choose 2-3 morphemes to introduce.
  - A. **MULTI-SENSORY EXPERIENCE**
    1. (T) Shows new morpheme(s); informs students of meaning, origin, and pronunciation when applicable.
    2. (T) Shows object/pictures that represent the morpheme(s).
    3. (T&S) Brainstorm words with the target morpheme(s).
    4. (S) Make morpheme card(s) with meaning, examples, and picture.
    5. (T) States morpheme(s) and/or meaning.  
(S) Practice writing morpheme(s) on paddleboard or paper.
    6. (T&S) Connect to literature (IMSE passage, poem, newspaper article, content area book, etc.).
    7. (T&S) Mark morpheme chart. Add morpheme card to review deck.
  - B. **APPLICATION OF WORDS AND SENTENCES USING NEW CONCEPT**
    1. **Word Dictation** - Utilize *IMSE's Morphology Plus Teacher's Guide*. (Choose one or more of the following.)
      - (T) Dictates word(s).  
(S) Write word(s).
      - Latin Base Activity
      - Word Sum Practice
      - Base Builder Application
      - Latin Base Building Ladder
      - Solar System Base Diagram
      - Base Tree
      - Other: \_\_\_\_\_
    2. **Sentences** - Utilize *IMSE's Morphology Plus Teacher's Guide*. (Choose one or more of the following.)
      - (T) Dictates sentence(s).  
(S) Write sentence(s).
      - Latin/Greek Base Sentences
      - (T) Provides sentence(s) containing target morpheme(s).  
(S) Highlight target morpheme(s) within sentence(s), then state meaning(s).
      - Other: \_\_\_\_\_



## THREE-PART DRILL

### **PURPOSE: reinforcing learned morphemes**

-explicit, sequential, multimodal approach administered multiple times a week

3 components of the drill:

-Visual (see and state the meaning)

-Auditory/Kinesthetic (hear and spell the morpheme)

-Morphemic Analysis (students spell each morpheme, spell the word, and state the meaning)

# Three Part Drill

## Three-Part Drill for Morpheme Concepts

### I. VISUAL

(T) Shows morpheme card(s).

(S) Read (or spell) and state the meaning.  
(e.g., *Scope* means to watch or see.)

### II. AUDITORY

(T) States the meaning of the morpheme.  
(e.g., This prefix means before.)

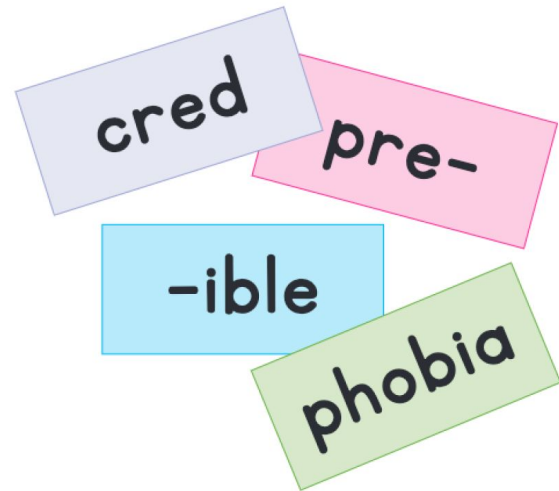
(S) Spell the morpheme on the dry-erase board and state the meaning.  
(e.g., *P-r-e* means before.)

### III. MORPHEMIC ANALYSIS

(T) Presents word(s) containing known morphemes (e.g., rejected, incredible).

(S) Create a word sum for each word. Then verbalize the answer.

(e.g., i-n plus c-r-e-d plus i-b-l-e is rewritten as i-n-c-r-e-d-i-b-l-e;  
Incredible means “not able to believe” or “unbelievable.”)





# TEACHING A NEW CONCEPT

## PURPOSE-introducing 1-4 new morphemes

Choose 1 to 4 morphemes to introduce for the week.

Teacher presents new morphemes informing students of origin and pronunciation.

Teacher shows object/visual that represents the morphemes and words containing targeted morphemes and have students predict the meaning of the morphemes.

Student and teachers make morpheme cards with confirmed meaning, examples and image.

Students practice spelling the new morphemes on dry erase boards, hold up their answer, spell the morpheme out loud and state its meaning.

Students connect the new morphemes to print using short passages or additional texts.



# Teaching a New Concept card template

Target morpheme  
(prefix, suffix, base)

Meaning of morpheme

Words with  
target  
morpheme

Picture or  
visual





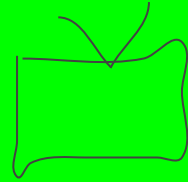
# Teaching a New Concept card example

## Greek base : tele

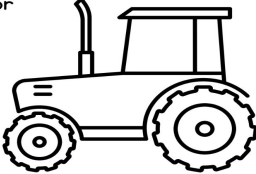
tele

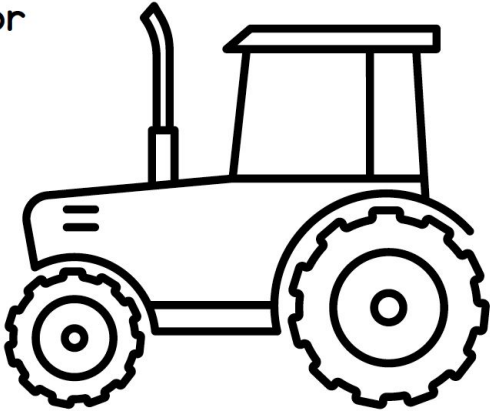
distant or far

telephone  
television  
teleport  
telescope



# Teaching a New Concept Card option

New Concept:	This morpheme is a:	Keyword(s):
tract	<input type="checkbox"/> Prefix <input type="checkbox"/> Latin Base <input type="checkbox"/> Suffix <input type="checkbox"/> Greek Base	
It means:	A picture that helps me remember the meaning:	
	tractor 	

New Concept:	This morpheme is a:	Keyword(s):
tract	<input type="checkbox"/> Prefix <input type="checkbox"/> Latin Base <input type="checkbox"/> Suffix <input type="checkbox"/> Greek Base	tractor subtraction contractor
It means:	A picture that helps me remember the meaning:	
to pull	tractor 	

# Teaching a New Concept - connecting to literature

## Latin Lesson 2: **tract**

### Farming

I think that farming is an attractive career. I was attracted to it because I love to be outside. I also enjoy running the tractor. When I'm on the tractor, I can distract my mind from the stresses of life.

Although farming is hard work, it does not detract from the joy I feel when I extract vegetables from the ground. I have so much land that I subcontract part of it out so others can enjoy farming, too. Each subcontractor signs a contract to take good care of the land.

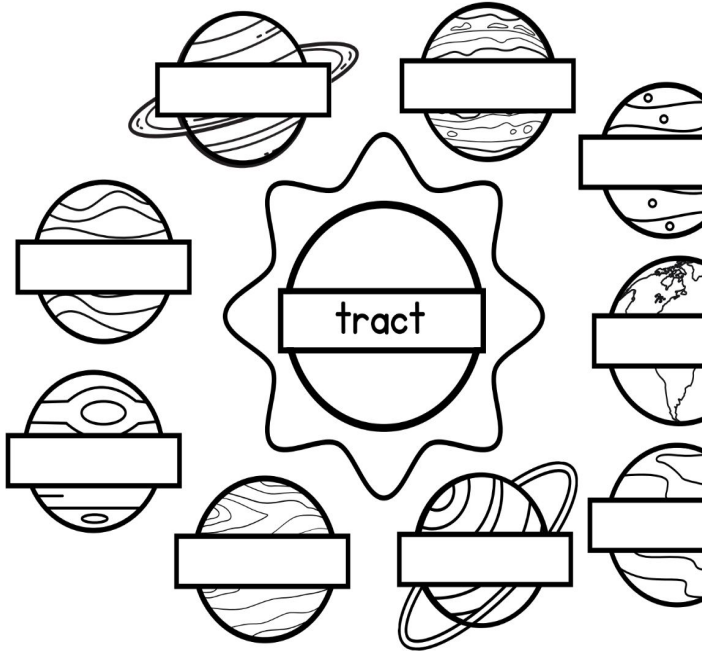
Maybe you will be attracted to farming as well!

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

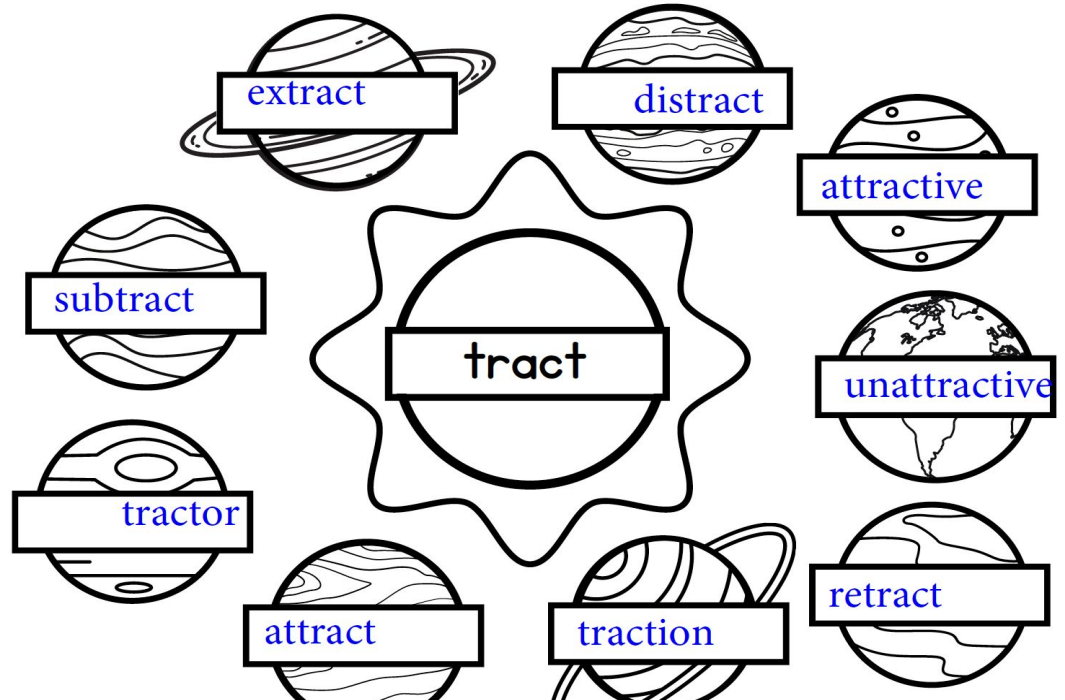
Words	Word Sums	Meanings

# Application of Words and Sentences using New Concept Activities - words

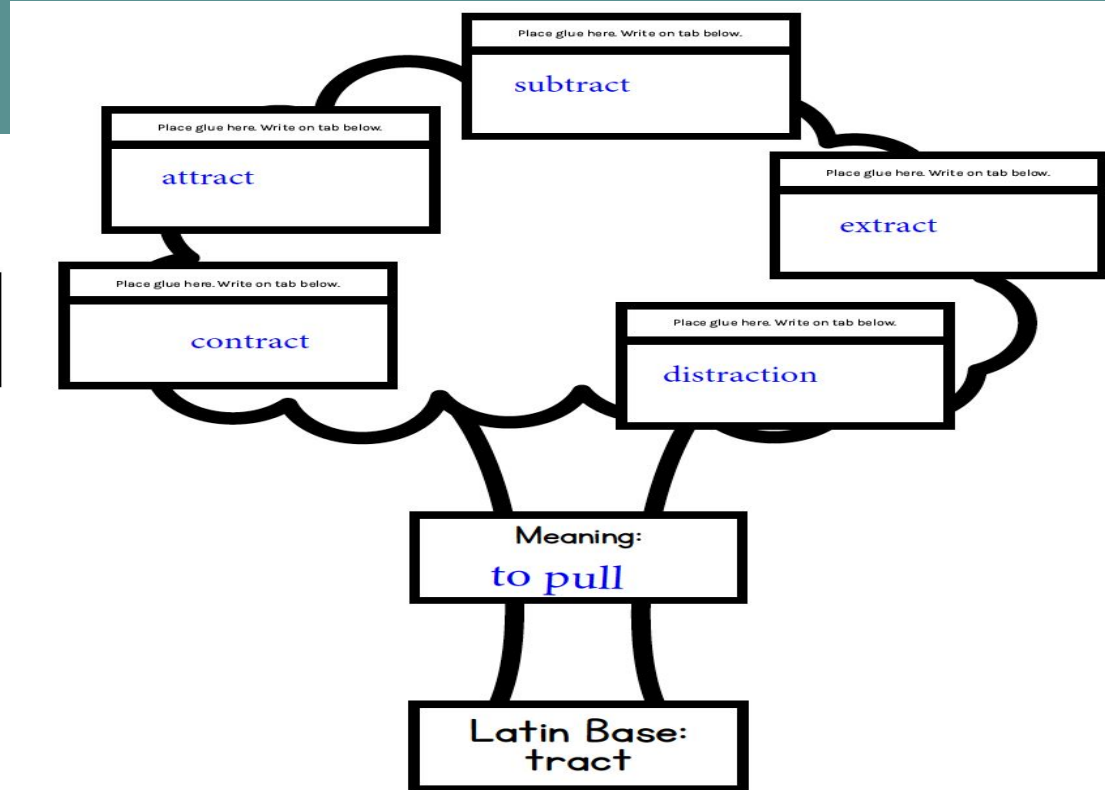
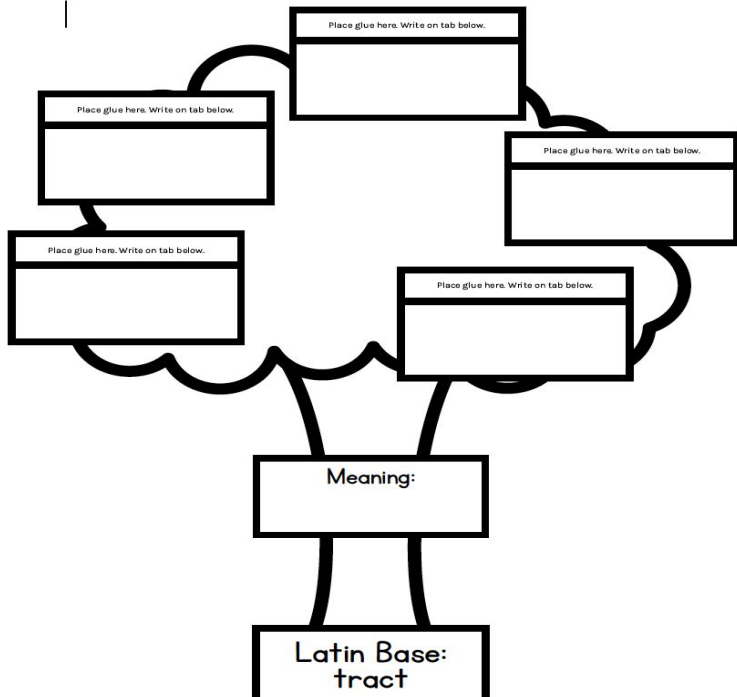
Target Words



Target Words



# New Concept Activities continued-words



# New Concept Activities continued- words and sentences

contraction	Word Sum
Meaning	Sentence
subtracting	Word Sum
Meaning	Sentence
distracts	Word Sum
Meaning	Sentence

contraction	Word Sum
	con + tract+ ion--> contraction
Meaning	Sentence
the process of being smaller	Can't is a contraction for cannot.
subtracting	Word Sum
	sub+tract+ing-->subtracting
Meaning	Sentence
taking away	After subtracting my rent, I had little spending money
distracts	Word Sum
	dis+tract+s--> distracts
Meaning	Sentence

# New Concept Activities cont.

Write a sentence using each word:

retracted

attractive

contracts

distracting

extracted

## Words Sums

Tract -> tract

Tract + s -> tracts

Tract + or -> tractor

Tract + or + s -> tractors

Tract + or + Beam -> tractorbeam

Tract + or + Beam + s -> tractorbeams

Tract + ion -> traction

Tract + ion + s -> tractions

Tract + ion + al -> tractional

sem	i									ability
			abs							ibility
	non									ible
										ibility
										ly
										s
	re			at						able
	un									y
										s
										ance
										y
										es
	non									ant
	sub			con						ate
	un									er
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**tract**

*"draw, drag, move"*



## Fluency- reading with “speed, accuracy, and proper expression”

- **Fluent readers:**
  - Ability to decode and comprehend at the same time
  - Group words into units (clauses and phrases) as chunks of text and use those chunks of text to read and write more quickly.
  - Research suggests that with effective instruction in fluency leads to overall improvements in reading





# Fluency continued

- Vocabulary is broken into three tiers:
  - Tier 1 - Basic words, rarely require instruction time and do not need to be explicitly taught
    - Ex: bird, girl, cry, run
  - Tier 2 - Used often by mature language users, can be located across content areas, can be used a variety of ways. Choose 3 to 5 words to explicitly teach.
    - Ex: magnify, integrate, manipulative, reflection, contradict
  - Tier 3 - Infrequently used, pertain to specialized fields, specific to content area. Teach only when needed.
    - Ex.: calcium, botanical, chlorophyll, parallelogram



# Fluency activities

- Oral Reading Fluency (ORF) - fluency assessment
  - Measures number of words correct per minute (rate) and accuracy.
  - Passage should have a minimum of 200 words
    - IMSE passages
    - Acadience Reading K-6
    - DIBELS 8th Edition
    - AIMSweb
- Repeated readings (4 to 5 times within a given time frame)
- Practice reading with punctuation signaling proper expression
- Reader's Theatre



# Vocabulary

- Students must learn ranging from 2,000 to 3,500 words per year after grade three.
- The number of words high school graduates need to know is estimated to be between 60,000 to 100,000.
- Vocabulary size predicts comprehension.
- The key to teaching vocabulary is direct instruction.
- Vocabulary lessons should be well-paced, brief, explicit, and interactive.

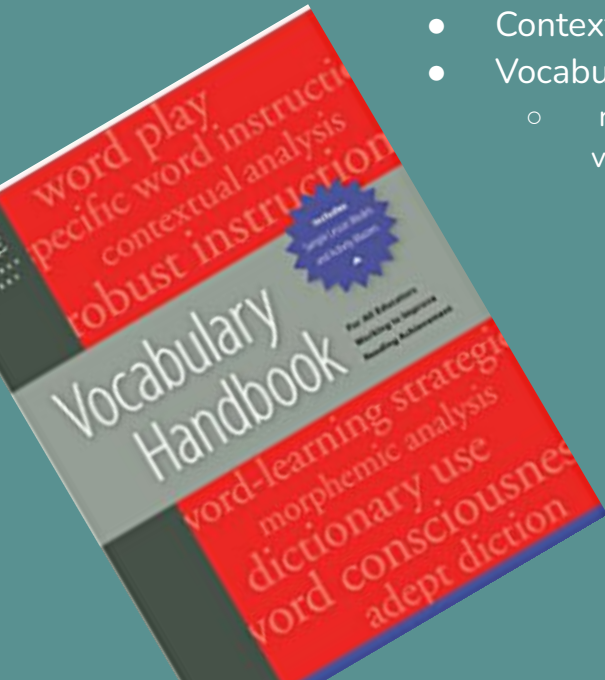


# Vocabulary continued

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    - Ex.: calcium, botanical, chlorophyll, parallelogram

# Word-Learning Strategies

- Dictionary use
- Morphemic analysis
- Contextual awareness
- Vocabulary Handbook
  - resource for vocabulary instruction



## THE VOCABULARY STRATEGY

To figure out the meaning of an unfamiliar word that you come across while reading:

- 1. Look for Context Clues** in the Words, Phrases, and Sentences Surrounding the Unfamiliar Word
- 2. Look for Word-Part Clues** Within the Unfamiliar Word
  - A. Try to Break the Word into Parts. (If you can't, skip to Step 3.)
  - B. Look at the Root Word. What does it mean?
  - C. Look at the Prefix. What does it mean?
  - D. Look at the Suffix. What does it mean?
  - E. Put the Meanings of the Word Parts Together. What is the meaning of the whole word?
- 3. Guess the Word's Meaning** (Use Steps 1 and 2.)
- 4. Try Out Your Meaning in the Original Sentence** to Check Whether or Not It Makes Sense in Context
- 5. Use the Dictionary**, if Necessary, to Confirm Your Meaning



# Comprehension

- Paths to comprehension
  - First: Students must be able to get the words off the page (DECODING) before they can comprehend the text.
  - Second: If students can't understand the individual words (VOCABULARY), they will not be able to comprehend the passage.
  - Third: Prior knowledge (BACKGROUND KNOWLEDGE) gives the words of the text places to stick and make sense thus supporting comprehension.



# Comprehension continued

- Drawing meaning from text requires understanding individual words as well as sentence comprehension
- Seeking meaning from sentences relies on:
  - Knowledge of grammatical structures
  - Linguistic frameworks (categories of words and phrases)
  - Basic sentence structure (simple, compound, and complex)
- Characteristics of major text genres and text structure

# Comprehension Activities

- Comprehension Planning Checklist
- The Reading Comprehension Blueprint: Helping Students Make Meaning From Text (Hennessy, 2021)
  - Assists with organizing and scaffolding the teacher's preparation of varied texts for varied purposes
- Reciprocal Teaching - 4 strategies good readers use to comprehend
  - Predicting
  - Questioning
  - Clarifying
  - Summarizing

Comprehension Planning Checklist	
Title _____	
Before Reading	Page Numbers/Other Notes
<b>Establish Purpose for Reading.</b> Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
<b>Identify Text Structure.</b> Is this informational or narrative text?	
<b>Prepare Background Knowledge.</b> What background or topic context is needed?	
<b>Select Vocabulary.</b> What words should be pretaught?	
<b>Identify Challenging Language.</b> What are difficult sentences/phrases/academic language?	
During Reading	
<b>Plan Questions.</b> <b>Anticipate Student Questions.</b> Mark text for stopping to ask questions and queries.	
<b>Use Text Structure to Organize Thinking.</b> Use graphic organizer or outline to show structure.	
After Reading	
<b>Was Purpose Met?</b> <b>Did Students' Thinking Change?</b> Evaluate student understanding. Is rereading planned?	
<b>Assessment: Can Students Express Takeaways? Use Text Evidence?</b> Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	



# Grammar and Writing

- Written expression is the deepest level of literacy.
- Students must know how to express themselves and explain their opinions in writing:
  - grammar
  - mechanics
  - composition
  - editing/revision process





# Grammar and Writing continued

- Critical components of literacy programs
  - Proper grammar and conventions
    - all parts of speech should be directly and explicitly taught
    - teaching grammar equips students with fundamental skills to write proper, fluent sentences
    - provides tools they need to edit their own work to produce clear and correct writing

## POST-TEST - HOW MANY MORPHEMES?

WORD	NUMBER OF MORPHEMES
kind	
kindly	
unkind	
unkindness	