Morphing Advanced Word Study Into Morphology

Bell Work!!

- Choose one of the high school textbooks (papers) on your table.
- Turn to the text on the back and highlight all the words that have a prefix or a suffix
- Challenge: Underline words with Latin and/or Greek roots!
Morphing Advanced Word Study Into Morphology

Increase Automaticity in Word Recognition for All!

Debbie Hartwig
State Personnel Development Grant
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# EachChildOurFuture

In Ohio, each child is challenged, prepared and empowered.

**Vision**

In Ohio, each child is challenged to discover and learn, to pursue a fulfilling post-high school path and empowered to become a resilient life who contributes to society.

**Four Learning Domains**

- **Foundational Knowledge & Skills**
  - Literacy, numeracy and technology
- **Well-Rounded Content**
  - Social studies, sciences, languages, health, arts, physical education, etc.
- **Leadership & Reasoning**
  - Problem-solving, design thinking, creativity, information analytics
- **Social-Emotional Learning**
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

**One Goal**

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

**Three Core Principles**

- Equity
- Partnerships
- Quality Schools

**10 Priority Strategies**

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024
Adolescent language and literacy begins to build on conventional language and literacy around grade 4 and continues through high school. Academic language and disciplinary texts become increasingly complex and learners need to read, write, understand, interpret, and discuss multiple texts across contexts (IRA, 2012). These changes, as well as developmental changes in adolescents, lead to a shift in the five components of reading of conventional literacy to the following five essential areas: (1) advanced word study; (2) fluency; (3) vocabulary; (4) comprehension; and (5) motivation (Roberts, et al., 2006).

The above essential components must be integrated into all content areas and become the shared responsibility of all secondary educators and specialists who support learners across this grade range. This does not mean all educators become reading teachers, but that all educators differentiate instruction within their disciplines to ensure all learners have equitable opportunities to access discipline-specific text, discourse, and writing.

To meet the needs of all learners in this phase, districts and schools implement evidence-based strategies across content areas, such as explicit vocabulary instruction and extended discussion of text meaning and interpretation; provide literacy instruction and support that is discipline-specific; and provide individualized intensive intervention in reading, as needed.
The Simple View of Reading

Gough & Tunmer

Figure 11. Adolescent literacy components supporting the Simple View of Reading.
Learning Objective

Participants will

● define morphological awareness

● recognize its importance in vocabulary, disciplinary reading and spelling

● Participate in various instructional formats for teaching morphology to students
Morphological Awareness - Roots to Language and Literacy

(Bowers, Kirby, & Deacon, 2010; Carlisle, 1996; 2000; 2004; 2010; Elbro, & Arnback, 1996; Fowler & Liberman, 1995; Goodwin & Ahn, 2010; Reed, 2008; Deacon, Benere, & Pasquarella, 2012; Deacon, Kirby, & Casselman-Bell, 2009)
Morphology

What is it?

Why should we teach it?

Which students will benefit the most?
Morphology - What Is It?

*The study of the smallest meaningful units of language.*

**Morphological Knowledge:** Implicit and explicit understanding of how words convey meaning.

**Morphological Awareness:** the ability to consciously consider and manipulate the smallest units of meaning in spoken and written language, including base (and root) words and affixes, or prefixes and suffixes. -Ken Apel
What is a Morpheme?

Free and Bound Morphemes

**Free (Base) Morphemes**
- Base words that *stand alone*:
  - house, tea
- A "compound" is two free morphemes combined in one word:
  - backpack, pinecone

**Bound (Base) Morphemes**
- Bound morphemes *can't* stand alone. They are not free!
- Prefixes, roots, suffixes, and combining forms:
  - sub – ject – ive
  - dys – lex – ia
Crash Course in Morphology

Type of Morpheme

Free

- Content
  - Base Words
  - Compounds

- Function
  - Grammatical ‘Glue’ Words
    (or, and, but, pronouns, articles)

Bound

- Roots
- Prefixes
- Suffixes
- Derivations
- Inflections
Two Types of Suffix Morphemes

Inflectional
- learned early
- Does not change part of speech
- Changes tense, number, possession, comparison & degree

Derivational
- Added to a root
- Changes part of speech
- Numerous!
- Usually Latin

Inflectional:
- jump – jumped
- four – fourth
- girl – girl’s
- tough – tougher
tough - toughest

Derivational:
nation – national
subject – subjective
govern – government
social - socialize
Back to Our Bell Work!

Bell Work!!
- Share your highlighted texts with those around you.
- Did you find any prefixes and suffixes in those texts?
- Any Latin and/or Greek roots?

Another point to consider...
Overall gap between readability of high school textbooks and university texts is between 265 and 350 lexile levels.

Translation: A 75% accuracy rate for a HS senior would have a 50% accuracy rate as a college freshman (calculated with a 250 lexile level gap).
Morphology - Why Should We Teach It?

English is **Morphophonemic** - meaning words are created by sound-spelling correspondences (*phonemic*), by meaningful units (*morphemic*) or both phonemes and morphemes.

*Awareness of morphology is particularly important for reading, understanding (vocabulary) and spelling multisyllabic content words.*
Which Students Will Benefit from Morphology Instruction the Most?

- **Typically Achieving Students** - Explicit instruction in morphological awareness will benefit ALL students. *(Bowers et al., 2010)*

- **Students with Language and Literacy Difficulties** - Poor phonological and morphological awareness is characteristic of struggling readers. With repeated classroom practice, students become more comfortable building a morphological base. *(Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003) (Wolter & Green, 2013)*

- **English Language Learners** - Using cognates to decipher unfamiliar prefixes, suffixes, and root words can strengthen reading comprehension and vocabulary for English language learners. *(Goodwin et al., 2012)*
Characteristics of Students Who Are Not Fluent with Grade Level Text...

- Show poorer command of past tense inflections
  (Moran & Bryne, 1977)

- Tend to make morphemic errors in writing.
  (Rubin et al., 1991)

- May continue to less mature forms of words.
  (Windsor, 2000, Curtis, Kutz & Tallal, 1992)

- Have difficulty learning morphological rules.
  (Wig, Semel, & Crouse, 1973)
### So What Does Good Morphology Instruction Look Like?

| 1. Teach Morphology in the Context of Rich, Explicit Vocabulary Instruction |
| 3. Teach the Underlying Morphological Knowledge Needed in Two Ways - Both Explicitly and in Context |
| 1. Teach Students to Use Morphology as a Cognitive Strategy with Explicit Steps |
| 4. For Students with Developed Knowledge of Spanish, French, etc. Teach Morphology in Relation to Cognate Instruction |

## Components of Word Study (Morphology) Lesson Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State Goal and Purpose</td>
<td>About 1 minute</td>
</tr>
<tr>
<td>2. Review previous topic/lesson.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3. Direct Teaching of Concept</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4. Practice with Concept</td>
<td>10 minutes</td>
</tr>
<tr>
<td>5. Dictation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>6. Read Connected Text</td>
<td>10 minutes</td>
</tr>
<tr>
<td>7. Extension Activities/Homework</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>
Let’s get ready to learn all about the Latin root….

duce/duct which means “to lead”

“Today we will learn the Latin roots duce/duct which means “to lead” and we will identify how the roots duce/duct impact word meaning in many multisyllabic words.”

But first let’s review…
Review: Matching Roots with their Definitions

Pick a bag of cards.
Work with a partner
Match as many root cards as you can to its definition (meaning).
Check your work with your partner and then practice reading the roots and their meanings to each other.

Challenge: Make as many words as you can with one of the roots.
“Today we will learn the Latin roots *duce/duct* which means “to lead” and we will identify how the roots *duce/duct* impact word meaning in many multisyllabic words.”

Practice with a partner previously taught roots by matching roots with their meanings.
Word Study - Latin Root duce/duct *to lead*

<table>
<thead>
<tr>
<th>Inductee</th>
<th>Conducive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllables?</td>
<td>Syllables?</td>
</tr>
<tr>
<td>Prefix:</td>
<td>Prefix:</td>
</tr>
<tr>
<td>Root:</td>
<td>Root:</td>
</tr>
<tr>
<td>Suffix:</td>
<td>Suffix:</td>
</tr>
<tr>
<td>Meaning:</td>
<td>Meaning:</td>
</tr>
</tbody>
</table>

The Beatles were *inducted* into the Rock and Roll Hall of Fame in 1988.

The celebration of their *induction* was *conducive* to their successful contributions to music.
3. Direct Teaching of Concept

**I Do:** Use **inductee** and **conducive** in a written sentence. Discuss definitions and what these two words have in common.

**We Do:** Read sentences that include words with **duce**/**duct**. Define meaning of the words together.

**You Do:** With a partner, read sentences & define the words. Check your definitions with your teacher.
<table>
<thead>
<tr>
<th>Introduce</th>
<th>Introductory</th>
<th>Reduce</th>
<th>Reduction</th>
<th>Induce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inductee</td>
<td>Educator</td>
<td>Abduction</td>
<td>Deductive</td>
<td>Conducive</td>
</tr>
<tr>
<td>Induction</td>
<td>Misconduct</td>
<td>Conductivity</td>
<td>Ductile</td>
<td>Conductor</td>
</tr>
<tr>
<td>Abductee</td>
<td>Aqueduct</td>
<td>Viaduct</td>
<td>Education</td>
<td>Producer</td>
</tr>
</tbody>
</table>
Morpheme Maps

Root: lect (to choose, pick, read, speak)

- elect
- elected
- election
- select
- selective
- selection
- dialect
- lecture
- lectern
- lecturer
- collect
- collection
- collective
- recollect
- collectible
Morpheme Maps

Root:
Duce
Duct
To Lead

conduct
conductor
misconduct
conductive
Lesson Plan

4. Practice with Concept

Provide a *duc*/*duct* wordlist. Have students identify the prefix(es), suffix(es) and roots for all words.

Define the words.

The map words on a word web graphic organizer.
Time to Write!

Write the following sentences as your teacher dictates them to you. As you listen to the sentence you might want to make a line on your paper to mark how many words are in the sentence.
<table>
<thead>
<tr>
<th>Dictate three sentences with words that include the root <em>duce/duct</em> Check for accuracy.</th>
<th>2. Public education strives to be conducive for learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There has been a reduction in Cleveland Brown players inducted into the Football Hall of Fame.</td>
<td>3. The army inductee completed her introductory training.</td>
</tr>
</tbody>
</table>
“Hammer of the Working Class Among Inductees to Rock and Roll Hall of Fame”

- Highlight duce/duct roots.
- Practice reading the highlighted words.
- Read the text.
- Share your takeaways from the article.
6. Read Connected Text

Look at the text and highlight all the *duce, duct* words.

With a partner, define the words you have highlighted.

With a partner, read the text.

7. Additional Practice/Homework

Have students record and share at least five *duce or duct* words that they hear or see in their environment. Be ready to discuss where they found/heard the words and what they mean.
<table>
<thead>
<tr>
<th>Morpheme</th>
<th>Math Usage</th>
<th>General Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>bi (two)</td>
<td>biangular</td>
<td>bicycle</td>
</tr>
<tr>
<td></td>
<td>bilinear</td>
<td>biplane</td>
</tr>
<tr>
<td></td>
<td>bimodal</td>
<td>bicuspid</td>
</tr>
<tr>
<td></td>
<td>binominal</td>
<td>bifocal</td>
</tr>
<tr>
<td>cent (hundred)</td>
<td>centimeter</td>
<td>century</td>
</tr>
<tr>
<td></td>
<td>percent</td>
<td>centipede</td>
</tr>
<tr>
<td></td>
<td>centigram</td>
<td>centigrade</td>
</tr>
<tr>
<td>circum (around)</td>
<td>circumference</td>
<td>circumnavigate</td>
</tr>
<tr>
<td></td>
<td>circumradius</td>
<td>circumstance</td>
</tr>
<tr>
<td></td>
<td>circumcenter</td>
<td>circumspect</td>
</tr>
</tbody>
</table>

https://www.bakersfieldcollege.edu/
Scope and Sequence for Teaching Word Study with Emphasis on Morphology

Big Ideas to Consider:

● Content is taught from easier to more complex.

● Content is taught across the curriculum.
  ○ Begin with **Anglo-Saxon** influences. (Gr. K - 5)
  ○ Next, introduce the **Latin layer** of language. (Gr. 3 - 12)
  ○ Lastly, teach the **Greek layer** for support of math and science terms (Gr. 5 - 12)
Scope and Sequence for Teaching Word Study with Emphasis on Morphology

Anglo-Saxon Layer of Language

- Base words and single morphemes
- Compound: doghouse, ballgame, blackbird, playground
- High-Frequency prefixes added to Anglo-Saxon base words: un, re, dis, in, mis, etc.
- Inflections and common derivational suffixes added to base words no spelling changes required to the base word: ing, er, y, ly, etc.
Scope and Sequence for Teaching Word Study with Emphasis on Morphology

Latin (Romance) Layer of Language

- Prefixes (review of those previously listed)
  - Closed and vowel-r syllables: *non*, *ex con*, *per*, *mal*
  - Open syllables: *bi*, *co*, *di*, *o*, *pro*, *tri*, *twi*
  - Two syllables: *Super*, *circum*, *intra*, *contra*, etc.
- Roots: *port*, *form*, *rupt*, *script*, etc.
- Assimilated prefixes: *sub* (*subtract*, *suppose*, *surround*)
- Derivational suffixes: *ion* (as in *tion* and *sion*)
- Connectives that join the root and suffix: *i* (*menial*, *lenient*, *anxious*)
Scope and Sequence for Teaching Word Study with Emphasis on Morphology

Greek Layer of Language

- Graphemes unique to Greek based words
  - $ch=/k/$ (chorus, monochrome)
  - $ph=/f/$ (phonology, grapheme)
- Silent letter spellings
  - $rh$ (rheumatoid)
  - $ps$ (psychology)
- Combining forms: micro, scope, photo, graph, etc.
Let’s Look At Ohio’s Standards

Ohio’s Learning Standards

English Language Arts

ADOPTED FEBRUARY 2017
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
Use the paper and markers provided. Create a morpheme map using the *Morpheme to Words* card on your table.
<table>
<thead>
<tr>
<th>prefix</th>
<th>root</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>com</td>
<td>pon</td>
<td>able</td>
</tr>
<tr>
<td>de</td>
<td>pone</td>
<td>al</td>
</tr>
<tr>
<td>dis</td>
<td>pos</td>
<td>ed</td>
</tr>
<tr>
<td>ex</td>
<td>posit</td>
<td>ent</td>
</tr>
<tr>
<td>im (in)</td>
<td>pound</td>
<td>er</td>
</tr>
<tr>
<td>op (ob)</td>
<td>(place, set)</td>
<td>ing</td>
</tr>
<tr>
<td>pre</td>
<td></td>
<td>ite</td>
</tr>
<tr>
<td>pro</td>
<td></td>
<td>s</td>
</tr>
<tr>
<td>sup (sub)</td>
<td></td>
<td>i+on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
</tr>
</tbody>
</table>

Let’s Build Some Words!

From: *PPS Advanced Prefixes, Suffixes, Roots & Connectives* by Shapiro, Russo, Wallace & Hickey Gold
www.jeldedmaterials.com
Another Way to Have Even MORE Fun!!

Word Matrix

re + con + struct + ed = reconstructed
In + de + struct + ive = indestructive
super + struct + ture = superstructure
Let’s do this together!
Fill in the Latin Etymology Chart with new words for each root. Be sure to indicate the part of speech!!

Then together use at least 2 of the words from your chart and write a sentence.
Complete the Latin etymology chart to create words. Include the part of speech.

<table>
<thead>
<tr>
<th>pos (to put or place; set)</th>
<th>tain (to hold)</th>
<th>vis (to see)</th>
<th>cise (to cut)</th>
<th>spir (to breathe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>composer (n)</td>
<td>entertain (v)</td>
<td>visionary (adj)</td>
<td>precise (adj)</td>
<td>inspire (v)</td>
</tr>
</tbody>
</table>
## Latin Etymology as a Bridge to Meaning

Complete the Latin etymology chart to create words. Include the part of speech.

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<td>visionary (adj)</td>
<td>precise (adj)</td>
<td>inspire (v)</td>
</tr>
<tr>
<td>imposing (adj)</td>
<td>contain (v)</td>
<td>advisor (n)</td>
<td>concise (adj)</td>
<td>aspiration (n)</td>
</tr>
</tbody>
</table>
Use some of the words to make a sentence.

Example:

The **visionary composer** will **inspire** and **entertain** the audience.
Morphology and Reading: The Cycle

(Wolter & Pike, 2015)

Decoding

Morpheme Knowledge/Spellings

Quick Recognition

Efficient Decoding

Nation, nutrition, conversation

Reading Comprehension

Morphologically complex words make up more than half of the words in English.

(Anglin, 1993; Nagy & Anderson, 1984)
Students can be taught to;

- Identify morphologically complex words in class literature, spelling assignments, and content area textbooks and readings.
- Use their morphological knowledge to discern meaning.
  - Content (e.g., clues in the text that help us figure out meaning) and morphological reasoning by analogy can be used to sort out the meaning of an unknown word.
Morphology and Reading: The Cycle

(Wolter & Pike, 2015)

Decoding

Morpheme Knowledge/Spellings
Quick Recognition
Efficient Decoding

Nation, nutrition, conversation

“shun”

Reading Comprehension

Morpheme Knowledge
Understand Vocabulary
Text Comprehension

“astronaut”
“Ocean” “naut”
naut = traveler

The oceanaut was interested in knowing more about fish habitats.

The oceanaut was interested in knowing more about fish habitats.
Activity: All in the Family

Morphological Family Members Can:

- Look or sound alike and be related
  - Swim - swimming
  - Slip - slipped

- Look or sound different and be related
  - Divide - division
  - Explode - explosion
  - Magic - magician

OR

- Look or sound alike but NOT be related (friends)
  - Car - carrot
  - Luck - cluck

*Are teacher and teach related?*
*Are mother and moth related?*
*Are clinician and clinic related?*
*Are brother and broth related?*
Take out the different colored squares out of your toolkit.

Watch as a demonstration and/or participate using the paper squares from your toolkit.
Intermediate Grades – Morphology Teaching Resources

These programs provide auditory exercises with morphology. The process is similar to auditory exercises in the Heggerty Phonemic Awareness curriculum used in elementary grades. Students would benefit from an orthographic element (lesson with print) before, during and after the lessons especially in the prefixes and root level.
Instruction and Intervention in Morphology

→ Instruction and intervention should begin with an introduction of the concept of morphology and provide many relevant examples mostly in the context of text.
→ Emphasize with students the importance of morphology
  ◆ The rationale should be provided that students will learn about morphemes to increase their vocabulary skills and to become better readers and spellers.
→ Honor the students’ entering skill level without insulting them. Teach the terminology.

(See Gibson & Wolter, 2015; Wolter & Green, 2013; Wolter, 2014: for further examples.)
### Instruction or Intervention in Morphology

#### Example Script: Concept Explanation

<table>
<thead>
<tr>
<th>Motivation</th>
<th>“We will learn about words and word parts to help you learn more words and become a better reader and speller.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>“Words can be broken up into parts called morphemes. ‘Morphing’ words means changing them to change meaning.”</td>
</tr>
<tr>
<td>Meaning</td>
<td>“Some suffixes change a word’s number (-s, -es) or tell when a verb happened (-ed) or is happening.”</td>
</tr>
<tr>
<td>Literacy Link</td>
<td>“These endings are spelled the same each time you use them, even though they may sound different.” (e.g., cats, girls; Walked, played, started)</td>
</tr>
</tbody>
</table>
## Instruction or Intervention - Derivational Morphology

### Example Script: Concept Explanation

<table>
<thead>
<tr>
<th>Motivation</th>
<th>“We are learning about words and word parts to help you learn more words and become a better readers and spellers. “</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>“Words can be broken up into parts called morphemes. ‘Morphing’ words means changing them to change meaning.”</td>
</tr>
<tr>
<td>Meaning</td>
<td>“A base word can stand all by itself. It’s the <strong>POWER</strong> of the word and tells us what the word is about. A base word might be <strong>heat</strong> which then changes in meaning when adding the affix pre- (<strong>preheat</strong>).”</td>
</tr>
<tr>
<td>Literacy Link</td>
<td>“When writing or reading meaning can be created or inferred from words by breaking down the parts.”</td>
</tr>
</tbody>
</table>
“The conclusion is that students with greater understanding of **morphology** are more successful at **learning academic vocabulary and comprehending text** is a strong argument for **including morphology instruction** in language and literacy programs, especially in urban settings. This conclusion also raises important instructional questions regarding how teachers ought to go about teaching morphology in the context of **general vocabulary instruction**.”

*Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom. M. Kieffer. N. Lesaux. The Reading Teacher, 61(2), pp 134-144*
Morph Into a Review of Key Points!

Morphological awareness is educationally relevant.

Students of ALL abilities benefit from:

- Explicit activities
- Active reflection on morphological word parts and patterns

Educators should focus on:

- Recognition of meaning and patterns in word sorts
- Production activities such as word building

Provide a functional link to language & literacy.
“There is no comprehension strategy powerful enough to compensate for the inability to read the words.”

-Dr. Joseph Torgesen
Thank you for spending some time with us!

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For more information on how to improve advanced word study for adolescent readers see our 2019 Literacy Academy presentation titled: “Advanced Word Study: Incorporating Word Recognition in the Intermediate Classroom”

References


