Vocabulary and Morphology: Essential for Comprehension

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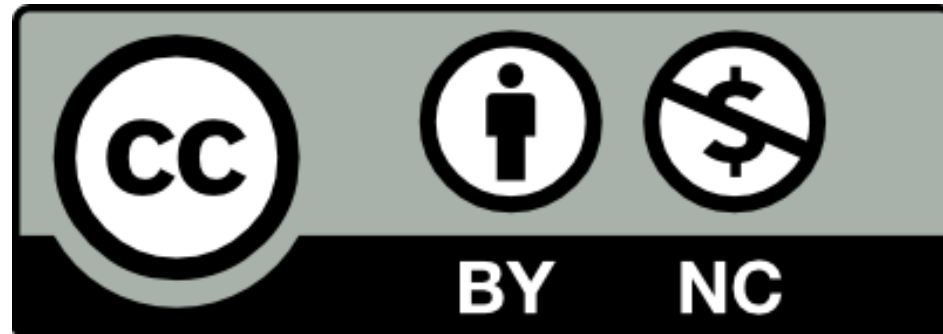
December 15, 2025

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Acknowledgments

The content for this training day was developed based on the work of:

- Anita Archer, Ph.D. & Charles Hughes, Ph.D.

- Literacy How, Margie Bussman Gillis & Nancy Chapel Eberhardt

- Reading Universe: All About Teaching Reading & Writing

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Structured Literacy Series Overview

1. Who, What, How & Why of Structured Literacy

2. Phonemic Awareness and Phonics for Effective Instruction

3. Foundational Writing Skills: Handwriting and Spelling

4. Supporting Comprehension with Sentence-Level Writing

5. **Vocabulary and Morphology: Essential for Comprehension**

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

- Deepen our learning about morphology and vocabulary
- Incorporate morphological awareness and explicit vocabulary instruction in our structured literacy teaching routines

Intended Outcomes

- Summarize the language domains of morphology and semantics (vocabulary) as they pertain to structured literacy instruction

- Participants will explain how vocabulary and morphology knowledge can increase comprehension

- Participants will explain all the steps involved in an explicit vocabulary instructional routine

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Agenda

1.0 Introduction

2.0 The Word Knowledge Network

3.0 Explicit Vocabulary Instruction

4.0 Vocabulary Word Selection

5.0 Morphology

6.0 Vocabulary instruction: When and where?

7.0 Resources

1.0 Introduction

Literacy

- Reading instruction grounded in the Science of Reading

- Instruction that is beneficial for all

- Instruction that is essential for students at risk, including those with Dyslexia

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Required Professional Learning Topics
Public Act 146

By not later than the beginning of the 2027-2028 school year, professional learning,…(is provided)… as determined by the department, regarding all of the following:

> (e) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed for pupils with characteristics of dyslexia and pupils at risk for difficulties in learning to decode accurately and efficiently.

Public Act 146, 2024

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Required PL Topics (cont.)

(f) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed to effectively meet the needs of most pupils.

Public Act 146, 2024

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Structured Literacy: An Approach Grounded in the Science of Reading

Students and Instructors
The "WHO"

| Tier 1: General Education Classroom Teacher | Tier 2: General or Special Education Teacher, Reading Specialist, Intervention Personnel | Tier 3: Dyslexia Specialist, Special Education Teacher* |

Structured Literacy

The "WHAT"
Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition).

Word Recognition/ Handwriting & Spelling — Comprehension/ Composition

- Phonemes ⟷ Graphemes
- Morphemes
- Syllable & Stress Patterns
- Orthographic Conventions

- Vocabulary/Background Knowledge
- Sentence Structure/Grammar
- Text Structure
- Critical Thinking

Integrated Language, Reading & Writing Instruction Supporting Automaticity, Fluency & Reading Proficiency

The "HOW"
Essential principles of instruction guide how content is taught for both reading and written expression. These principles are beneficial for all students and necessary for struggling students.

Direct & Systematic — Mastery Oriented

- Explicit
- Sequential
- Cumulative
- Multimodal

- Data Driven
- Targeted Prompt Feedback
- Highly Interactive
- Scaffolded

Planned, Purposeful Instructional Decisions for Tasks and Text

Science of Reading
The "WHY"

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis for the content and principles of Structured Literacy.

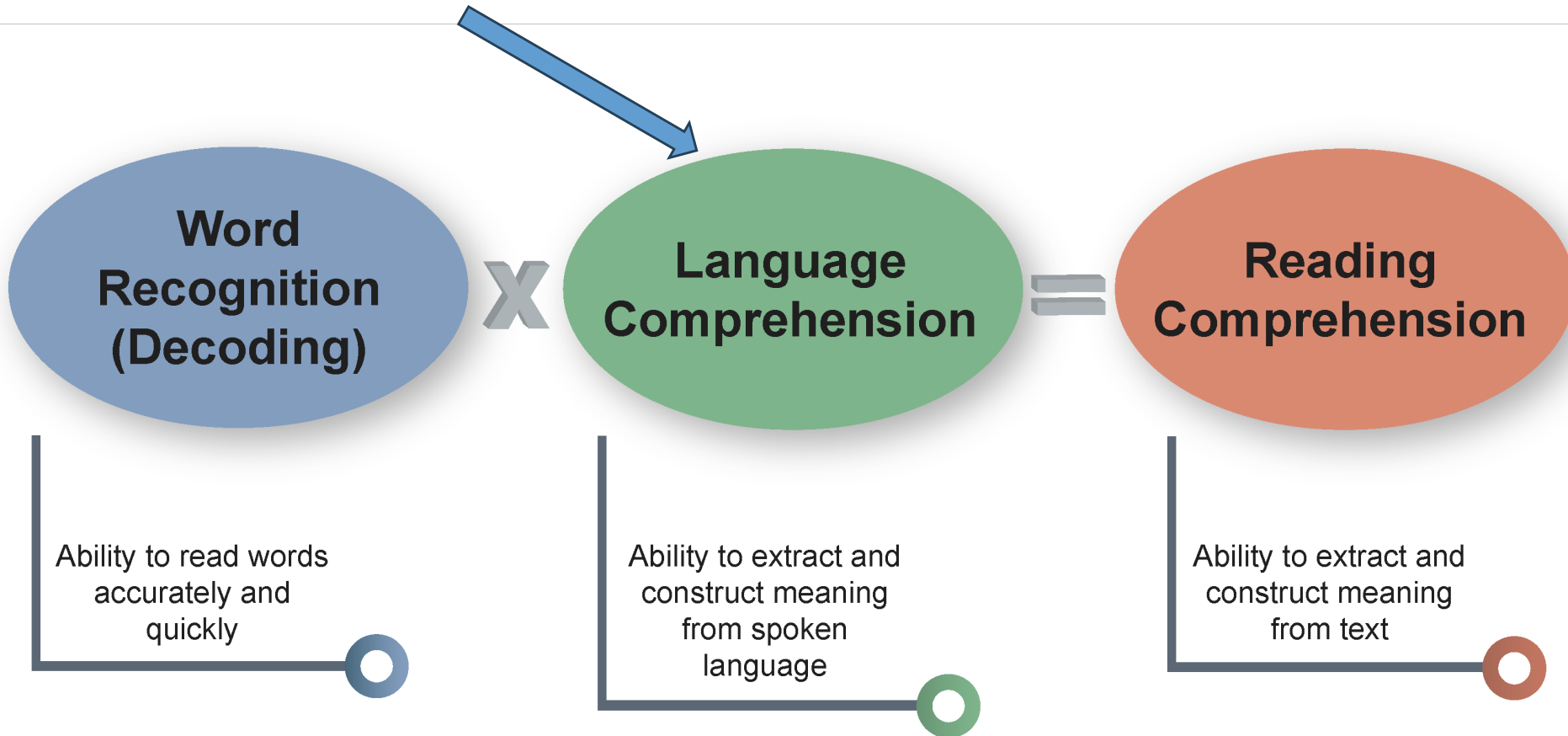©2022 INTERNATIONAL DYSLEXIA ASSOCIATION. FOR PERMISSION TO REPRINT, PLEASE CONTACT info@DyslexiaIDA.org

Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor. See Accreditation^Plus https://tinyurl.com/2p8v3hcf and https://tinyurl.com/5bvrr8hz.
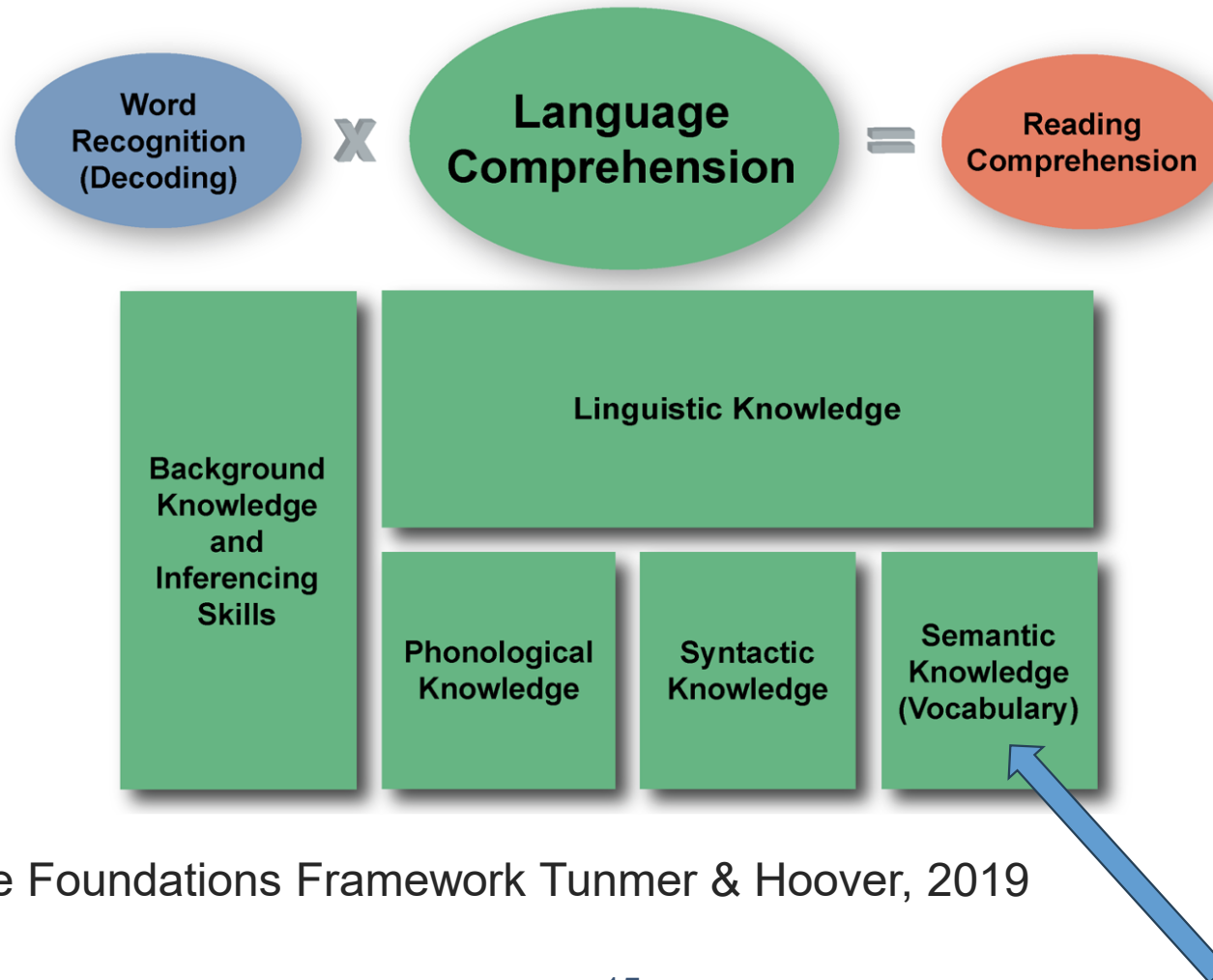
(rev. 10/25/23)

International Dyslexia Association, 2024

Simple View of Reading

Word Recognition (Decoding) X **Language Comprehension** = **Reading Comprehension**

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text

Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019

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Language Comprehension Unpacked

Adapted from Cognitive Foundations Framework Tunmer & Hoover, 2019

Vocabulary

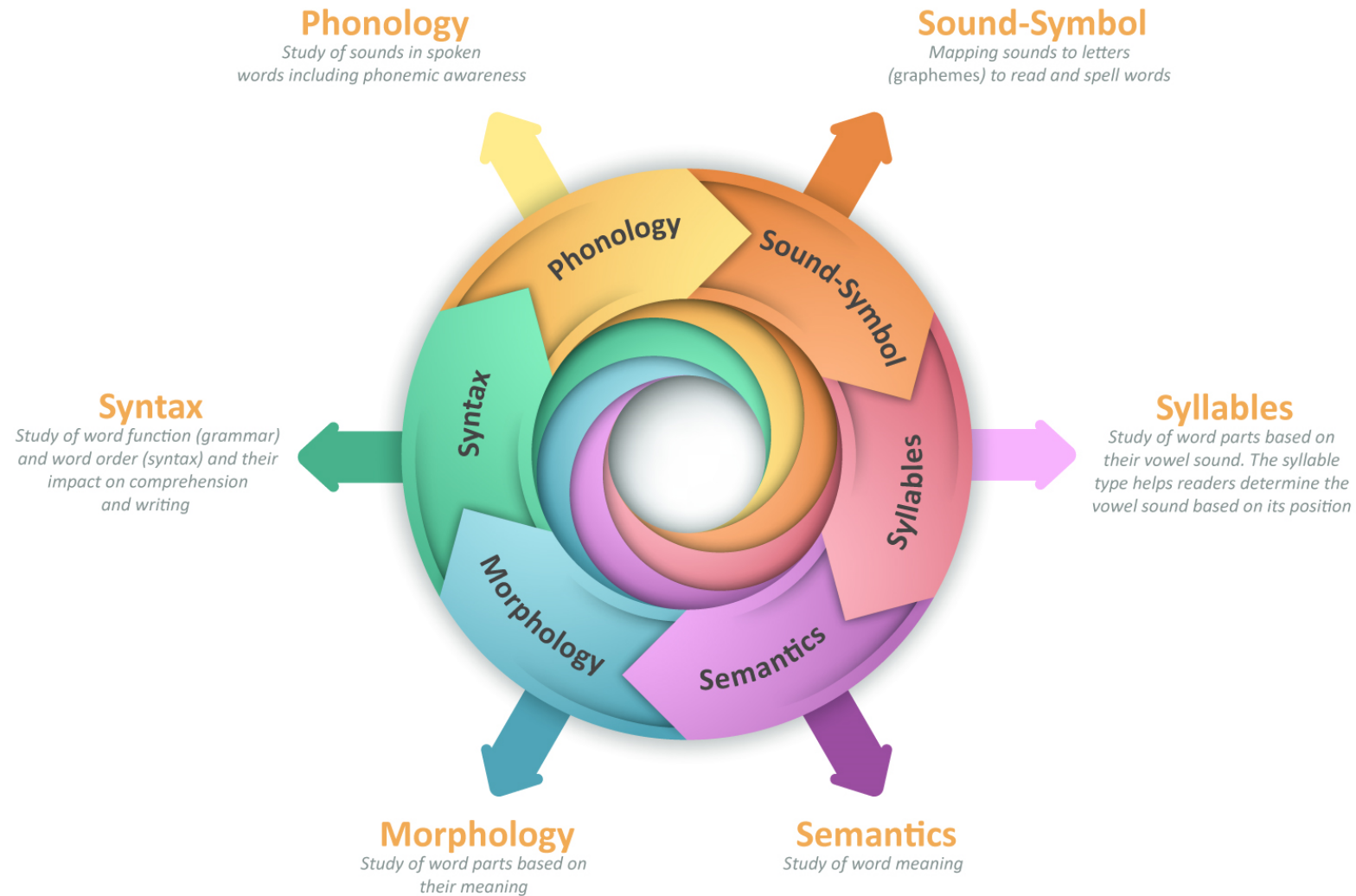- Oral Vocabulary

- Print Vocabulary

- Receptive Vocabulary

- Expressive Vocabulary

Honig et al., 2008

2.0 The Word Knowledge Network

Word Knowledge Network™

Phonology
Study of sounds in spoken words including phonemic awareness

Sound-Symbol
Mapping sounds to letters (graphemes) to read and spell words

Syntax
Study of word function (grammar) and word order (syntax) and their impact on comprehension and writing

Syllables
Study of word parts based on their vowel sound. The syllable type helps readers determine the vowel sound based on its position

Morphology
Study of word parts based on their meaning

Semantics
Study of word meaning

18

*The Word Knowledge Network is a trademark of 95 Percent Group

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3.0 Explicit Vocabulary Instruction

Expanding vocabulary is important because…

- "…direct vocabulary instruction has an impressive track record of improving students' background knowledge and comprehension of academic content."

- The direct teaching of vocabulary related to content has a .97 effect size!

Marzano, 2001; Stahl & Fairbanks, 1986

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Explicit Vocabulary Instruction

- Step 1: Introduce the word's pronunciation

- Step 2: Introduce the word's meaning

- Step 3: Illustrate the words with examples (and non-examples when helpful)

- Step 4: Check students' understanding

Archer & Hughes, 2011

Step 1. Introduce the word's pronunciation

- The word is **relieved**. What word? *relieved*

- Tap and say the syllables in **relieved**. *re lieved*

- Again. *re lieved*

- What word? *relieved*

Archer, 2022

Step 2. Introduce the word's meaning

- Student-friendly explanation

When something difficult is over or never happened at all, you feel relieved. If something that is difficult is over, you would feel _____. *relieved*

Archer, 2022

Step 3. Illustrate with examples

- Concrete examples
  - Watch me show **relieved**. (Teacher demonstrates relived.) Show me how you would feel If you were **relieved**. (students demonstrate)

- Visual representations

- Verbal examples
  - When a difficult spelling test is over, you feel _____. *relieved*.

Archer, 2022

Step 4. Check Student's Understanding

- If you were nervous singing in front of an audience, would you feel **relieved** when the concert was over? *yes* Why?

- If you loved singing in front of an audience, would you feel **relieved** when the concert was over? *no* Why not?
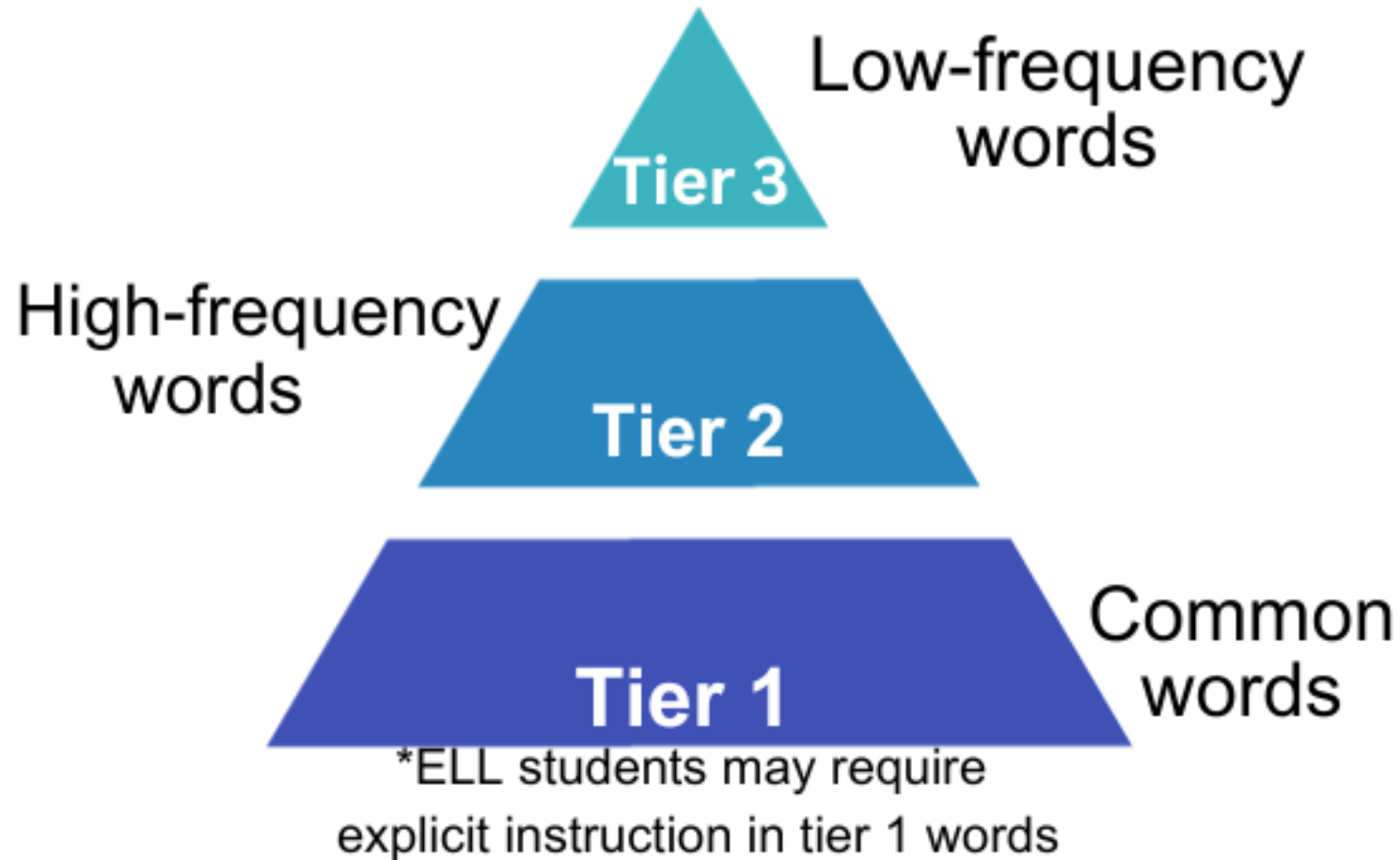

- One time when I was **relieved** was……

Archer, 2022

4.0 Vocabulary Word Selection

Our Why

Adequate **reading comprehension** **depends on** a person **already** **knowing** between **90 to 95%** of the **words** in a text.

Nagy & Scott, 2000

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Vocabulary Tiers

Hennessy, 2021; Beck et al., 2013

How: Word Selection

- Choose **4-5 words** per lesson
  - Additional words addressed as needed
  - Tier 3 often need only a "light touch"
- Choose **unknown** words
  - Not defined in the text
  - Abstract words
  - Unknown concepts

- Choose **critical** words
  - Must know to understand the content
- Choose **generalizable** words
  - What will students use in the future?

Archer & Hughes, 2011

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Word Selection, cont.

- Choose **word families** (capital, capitalism, capitalize)
  - Big bang for the buck!
  - Build vocabulary connections
    - One of the family words may be more common and known!
  - Use existing knowledge to expand
    - Take advantage of background knowledge when possible

- Meaningful Parts & Etymology
  - Choose words that contain parts found in other words:
    - Prefix
    - Suffix
    - Root (Greek, Latin)
  - Help determine meaning as new words are encountered

Archer & Hughes, 2011; Such, 2021

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Explicit Vocabulary Routine

- **I**ntroduce the word
- **P**rovide a Student-Friendly Explanation
- **I**llustrate with Examples
- **C**heck for understanding
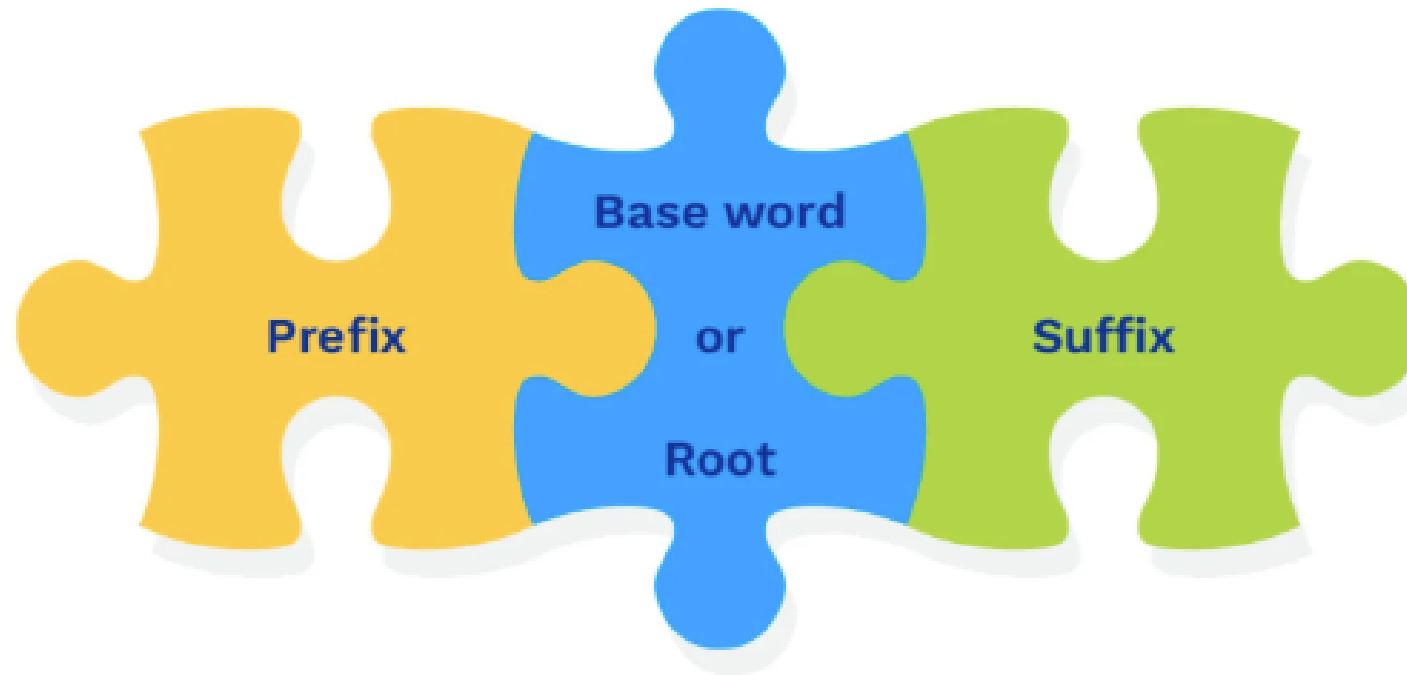
Archer, 2011

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5.0 Morphology

Morphemes

- Free Morpheme: Can stand alone
- Bound Morpheme: Must be attached to another morpheme

Word Parts That Carry Meaning

Prefix

Base word
or
Root

Suffix

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Building Morphological Awareness

unreliable
not able to be trusted

un
(prefix)
negative, not

rely
(base word)
depend on with trust

able
(suffix)
capable of

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Morphology in Practice

- Suffix -s, -es
  - More than one

- A picture sort
  - A set of singular objects and a set of plural objects (pictures that show one thing and more than one thing)

- Decodable word sort
  - Hat/hats, vest/vests, cub/cubs

Gillis, & Eberhardt, 2018

Morphology in Practice Continued

- Suffix -s, -ed
  - tense

- A sort based on tense
  - Happening now vs. Already happened
  - He jump**s** vs. He jump**ed**

- A sort based on the "sounds of ed"
  - -ed pronounced "id" – melted
  - -ed pronounced "d" – called
  - -ed pronounced "t" - fished

Gillis, & Eberhardt, 2018

6.0 Vocabulary Instruction: When and Where?

Read Aloud Routine

- Before Reading
    - Select high-quality text
    - **Vocabulary instruction**
- During Reading
    - Ask text-dependent questions
- After Reading
    - Retelling a story with all story elements
    - Story grammar

Moats & Tolman, 2019

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Vocabulary Instruction Across All Content Areas

- Math, Science, Social Studies

- Physical Education, Art, Media

- Lunch and Recess

- Implement the IPIC Routine in any content area instruction

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7.0 Resources and Supports

English Learners

- Learning a second language is complex and challenging cognitive and social task for ELs

  - For ELs, receptive language typically develops first

- Overall Instructional Goal: Making language comprehensible

  - Small group instruction

  - Providing high contextual support – non linguistic representations

  - Build background knowledge

  - Make connections between students L1 and English

  - Concrete examples and non-examples

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