



Title: The Language of Reading & Spelling: Sounds, Symbols, & Meanings
Language Essentials for Best Practices – Part 4

Audience: All K-12 educators, language and literacy specialists, and administrators

Instructional Level: Intermediate

Course Description:

Reading, writing, and spelling – it’s about oral language and building the brain for literacy! Success in reading, writing, and spelling requires a systematic way of learning, practicing, and applying knowledge about sounds, letters, and meanings of spoken and written words. Whether you’re a classroom teacher new to the study of language structure or a seasoned specialist, this course will provide essential knowledge and tools to more effectively deliver structured word study instruction. *In this module, we focus on meanings – the morphology – of words and word parts in spoken and written language.*

Morphological awareness begins developing relatively early in childhood and continues to strengthen over the elementary and later school years. Although some experts initially suggested that students first demonstrate awareness of morphemes during the mid-elementary school years, more recent research has revealed that young students demonstrate at least implicit awareness of morphology as early as kindergarten and first grade.

Morphological awareness uniquely predicts literacy skills and, in some cases, morphological awareness is the sole or strongest predictor for reading and spelling ability perhaps because it requires a concomitant focus on sound, letter pattern, and meaning. For all students, including students with language-based learning disabilities, the addition of morphological awareness support is an important instructional component that is found to significantly improve word identification and reading decoding, as well as vocabulary development and reading comprehension throughout the school years.

In this webinar, you’ll become more familiar with written English as a morphophonemic system, acquire a working definition of morphological awareness, examine different models for the development of morphological awareness, and become familiar with different types of morphemes and morphological transparencies and their impact on student learning.



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You'll also explore different ways to formally and informally assess a student's morphological awareness so you can deliver tailored instruction and intervention. You'll be inspired with specific activities and ideas for instruction that you can immediately put into action to improve comprehension at the word, sentence, and passage levels and to improve spelling of more complex, multi-morphemic words to support higher level, more-literate style written compositions.

Key Benefits of Attending:

1. *Acquire knowledge about the role of morphological instruction in the development of reading and spelling skills.* Understand different theoretical views on the acquisition of morphological awareness and how these views impact when we begin to teach morphological awareness.
2. *Begin the inclusion of morphological awareness when targeting reading and spelling skills.* Gain insights into the variety of ways to assess morphological awareness

Learning Objectives:

1. Define morphological awareness and give examples of varying ways students can demonstrate their skills with this metalinguistic skill.
2. Explain the role of morphological awareness in students' developing reading and spelling skills.
3. Distinguish between inflectional and derivational morphemes and how each might contribute to students' developing morphological awareness.
4. Explain the basic tenets of stage and repertoire theories and how research supports the repertoire theory when discussing the development of morphological awareness.
5. Explain a few means for assessing and instructing morphological awareness for students as well as factors that may influence students' performance on morphological awareness assessment and instructional/intervention tasks.

