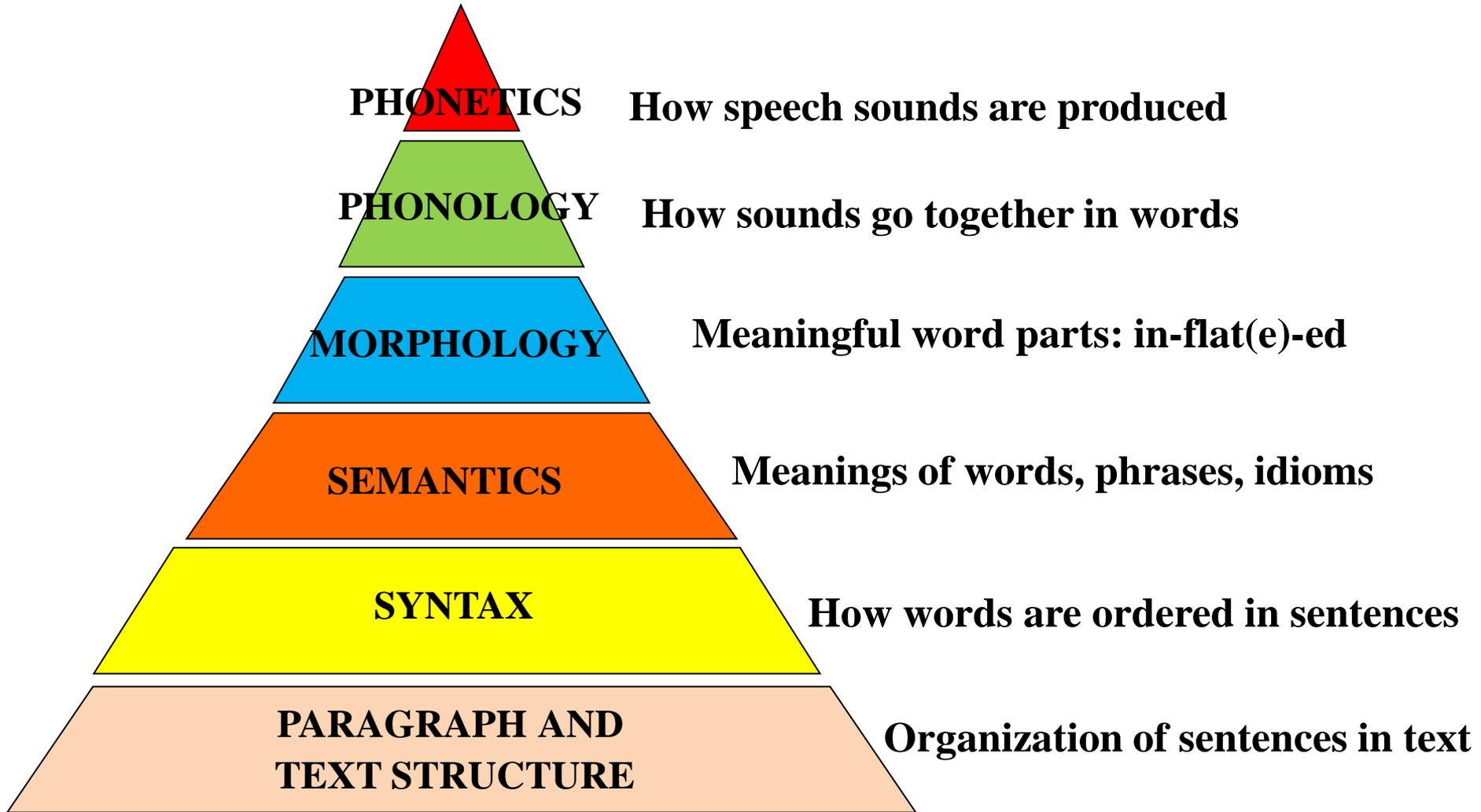


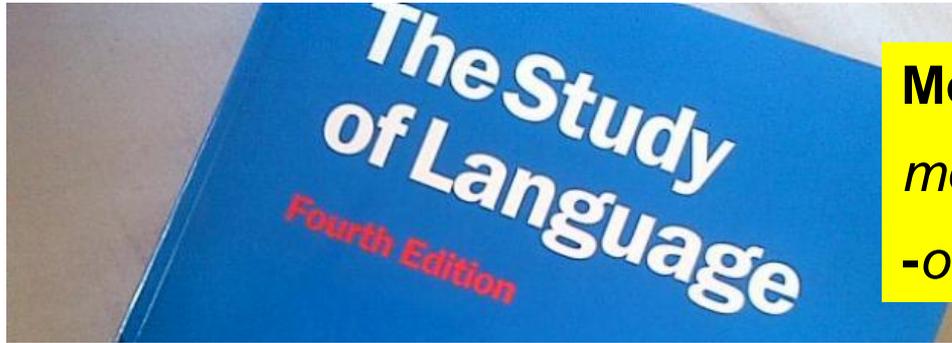


Morphology in a Minute

Building a Language Foundation



Building a Language Foundation



Morphology comes from the Greek:
morphe- meaning form
-ology -meaning the study of

MORPHOLOGY

- ✓ structural analysis
- ✓ word analysis
- ✓ morphemic analysis
- ✓ morphological problem solving

Key Ideas

- Morphology is the system by which morphemes combine to construct and represent the meaning of words.
- English spelling uses consistent spellings of morphemes even when pronunciation shifts. (heal, health)
- Morphology provides cues of word meanings, influences grapheme-phoneme correspondences, governs spelling changes due to suffixing, and marks the grammatical roles of words.



Do you know these terms?

	No	Some	Yes
prefix			
affix			
derivational suffix			
inflectional suffix			
base			
root			
derivations			
morphological family			
morphological awareness			
morpheme			

Some Terminology

A **morpheme** is the smallest unit of meaning in a word.

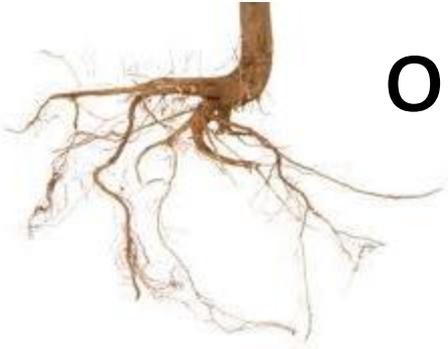
Common English Morphemes:

roots: inspector, phonics

base word: unlikely, light, house

prefix: re-, un-, dis-
suffix: -able, -ive, -ly

} affixes



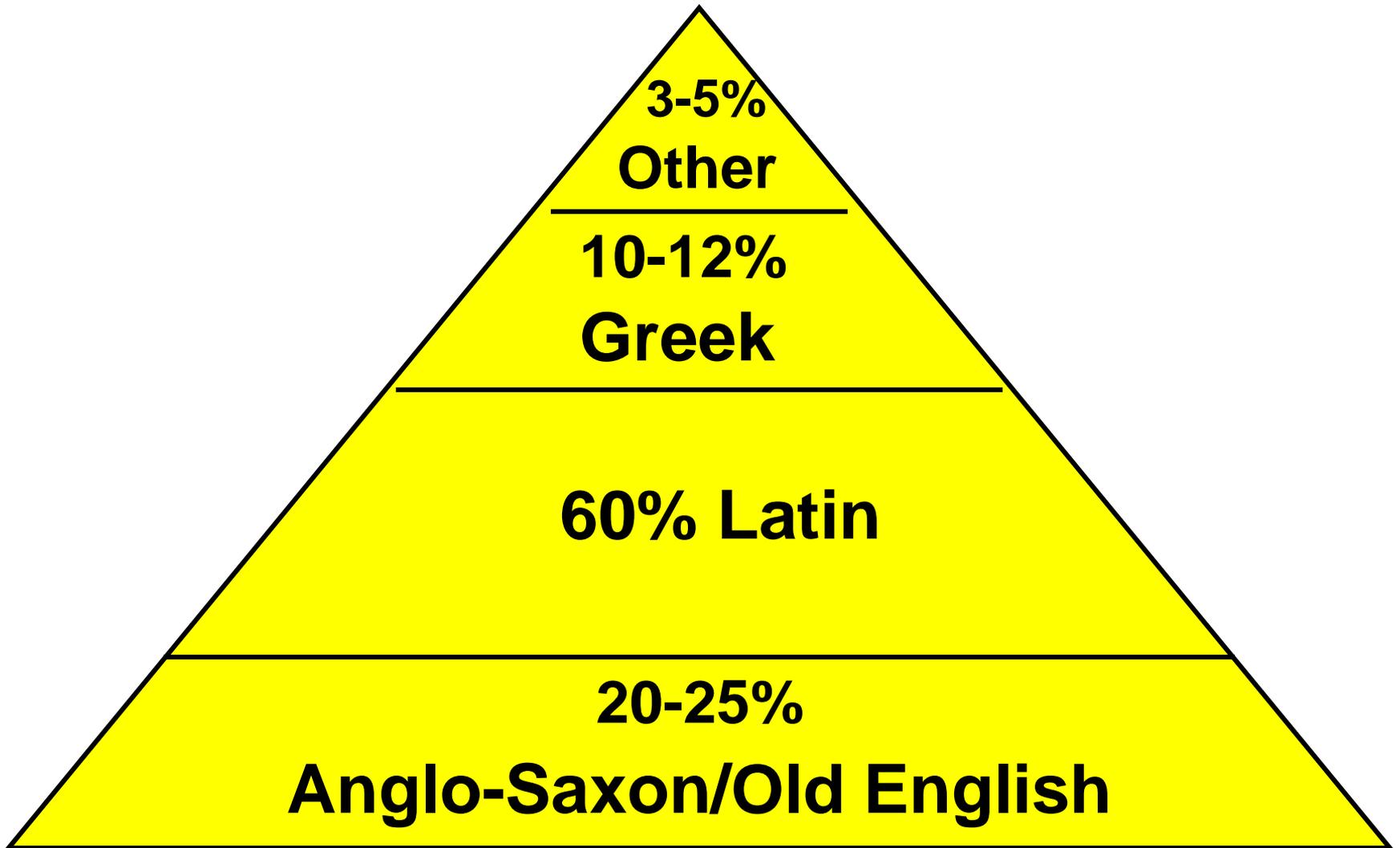
or



A **root** is the basic element of a word and the foundation upon which word meaning is built. Some roots may function as words without additional elements. However, most require the addition of an affix or an additional root to be complete.

A **base word** is a word that does not have any other words added to either the beginning or end of the word. It has meaning with or without additional elements.

Layers of English



From Layer To Layer

600- 1100

OLD ENGLISH

Anglo-Saxon

Usage:

Words for common,
everyday things.

Features:

- Short, one-syllable words, sometimes compounded
- Use of vowel teams, silent letters, digraphs, diphthongs in spelling
- Irregular spellings

1100-1500

Middle English

1500 - Present

Modern English

From Layer To Layer

600- 1100

OLD ENGLISH

Anglo-Saxon

earth

fire

love

cow

red

mother

coat

toe

1100-1500

Middle English

1500 - Present

Modern English

From Layer To Layer

600- 1100

OLD ENGLISH

Anglo-Saxon

earth

fire

love

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red

mother

coat

toe

1100-1500

Middle English

Latin

Usage:

Content words found in text of social sciences, traditional physical sciences, and literature.

Features:

Multisyllabic words with prefixes, roots, suffixes

1500 - Present

Modern English

From Layer To Layer

600- 1100

OLD ENGLISH

Anglo-Saxon

earth

fire

love

cow

red

mother

coat

toe

1100-1500

Middle English

Latin

terrain

ignite

aquatic

mammal

contemplate

mandible

biography

hostility

1500 - Present

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1500 - Present

Modern English

Greek

Usage:

Philosophical, mathematical,
and scientific terminology

Features:

- Spellings **ph** for /f/, **ch** for /k/, and **y** for /ÿ/

- Constructed from combining forms, similar to English compounds

From Layer To Layer

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Anglo-Saxon

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1100-1500

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Latin

terrain

ignite

aquatic

mammal

contemplate

mandible

biography

hostility

1500 - Present

Modern English

Greek

geographic

pyre

hydrogen

agnostic

decathlon

agoraphobia

catatonic

chlorophyll

From Layer To Layer

concrete



abstract

Primary



4th – 7th



7th – 12th

Anglo-Saxon

earth

fire

love

cow

Latin

aquatic

mammal

contemplate

mandible

Greek

decathlon

agoraphobia

catatonic

chlorophyll

From Layer To Layer

concrete



abstract

Primary



4th – 7th



7th – 12th

Latin

aquatic

mammal

contemplate

mandible

12 Latin Roots + graph or
ology = clues to more than
100,000 words

How to use affixes to learn:

Two components to word attack: Phonics and Structural Analysis

1. Phonics helps us recognize the relationship between sounds and symbols.
2. Structural analysis deals with morphological units that determine meaning.
 - ✓ When students are already familiar with the pronunciation of a prefix, suffix, or root word, they have a head start on new words they may not know.
 - ✓ Students can determine meaning more easily if they already know the meaning of an affix, such as anti- (against).
 - ✓ Students will find knowledge of affixes helpful when spelling; even with variations in spelling (ant-,ent-), knowing affixes will provide clues to spelling words such as *anterior*.

→ Morphological awareness is “the ability to reflect upon and manipulate morphemes and employ word formation rules in ones language.”

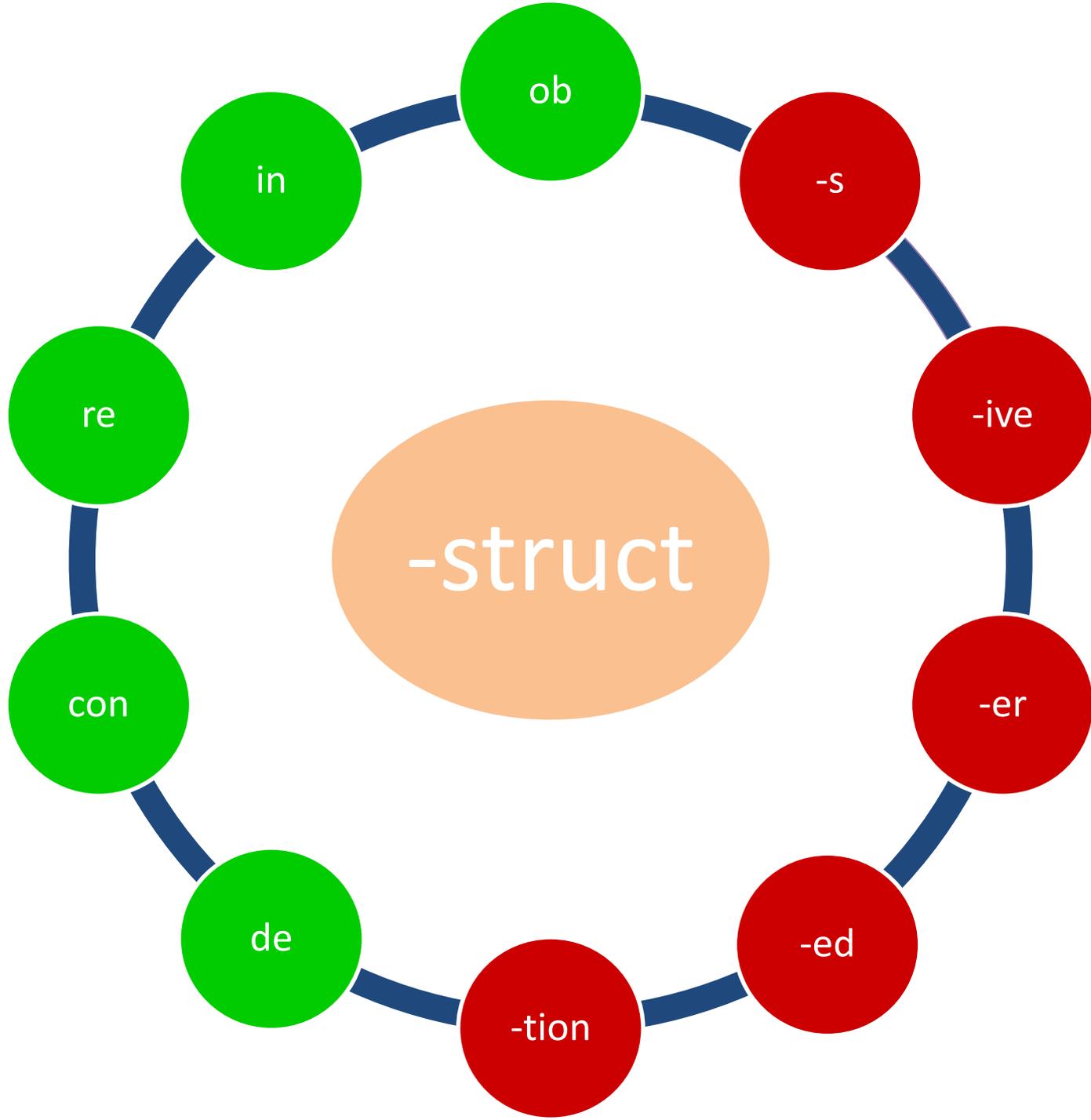
Affix the Affix to the Base
Affix the Prefix to the Base
Affix the Suffix after the Base

→ Morphologically related words share a similar form and meaning

govern, governs, governed, governing,
governor, governable, ungovernable,
government, governability, government,
antigovernment

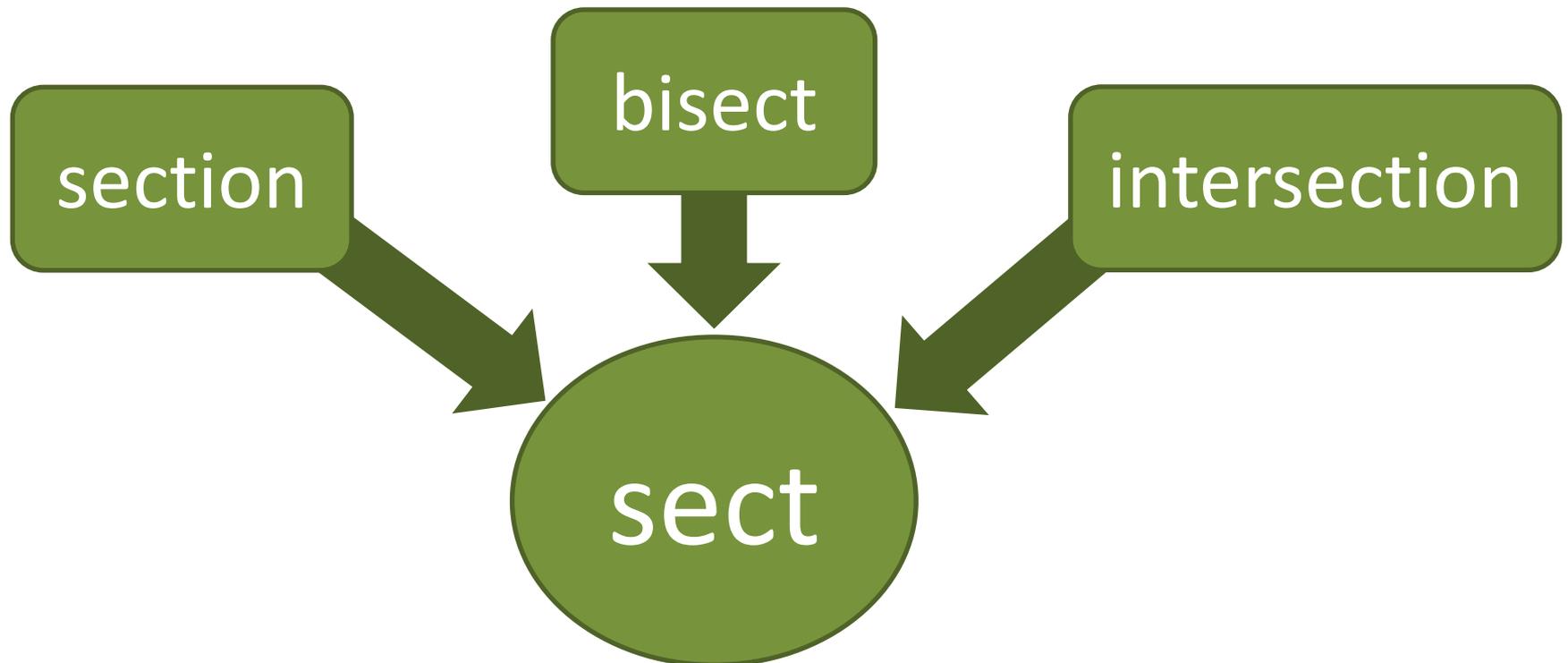


Morphological Family



For every word known by the average reader who utilizes morphemic and contextual information, an additional one to three words should be understandable.

(Nagy and Anderson, 1984)



Prefixes

- Prefixes are parts of words that appear before root words and change the meaning of the word.
- Four major prefixes account for 58% of all prefixed words in elementary school materials: *un-*, *re-*, *dis-*, and *im-* (or *in-*)
- It's also important to note that 87% of all words that have prefixes will also have suffixes.

interior	exterior
posterior	anterior
ulterior	deteriorate



gress: Latin root “to step”

pro (forward)	pro gress	step forward
re (back, again)	re gress	step back
con (with, together)	con gress	step together
di (away from)	di gress	step away
trans (across)	trans gress	step across
e (out)	e gress	step out

Does it have a prefix?

redo	red	rescue
rebuild	rest	rewind
repeat	return	remind

prefix **re-**

not prefix **re-**

Suffixes

Suffixes may extend or change the basic meaning of the root word.

Extend

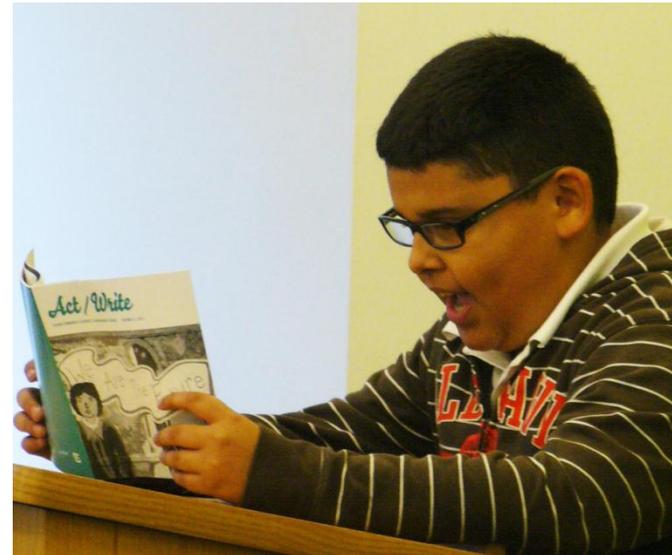
- Inflectional suffixes can modify the tense of the words.
to jump → jumps, jumped, jumping
 - The suffixes *-s*, *-es*, *-ed*, and *-ing* account for 62 % of all suffixed words

Change

- Derivational suffixes can change the part of speech.
please → pleasant, pleasantly, pleasurable
 - The suffixes *-able* (or *-ible*), *-ness*, and *-ly* make up 27% of all suffixed words.

“An average sixth grader should be able to infer about 60% of the word meanings in printed school texts, through their knowledge of morphemes applied in context.”

Nagy & Anderson, 1984



The Outside-In Strategy

1. Look outside the word at context clues.
2. Look inside the word for meaningful bits, or draw an analogy to a similar word.
3. Combine the clues.
4. Test your hypothesis—try the idea in the sentence.

Common Kinds of Context Clues

- A definition, usually offset by commas or dashes (an appositive)
 - A balloonist, the pilot of a hot air balloon, avoids sultry days.
- A synonym or a rephrasing
 - It was sultry, very hot and humid indeed.
- An antonym
 - The weather was sultry, not cool and crisp.
- An example
 - The day was sultry; it felt like a bathroom after a hot shower.
- Generally helpful context
 - It was a sultry day. The day was very hot and humid. If you moved at all, you would break out in a sweat. It was one of those days to drink water and stay in the shade. (from Baumann et al., 2007, p. 117)
- Common signal words
 - which is, in other words, also known as, also called, that is, or, for example, such as, but, in contrast, however, etc.

Outside-In Strategy

pneumonoultramicroscopicsilicovolcanoconiosis

1. **Look outside the word** at context: In the coal mine, the air felt stifled and dusty. The miners coughed, suffering from pneumonoultramicroscopicsilicovolcanoconiosis. Many of them died.

Outside-In Strategy

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2. **Look inside the word** for known word parts:
pneumono ultra microscopic silico volcano coni osis

Outside-In Strategy

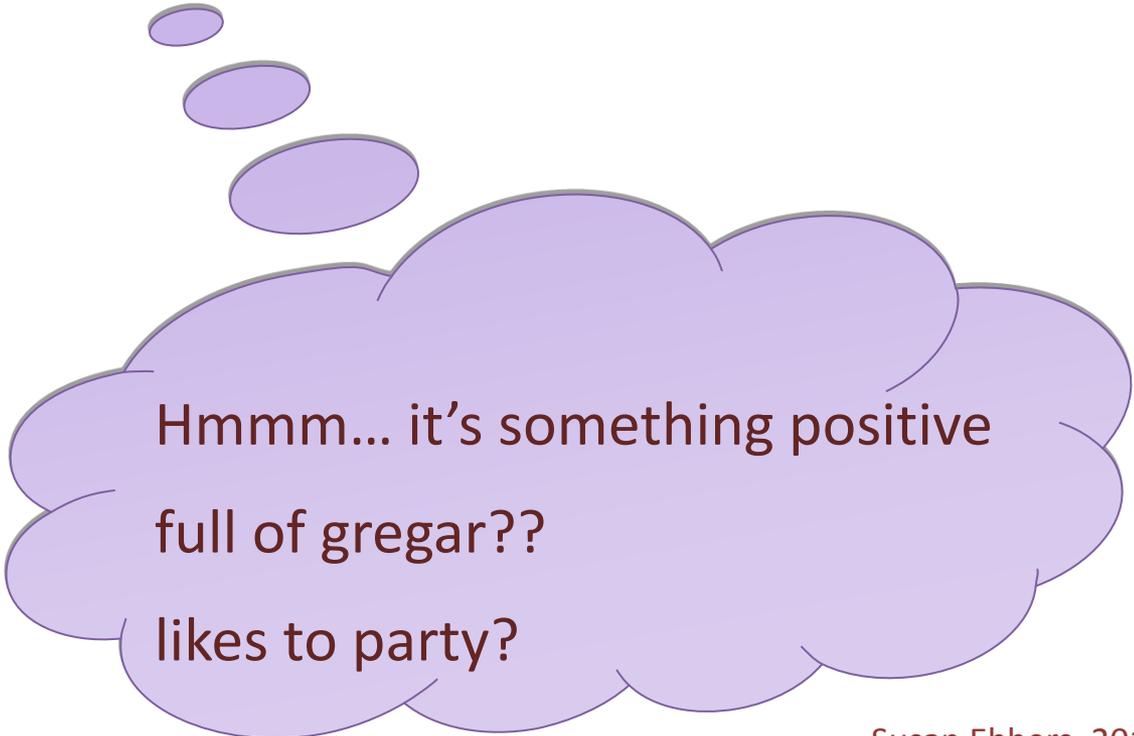
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2. **Look inside the word** for known word parts:
pneumono ultra microscopic silico volcano coni osis
3. **Use the analogy strategy:** “I don’t know this sickness, but I know pneumonia and I know volcano, so by analogy, this sickness might have something to do with lungs and heat—maybe they are inflamed.”

Degrees of Reliability

Joe and Stan arrived at the party at 7:00. By 9:30, the evening seemed to drag for Stan. But, Joe really seemed to have a good time at the party. “I wish I could be as gregarious as he is,” thought Stan.

*Adapted from Bringing Words to Life,
Beck, McKeown, and Kucan, 2002*

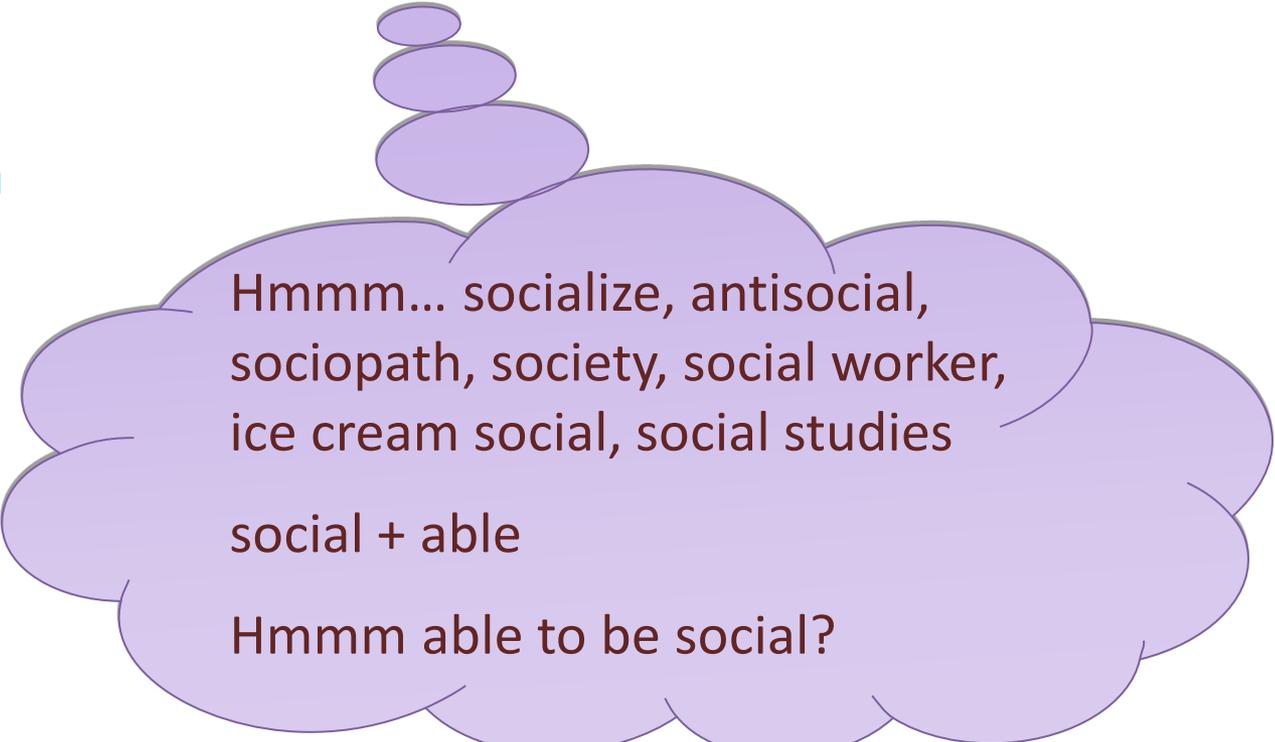


Hmmm... it's something positive
full of gregar??
likes to party?

Degrees of Reliability

Joe and Stan arrived at the party at 7:00. By 9:30, the evening seemed to drag for Stan. But, Joe really seemed to have a good time at the party. “I wish I could be as **sociable** as he is,” thought Stan.

Works best with
parsable words



Hmmm... socialize, antisocial,
sociopath, society, social worker,
ice cream social, social studies

social + able

Hmmm able to be social?

Table Talk

“It is hard to overstate the importance of morphology in vocabulary growth”

(Nagy & Scott, 2000, p. 275)



Power in English Language

Dr. Larabee: Where do you think big words come from?

Akeelah: People with big brains?

Dr. Larabee: So where do big words come from? From little words... Greek ones, Latin ones, French ones.

“You’ll win by using my methods, by first understanding the power of language, then by deconstructing it! Breaking it down, to its origin...to its roots. You will consume it, you will own it!”





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