

Exploring Vocabulary and Morphological Interventions and Activities
(young child through adolescents)
Handouts for KSHA 2019

Presenter: Cathy Alexander, MA CCC-SLP
Email: Cathy@KidsVocabulary.com

Young Child:

Conversations between children and parents were the most influential contributors to vocabulary before school entry (Hart & Risley, 1995).

Children learn word meanings indirectly in three ways:

1. Daily conversations and oral language experience with adults and other children
2. Listening to adults read to them
3. Reading extensively on their own

National Reading Panel (NRP) defined explicit vocabulary instruction as that which provides children with direct definitions and other attributes of words to be learned

Verbal Interaction between preschool teachers and children tend to be related to concrete, routine matters (Dunn, Beach, & Kontos, 1994)

Ways to Select Target Vocabulary Words:

- 1) Words Worth Teaching, Closing the Vocabulary Gap by (Biemiller, 2010)
- 2) Tiers of Vocabulary (Beck et al., 2013)

2 Key Professional Development Books for Vocabulary Intervention:

- 1) Building Background Knowledge for Academic Achievement, Research on What Works in Schools by Robert J. Marzano
- 2) Creating Robust Vocabulary, Frequently Asked Questions and Extended Examples by Beck, McKeown, and Kucan

Vocabulary Instruction that does NOT work:

- 1) Copying definitions from dictionaries
- 2) Memorizing definitions
- 3) Unplanned vocabulary teaching “teachable moments”

Comprehensive Vocabulary Development Program:

- 1) Lexical Depth (Synonyms, Antonyms, Word Sorts, Similarities and Differences)
- 2) Use the target vocabulary word in a sentence
- 3) Morphology
- 4) Phonology
- 5) Context
- 6) Active Engagement and Visual Imagery
- 7) Repetition
- 8) Definition
- 9) Demonstration

Acronym: LUMP CARDD

Vocabulary and Reading:

The National Reading Panel (NRP, 2000) identified vocabulary as 1 of 5 key components of reading instruction.

Encouraging children's exposure to novel words outside of the book reading context may prove helpful for promoting flexible and generalized use of target words (Kaderavek & Justice, 2002).

Adequate reading comprehension depends upon a person already knowing 90-95% of the words.

When the word is not in the learner's oral vocabulary it will NOT be understood in print.

Although children have extensive vocabularies prior to reading, **reading** is the most important mechanism for vocabulary development as they get older. (Anderson & Nagy, 1992)

Morphology:

Approximately **60%** of new words acquired by school-age children are morphologically complex (Anglin et al., 1993)

Beginning in the upper elementary grades, textbooks are filled with morphologically complex words. (Nippold & Sun, 2008)

Windsor and colleagues found that –ed performance was an area of **striking difficulty** in children with language disorders written samples

Finestack & Satturlund (2018) conducted an online survey of 338 SLPs to examine procedures SLPs used to target grammatical forms.

Results indicated the following:

Targets: Plural-s, Present Progressive, Past Tense verbs, Pronouns, Possessives

Procedures: Modeling, Recasts, Requests Imitation, Explicit Presentations

Activities: Play with toys, conversation, and book reading

Acronym for grammatical interventions:

MRS. I

Modeling – the child merely listens to the target structure, the child is not required to respond

Recasts – repeat the child’s utterance but in the corrected form

Saliency – Used to make the grammatical targets stand out e.g., make the target form louder, longer and make dynamic pitch changes. Alter context: repeat grammatical target at the end of a phrase/sentence and force a contrast so the target form is highly informative.

Imitation –Elicited imitation is far more intrusive than the other techniques. Imitation can be made with alternating targets.

Combined grammar facilitation approaches were more effective when embedded in a story context rather than presented in a decontextualized way. (Gillam et al., 2012)

Carlisle’s 4 Approaches to Morphological Instruction

1. Heighten awareness of word’s morphological structure
2. Teach meaning of affixes and base words
3. Foster morphological problem solving
4. Teach morphological analysis to build reading vocabulary

Base word is a word in its simplest form. A base word has nothing added to it.

Root word is a semantic unit – it is a group of letters with meaning.

Sample Morphology IEP Objectives:

Student will identify affixes (prefixes and suffixes) and root words in multisyllabic words with 85% accuracy with minimal cues.

Student will define affixes (prefixes and suffixes) and root words in multisyllabic words with 90% accuracy with moderate cues.

Student will determine the meaning of targeted grade-level academic words by identifying their roots and affixes, explaining the meanings, and using them in a correct sentence with 80% accuracy over 2 sessions.

Cathy Alexander, MA CCC-SLP

Cathy@KidsVocabulary.com