

Morphemic Analysis Strategy

Practice-Based Activity

This activity is designed to be paired with the *Effective Morphology Instruction for Secondary Students Across Content Areas* slide deck.

Purpose: to provide participants with the opportunity to plan a Morphemic Analysis Strategy lesson and receive feedback from colleagues

Participant materials: a text or vocabulary list from an upcoming lesson in the participant's content area or the sample text, *How Cells Are Built and How They Move What Matters*, access to the the Explicit Morphology Instruction Fidelity Checklist: Lesson 3, the Morphemic Analysis Graphic Organizer, the Morphemic Analysis Lesson Teacher Planning Sheet, and a pen or pencil

Facilitator materials: slide deck, copies of the Morphemic Analysis Graphic Organizer, copies of the Morphemic Analysis Teacher Planning Sheet, copies of the Explicit Morphology Instruction Fidelity Checklist: Lesson 3

Directions

- Design a morphemic analysis lesson using the text *How Cells Are Built and How They Move What Matters* or a selected content-area text.
 - Identify 3 high-utility word(s) following the prefix-root-derivational suffix structure that could be used to teach the Morphemic Analysis Strategy. Use the high-utility morphemes lists to find words that contain high-utility morphemes. Use the Word Dissector app to check the morphemes contained in the word.
 - Write a clear goal statement.
 - Script your think-aloud for modeling the application of the strategy to one of the selected words using the Morphemic Analysis Graphic Organizer.
- With a partner, practice stating your goal and modeling completing the Morphemic Analysis Strategy with the graphic organizer.
- Provide feedback to your partner using Steps 1 to 4 of the Explicit Morphology Instruction Fidelity Checklist: Lesson 3.

Potential Participant Questions and Answers

- "How can I select appropriate words to model the Morphemic Analysis Strategy?"

Introduce morphemic analysis with words containing a prefix, root, and derivational suffix, such as "transportation." Then, gradually introduce words with varied morphemic structures, such as words with a prefix and root, words with multiple roots, or words with inflectional suffixes.
- "Where in your lesson or unit would it make the most sense to introduce the Morphemic Analysis Strategy: before reading, during reading, or after reading?"

The Morphemic Analysis Strategy is usually introduced before reading to prepare students for complex vocabulary. It can be reinforced during reading as students encounter and apply the strategy to unfamiliar terms in context. This approach supports comprehension while promoting independent word learning.

- “Can I apply the Morphemic Analysis Strategy in other content areas?”

Morphemic analysis can be applied across content areas, including science, social studies, and mathematics. This will help students decode and understand academic and content-specific vocabulary.

Facilitator Questions

- How did your selected words support understanding/comprehension of the content-area text?
- In what ways did the think-aloud make the Morphemic Analysis Strategy explicit for students?
- How might you adjust this lesson to better support diverse learners?

Morphemic Analysis Lesson Teacher Planning Sheet

Step 1: Select 2–3 high-utility words for review and new target words to teach from a selected text related to the lesson.

- a) *Select three high-utility words that could be used to teach the Morphemic Analysis Strategy. Check the words' morphemes using the Word Dissector app. Make sure the words are suitable for modeling the strategy and follow the prefix-root-derivational suffix structure.*

Selected Target Words	Morphemes (Prefix-Root-Suffix)

- b) *Identify one of the words above to use in the modeling portion of a morphemic analysis lesson. Analyze this word using the Word Dissector app to ensure it is appropriate for modeling the strategy and follows a prefix-root-derivational suffix structure.*

Target Word	Morphemes (Prefix-Root-Suffix)

Step 2: Write a clear goal statement for your morphemic analysis lesson.

Draft a goal that names what the new strategy is (i.e., Morphemic Analysis Strategy), what it means, and why it matters.

Lesson Goal Statement

Step 3: Script your think-aloud for modeling the Morphemic Analysis Strategy.

Draft what you will say to your students as you complete the Morphemic Analysis Strategy with your target word, selected in Step 1, Part B. Be sure to model each step of the strategy, as well as the completion of the Morphemic Analysis Graphic Organizer.

Script**Part 1: Break Down the Word (Steps 1–3 of the Morphemic Analysis Graphic Organizer)**

Identify the prefix, root, and suffix, explain the meaning of each morpheme, and name the word's part of speech.

Part 2: Put the Parts Together (Steps 4–5 of the Morphemic Analysis Graphic Organizer)

Combine the morpheme meanings to determine the whole-word meaning, then apply the word in a sentence and check whether it makes sense.

Step 4: Practice modeling the Morphemic Analysis Strategy with a partner and seek feedback on your teaching.

Take turns practicing two key parts of your implementation of the Morphemic Analysis Strategy with a partner: stating the goal and modeling with the graphic organizer. Your partner will act as an observer and use the Explicit Morphology Instruction Fidelity Checklist: Lesson 3 (Steps 1–4) to provide feedback.

After each partner presents, use the space below to record feedback and plan revisions.

Notes

How Cells Are Built and How They Move What Matters

You may know that cells make up organisms, but what are cells, really? A cell is a tiny living unit made up of many parts. Let us begin with the cytoplasm, which is filled with cellular fluid as well as nutrients and proteins—important things that the cytoplasm can transport throughout the entire cell to support its functions. This constant transportation of materials helps the cell stay balanced and healthy, almost like an efficient exporter moving supplies where they are needed.

The cytoplasm is confined within a thin cell membrane. The cell membrane holds the cell together and helps control the transmission of materials into the cell. For instance, the cell membrane may let in nutrients, such as salt and sugar, but not the toxic molecules produced by bacteria. In this way, it acts as a barrier against obstructive substances that could harm the cell. Some cells also have something called a “cell wall,” a rigid structure that is thicker than the cell membrane and that protects the inside parts of the cell. This wall is constructed from strong materials that help the cell maintain its shape, almost like the construction of a sturdy building.

There are two main kinds of cells, which have both common features and some differences. Prokaryotic cells, such as those that make up bacteria, are extremely simple: They are composed of cytoplasm, a cell membrane, and a few other basic things that they need to survive. Eukaryotic cells are the type that make up organisms such as plants and animals. These cells are complex and contain lots of organelles, small structures floating in the cytoplasm that perform unique jobs. Each eukaryotic organelle is surrounded by its own membrane and has a specific function to keep the cell running.

The nucleus is an organelle, and its role is to store genetic material. The mitochondria are another kind of organelle, and they make energy that the cell can export to other areas where it is needed. Cells often have many mitochondria. Chloroplasts are special organelles found in plants as well as some algae. Chloroplasts perform photosynthesis, which helps plants use sunlight to produce sugar—a process that also supports the plant’s growth.

A cell can exist on its own as a single-celled organism, or it can join together with a group of other, similar cells to form a tissue. Groups of tissues can come together to create larger systems, such as the organs in our bodies. These systems are carefully structured so that each part works together.

Cells are diverse, but they have some of the same key components. Without cells, we would not be alive!