




## ***Striving Readers and Vocabulary through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades Alignment***

### ***Striving Readers Grant Overview:***

*Striving Readers* is a discretionary grant program designed to fund new reading initiatives, or the expansion of existing initiatives that will help our nation build a strong scientific research base identifying essential components of effective adolescent literacy models, and replicable school- and classroom-level strategies that raise the reading achievement of struggling middle and high school students. The *Striving Readers* grant is akin to *Early Reading First* for early childhood and *Reading First* for K-3 elementary students. Title I eligible schools, particularly those at risk of failing to meet AYP requirements under *NCLB*, are eligible to apply for the *Striving Readers* grant. The full grant application can be obtained at <http://www.ed.gov/programs/strivingreaders/applicant.html>.

It is expected that the desired outcomes of the *Striving Readers* grant will be achieved by addressing three overarching grant goals:

<b><i>Striving Readers Grant Desired Outcomes</i></b>	<b><i>Expected to Be Achieved Through</i></b>
<b>Goal 1</b> <b><i>Enhance the overall level of reading achievement</i></b> in middle and high schools through improvements to the quality of literacy instruction across the curriculum.	 <b><i>School level strategies designed to increase reading achievement for students.</i></b> These strategies must include, at a minimum, needs assessment, professional development, and a process for monitoring student performance.
<b>Goal 2</b> <b><i>Improve literacy skills</i></b> of struggling adolescent readers.	 <b><i>Intensive, targeted intervention for struggling readers</i></b> (i.e., students who read at least two years below grade level, including limited English proficient students and students with disabilities).
<b>Goal 3</b> Help <b><i>build a strong, scientific research base</i></b> around specific strategies that improve adolescent literacy skills.	 A project evaluation that includes <b><i>a rigorous experimental research evaluation of the intensive, targeted intervention for struggling readers.</i></b> The evaluation of the intensive, targeted intervention must include a randomized control trial. There must also be <b><i>a rigorous evaluation of the school-level strategies designed to increase reading achievement for students</i></b> by integrating enhanced literacy instruction throughout the curriculum and the school. The evaluation of the school-level strategies may, but need not, include a randomized control trial.

### ***How Vocabulary through Morphemes Aligns With and Supports Striving Readers:***

The *Striving Readers* grant application includes nine key components (Page 2) that have been derived from recent publications by literacy experts and practitioners regarding recommended elements that

A Cambium Learning™ Company

should be included in efforts to help middle and high school students master reading skills and comprehension. The chart on the following pages outlines the manner in which *Vocabulary through Morphemes* addresses eight of the nine bulleted elements.

**Brief Overview of Vocabulary through Morphemes**

*Vocabulary through Morphemes* is an intensive intervention tool for struggling readers in middle and high school. It was designed to help students succeed and move from struggling, to striving, to thriving readers. It is used effectively in secondary schools today for that purpose.

*Vocabulary through Morphemes* supports teaching and learning of four of the five essential components of reading recommended by the National Reading Panel (NRP): phonics, vocabulary, fluency, and comprehension. The intervention also includes instruction in spelling and parts of speech. English language learners are strongly supported through the Latin roots (cognates), engaging activities (sorting, word building, and word webs), and suggestions for partner collaboration.

**Curriculum Goals:**

- Improve phonics/decoding: Chunk words into their morphemes: prefix, root or base, suffix
- Improve spelling: Learn to spell common roots and affixes and how to combine them
- Improve fluency and automatic word recognition: Repeated practice of related derivations
- Improve vocabulary: Morphemic analysis and the analogy method
- Improve vocabulary: Learn the meaning of high frequency prefixes and roots
- Improve vocabulary: Study analogies, related word families, and synonyms and antonyms
- Improve comprehension and grammar: Analyze derivational suffixes as related to function and syntax to aid comprehension
- Improve comprehension: Read derivations in the context of academic and specialized vocabulary
- Improve comprehension through application to context provided within *Vocabulary through Morphemes* as well as application to all content area reading materials
- Assist English language learners: Relate English words to cross-language cognates. Teach the fundamental Latin and Greek roots that are found in both English and Spanish.

<b>Striving Readers Element</b>	<b>Vocabulary through Morphemes Alignment</b>
Extended learning time for literacy	<i>Vocabulary through Morphemes</i> has been used successfully in summer school programs as well as in before or after school programs. Complete materials and clearly described lesson plans make it easy for anyone to teach. Practice pages are effective for home study.
Direct, explicit instruction in comprehension	<p>Before students can comprehend passages, they must be able to understand sentences. <i>Vocabulary through Morphemes</i> provides a great deal of practice with understanding phrases and sentences that are expository in nature. Instruction in syntax through parts of speech (derivational suffixes) better equips students to understand sentences.</p> <p><i>Vocabulary through Morphemes</i> provides some (limited) connected text (paragraphs, and/or passages) as another platform for comprehension application. Lesson #1 (prefix <i>re-</i>) calls for the study of context clues and asks students to share prior knowledge.</p> <p>Fluency, vocabulary, and comprehension are highly correlated. By improving</p>

<b>Striving Readers Element</b>	<b>Vocabulary through Morphemes Alignment</b>
	<p>fluency and vocabulary, comprehension improves. <i>Vocabulary through Morphemes</i> is effective in improving these two key areas. <b>Elbro &amp; Arnbak (1996); Arnbak &amp; Elbro (2000)</b> determined that morphological awareness training (learning prefixes, roots, and suffixes) significantly increased both comprehension and spelling of complex words in dyslexic readers in fourth and fifth grade. In a study with older secondary students, they found that "dyslexic adolescents use recognition of root morphemes as a compensatory strategy in reading both single words and coherent texts."</p>
<p>Modeling of reading and thinking strategies for comprehension</p>	<p>Teachers model (as a Think-aloud) the strategy of analogy as well as the <i>Look inside—Look outside</i> strategy for helping students to comprehend difficult vocabulary in context. Lesson plans call for teachers to help students apply context clues as well as morphemic clues to comprehend the sentence.</p>
<p>Cooperative learning and discussion of texts among students</p>	<p>Lesson plans suggest that students collaborate in groups of two for a variety of learning activities and reinforcement games. Several suggestions are listed: partner study teams, partner quizzing, partner "word invention" predictions, word building games, sorting activities, etc. Several lessons suggest that students work together to analyze simple analogies. One example (prefixes <i>trans</i> and <i>dia</i>): students work in groups to analyze challenging vocabulary and a spokesperson reports out. Whole class cooperative reinforcement games and activities are also provided.</p>
<p>Self-selected reading at students' ability levels to build motivation</p>	<p><i>Vocabulary through Morphemes</i> does not include leveled readers but it does provide more advanced practice pages to be used with students at a higher skill level. It also provides optional "challenge" sections in some of the lesson plans. For example, the introductory lesson provides the teacher/students with a choice on how to teach/learn the basic history of the English language. For more advanced readers, the information is provided in expository passage form. For less advanced readers, the information is provided in a time-table and the activity suggests the construction of a time-line.</p>
<p>On-going progress monitoring</p>	<p>Blackline masters are provided for ongoing practice and progress monitoring. Some are in the form of simple assessments.</p>
<p>Age appropriate and diverse reading materials</p>	<p><i>Vocabulary through Morphemes</i> provides students with access to age appropriate vocabulary: content area terminology, academic vocabulary, tier II and III vocabulary. The phrases, sentences, and passages gradually become longer and more difficult as new affixes and roots are acquired. The topics cover a range of subjects, primarily expository in nature.</p>
<p>Interdisciplinary, classroom-based efforts to focus on literacy</p>	<p>Words with Latin and Greek roots are common in science and social studies (Bear et al., 1996; Henry, 1988). <i>Vocabulary through Morphemes</i> was written with content area reading in mind. Nearly all of the context is expository in nature and coincides with topics found in science, social studies, math, technology, and the arts. Furthermore, lessons that focus on the history of the English language and etymology allow teachers to use this curriculum to explore the social and historical construct (for example, see Lesson #11, Greek form <i>chron</i>).</p>



A Cambium Learning™ Company

### What's Next?

For more information on this product, including the research basis of the product and evidence of program effectiveness, or about our ability to partner with your district for a successful *Striving Readers* grant application, please contact your Regional Sopris West Sales Director:

<p><b>Central:</b> IL, MI, OH, AR, TX, IA, KS, MO, LA, OK, SD, ND, WI, MN, NE, IN</p>	<p>Clossie Ray, Central Region Sales Director (817) 426-0780</p> <p>Monique Austin, Sales Support Specialist <a href="mailto:moniquea@sopriswest.com">moniquea@sopriswest.com</a> (817) 426-0780</p>
<p><b>West:</b> MT, UT, WY, WA, OR, ID, CA, AZ, CO, NV, HI, Guam, American Samoa</p>	<p>Suellen Atkinson, Western Region Sales Director (303) 651-2829, ext 104</p> <p>Kim Holland, Sales Support Specialist <a href="mailto:kimholland@sopriswest.com">kimholland@sopriswest.com</a> (303) 651-2829, ext 104</p>
<p><b>East:</b> AL, MS, NY, KY, TN, CT, MA, RI, GA, FL, PA, NJ, DC, MD, VA, NC, SC</p>	<p>Christina Williams, Eastern Region Sales Director (303) 651-2829, ext 269</p> <p>Courtney Cox, Sales Support Specialist <a href="mailto:courtneyc@sopriswest.com">courtneyc@sopriswest.com</a> (303) 651-2829, ext 269</p>

To learn more about our company and products, you may also visit the Sopris West Educational Services website: [www.sopriswest.com](http://www.sopriswest.com).