



Talking EBP: Information Updates for Virginia School SLPs

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Morphological Awareness

Welcome to this special issue of *Talking EBP*, a supplement to the 2013 spring and fall issues. This extra issue is devoted to a single topic: morphological awareness. All articles reviewed in this issue are from ***Topics in Language Disorders, Vol. 33, No. 1.***

Morphological awareness intervention in school-age children with language and literacy deficits: A case study. (Wolter & Green, 2013)

This very practical article describes how morphological awareness impacts school success and what SLPs can do to promote better outcomes for students. The authors summarize the research evidence supporting morphological awareness therapy and the theoretical basis for these interventions. Clinical application of morphological intervention is described using a case study with an eight-year-old student who had speech, language, and literacy deficits. The authors offer evidence-based suggestions for planning morphological intervention and describe specific evidence-based techniques to use in therapy. This article is a “must-read” for school clinicians working with students who struggle with literacy challenges.

Promoting morphological awareness in children with language needs: Do the Common Core State Standards pave the way? (Gabig & Zaretsky, 2013)

This article begins with a brief overview of the research supporting the role of morphological awareness in literacy. The authors also describe morphological development along the knowledge-to-awareness continuum. In addition, the authors deconstruct grade by grade expectations in the Common Core State Standards in English Arts from the perspective of implicit and explicit expectations for morphological awareness throughout the educational experience. Particularly helpful are the grade-specific suggestions for therapy. The similarities between the “Common Core” and Virginia Standards of Learning (SOL) make this article an essential resource for school-based clinicians in Virginia and across the nation.

Using multiple measures of morphological awareness to assess its relation to reading. (Apel, Diehm, & Apel, 2013)

The introduction section of this research article is particularly helpful because it summarizes the relationship between morphological awareness development and reading, and clearly describes various measures of morphological awareness. The authors report evidence to support the use of two assessment strategies with young children from high poverty backgrounds. Four morphological awareness tasks were studied with 156 kindergarten, first, and second grade students. A task involving meaning relations across words (awareness of base words and inflected or derived forms) and a timed written affix task were found to be informative across grade levels. The meaning relations task was also found to be related to reading skills across grades. These results support the use of these tasks with young students for the purposes of assessing morphological awareness abilities and developing treatment plans.

Lexical morphology: structure, process, and development. (Jarmulowicz & Taran, 2013)

School SLPs often ask for more information about derivational morphology and lexical morphology. The article opens by orienting the reader to these concepts and then discusses developmental data. The authors assert that a) the frequency and transparency of input may shape students’ development of derivational morphemes and lexical representations, b) prosody and syllable characteristics may be part of this process, and c) lexical representation can provide a framework for planning word study interventions using derivational morphemes. In graduate school, we all learned about basic grammatical morphemes which are usually mastered before kindergarten. But if you work with students in schools, this resource may be beneficial.

Cross-linguistic transfer of morphological awareness in Spanish-speaking English language learners: The facilitating effect of cognate knowledge.

(Ramirez, Chen, & Pasquarella, 2013)

The focus of this research article is how being a bilingual language learner may impact English vocabulary and reading comprehension. The authors studied 90 Spanish-speaking English Language Learners (ELLs) in grades four and seven in Canada. The authors assert that their results indicate that Spanish-speaking ELLs can use awareness of derivational morphological in their first language to support their acquisition of English vocabulary and reading comprehension. This study did not include children with language disabilities. School SLPs may be interested in this article because it provides research evidence to support continued use and development of students’ native language while acquiring English as a second language.

The association between morphological awareness and literacy in English language learners from different language backgrounds. (Marinova-Todd, Siegel, & Mazabel, 2013)

This research article compared multiple aspects of reading abilities in 888 native English-speaking sixth grade students and 244 English Language Learners (ELLs) representing seven different native languages. Results confirmed that morphological awareness is important for reading abilities in ways that are distinct from phonological awareness and syntactic awareness. In addition, the authors assert that the transparency of morphological structure in the home language influences morphological awareness, reading, and spelling in the second language.

Single articles from *Topics in Language Disorders* are available for purchase without buying the entire issue. Individuals may sign up for electronic Table of Contents (eTOC) delivery so that you will be notified about future issues. The website for *TLD* is at <http://journals.lww.com/topicsinlanguagedisorders/pages/default.aspx> . If clicking this link does not work, simply copy and paste the full link into a browser window.

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