

The role of SLPs in literacy instruction for middle and high school students

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Agenda & Learner Outcomes

Participants will be able
to...

Learner outcomes:

identify at least three hands-on language and literacy intervention strategies applicable to middle and high school students.

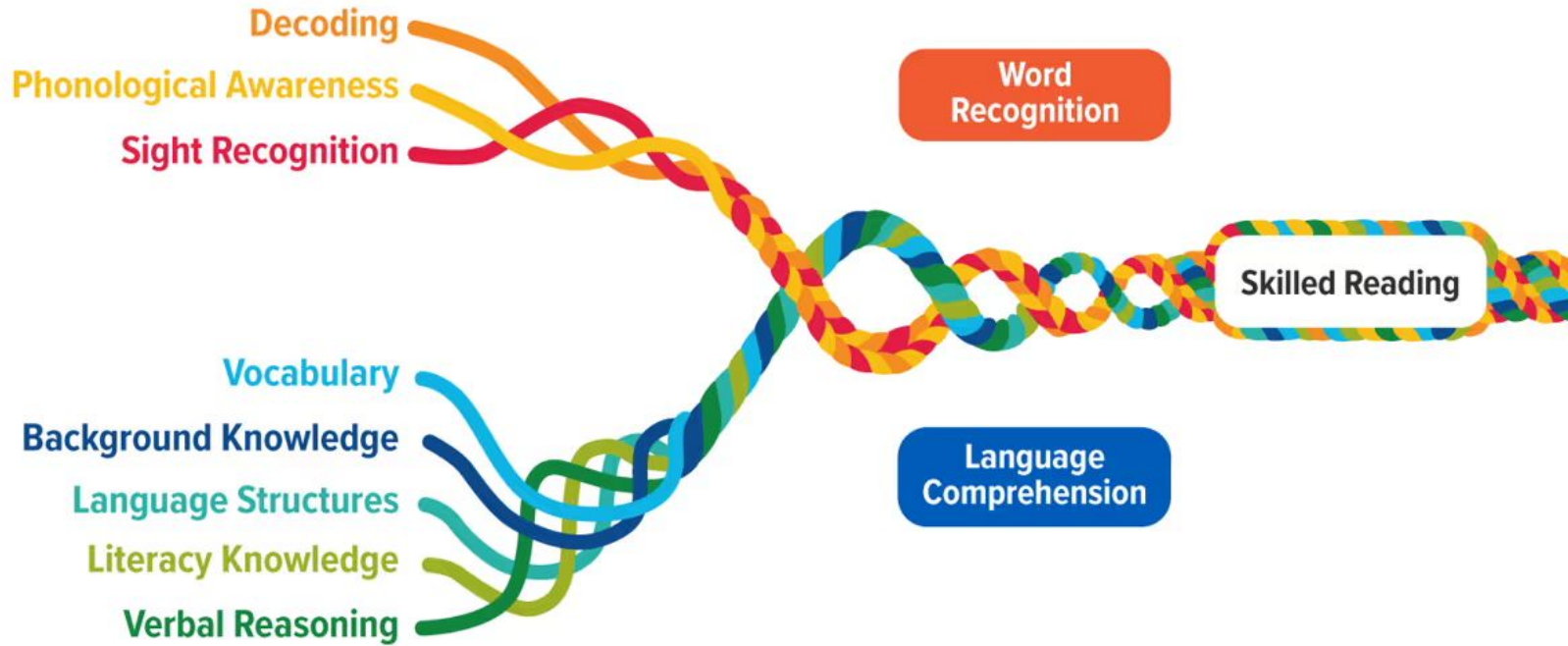
identify resources that differentiate literacy instruction for diverse learners.

articulate how to foster a supportive and stimulating learning environment that empowers middle and high school students to achieve literacy success.

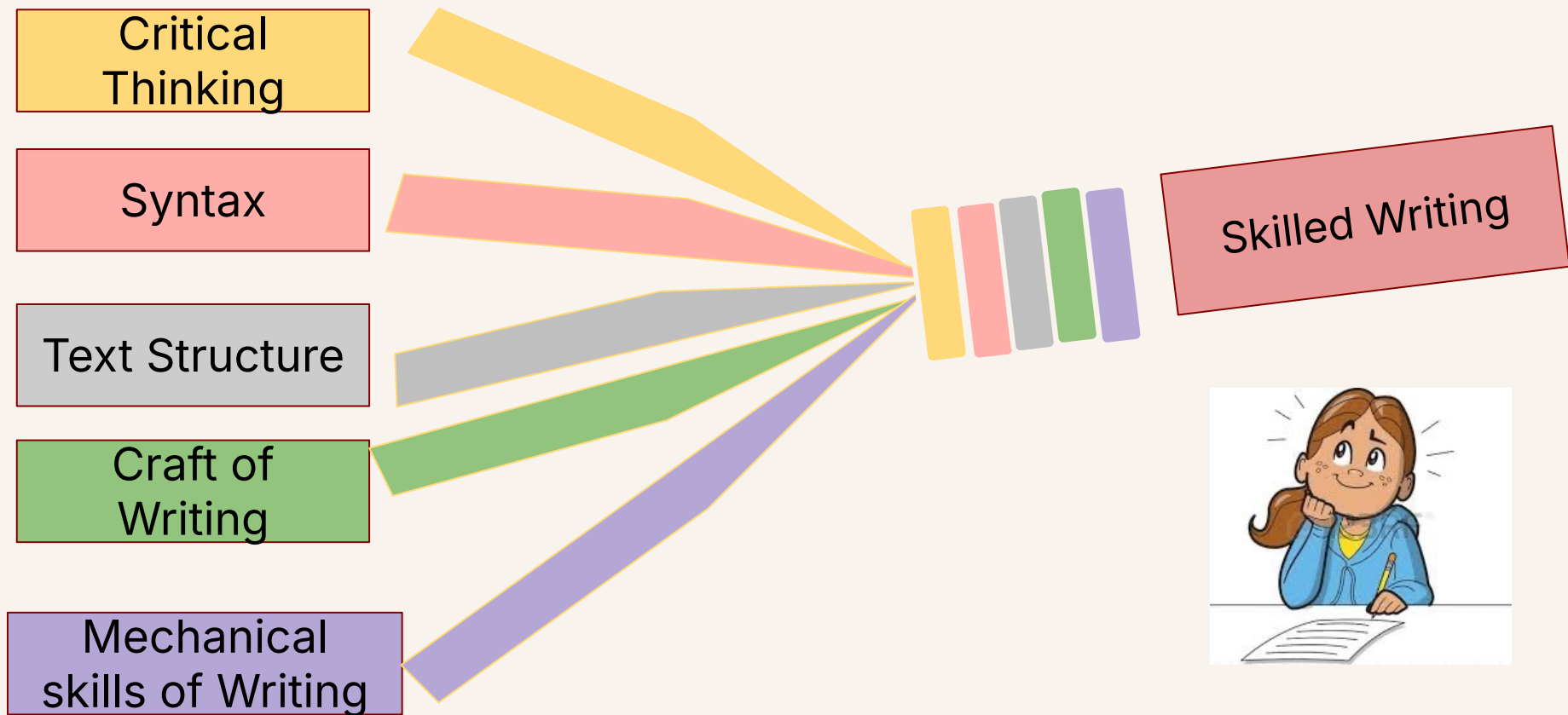
Theoretical Models of Reading and Writing



The Reading Rope



Modified from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy*. New York, NY: Guilford Press



Modified from

Speech Language Pathologists Contribution to Literacy instruction

The Impact of Language Disorders

Expressive
Language
Disorder

Receptive
Language
Disorder

Pragmatic
Language
Disorder

Impact for adolescents:

- Escalating academic demands
- Social implications
- Long-term impacts

Statistics:

Approximately 7–10% of school-aged children have a developmental language disorder. Nippold (2014)

Children with a history of oral language impairment are 4–5 times more likely to present with reading difficulties than their peers (Catts et al., 2001)

Approximately 50% of children with dyslexia would meet the criteria for specific language impairment/developmental language disorder.

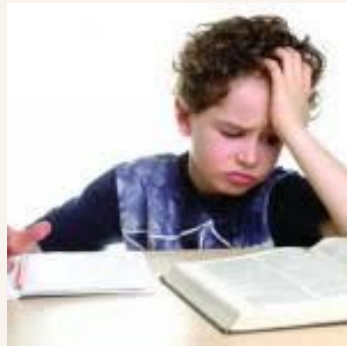
Why should SLPs play a role in literacy development?

- Oral language, reading, and writing difficulties are often comorbid. Learning to read & write involves all components of language (*phonology, morphology, syntax, semantics, and pragmatics*)
- Problems can occur with production, comprehension, and awareness at the sound, syllable, word, sentence, and discourse level of language
 - Oral language is the foundation for learning to read & write
 - Sound & word awareness for grasping alphabetic principle
 - Comprehension skills for using complex semantics & syntax

(Hulme & Snowling, 2014)

Students with dyslexia and comorbid language disorders present with the most severe reading comprehension deficits. (Snowling et al., 2019)

Lack of reading experience results in syntactic deficits. (Casalis et al., 2012)



Raise your hand if you ever said something similar in your speech room..

Skills for decoding

- what is the first sound you hear in "can"?
- Is the /k/ sound at the beginning middle or end of the word?
- What letter makes the /k/ sound? What letter makes the /t/ sound?



can



tan

Raise your hand if you ever said something similar in your speech room..

Phonological awareness

- Do "can" and "tan" rhyme?
- What other word rhymes with "can" and "tan"?
- What word do you get when you switch /m/ for /t/?
- What would do you get when you switch /p/ for /n/?



can



tan

Raise your hand if you ever said something similar in your speech room..

Sight Word Recognition

- Follow these directions..

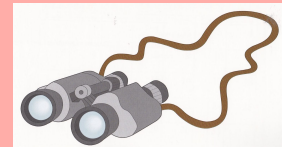
Color the can **blue**.

Color the can **red**.

Put the can **under** the box.

Vocabulary

- What is another word for "angry"?
- What are all the meanings for "bat"?
- What is this?



- Make a sentence using the word...

Raise your hand if you ever said something similar in your speech room..



Background Knowledge & Verbal Reasoning

- Listen to this passage..
 - What do you know about what happens at a baseball game?
 - Where are they in the story?
 - What season do you think it is?

What does it mean when I say it's raining cats and dogs?

Listen to this story, how do you think the character feels?

Raise your hand if you ever said something similar in your speech room..

Language Structure

Rearrange these words to make a sentence : Tall the boy is

Point to the picture...
The spotted dog is in the big box

Make this sentence into a question.....
The boy is in the box.

Literacy Concepts

Who are the characters in the story?

Let's look at the title, what do you think this story is about?

<When looking at a science book> How can we find the important words?

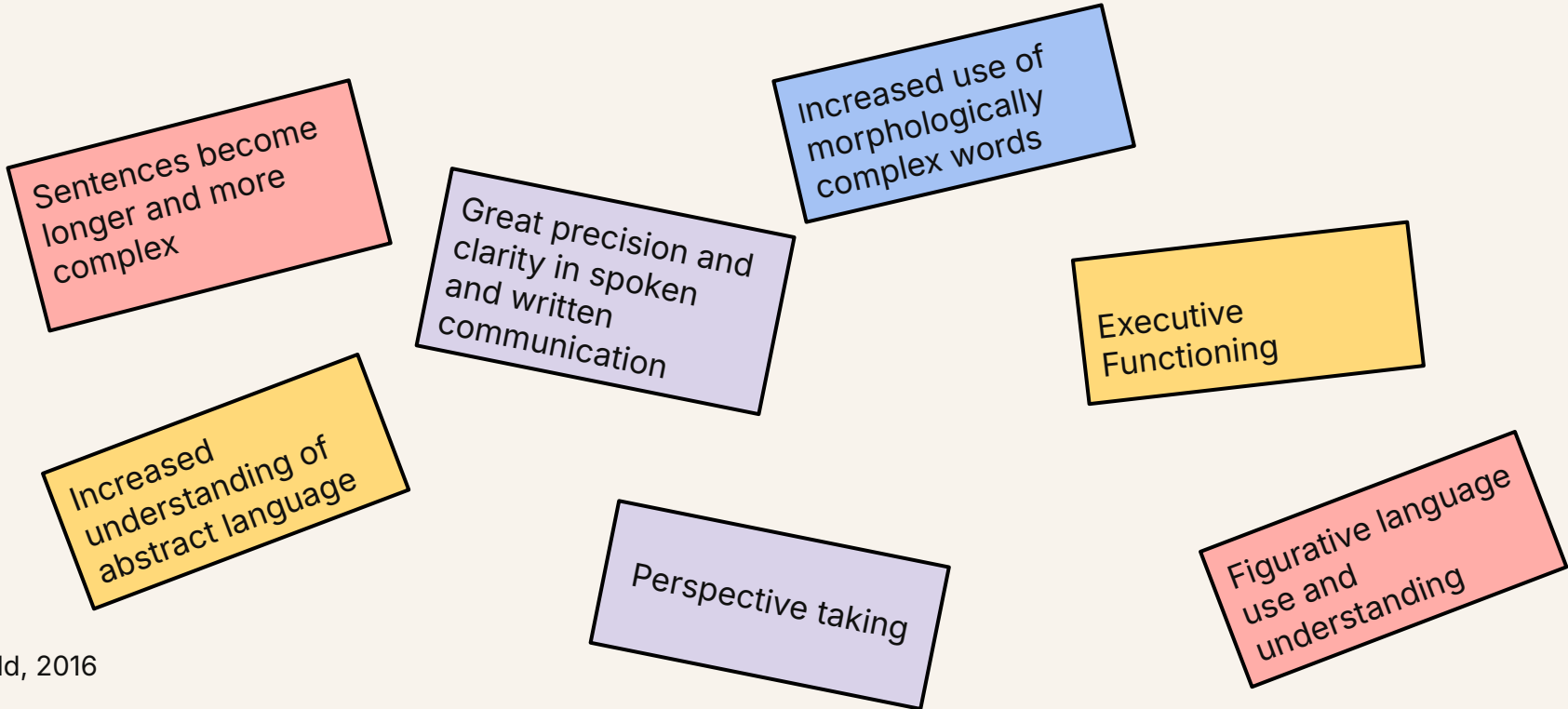
ASHA says...

- ASHA Position Statement
 - “SLPs play a critical and direct role in the development of literacy for children and adolescents with communication disorders.”
- Our roles:
 - Prevention
 - Identification
 - Assessment
 - Intervention
 - Collaboration



It's not too late to have an impact!

Considerable cognitive development happens between 12 and 20 years



Methodology

Children with written language deficits benefit from instruction that is:

- Systematic, sequential, & cumulative
 - Consistent, explicit, & intentional
 - Presented in order of frequency (most to least common)
 - Skills build from small parts to large parts of language
- Focused on providing generous opportunities to practice with feedback
 - More exposures than peers
 - Multiple approaches to practice
- Multisensory - uses multiple modalities simultaneously
 - Builds paired memories for written and oral language
 - Makes abstract language concepts concrete
 - Tokens for sounds, syllables, morphemes
 - Acting out language

Considerations for children with oral language deficits

- Teach enough metalanguage to enable students to engage in and understand discussions about grammar.
 - Simplify language
 - adjective & adverbs = describers
 - Gerund = *-ing* word acting as a describer
- Act out the language to illustrate concepts
 - “Anywhere a mouse can go...” (prepositions)
 - I threw a _____. (direct objects)



Teaching Syntax

Syntax skills are a combination of syntax knowledge and syntax awareness.

- Syntax knowledge is one's ability to understand and produce various syntax structures.
- Syntax awareness is one's ability to think about and manipulate grammatical structures (Brimo et. al., 2017) and allows readers to mentally parse sentences into chunks of meaning for efficient processing (Deacon & Keiffer, 2017).

Syntax awareness and syntax comprehension are overlapping but separate skills, like phoneme awareness and letter sound knowledge.

hide if will the it small
danger fish senses



Build syntax awareness by:

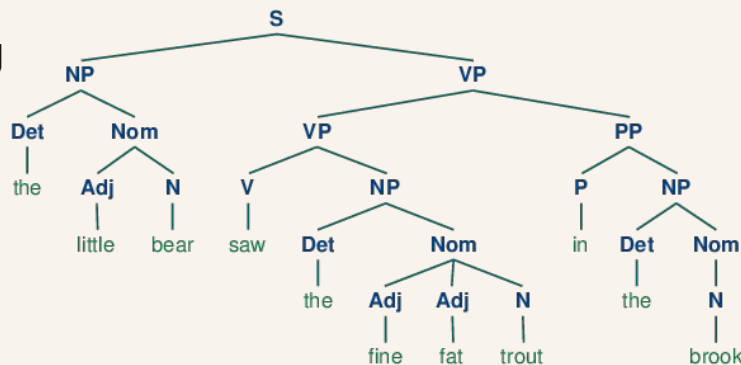
- Asking sentence-level comprehension questions
 - How do we know this happened in the past? What group of words tells us where?
 - How would the meaning change if the author changed_____?
 - What word could you add to this sentence to make it mean_____?
- Manipulating sentences
 - Alter structure & word order and discuss change in meaning (if any)
 - The ability to manipulate sentence structure is a foundational skill for mature written language.

An abundance of research has shown that traditional grammar instruction is ineffective. (Gartland & Smolkin; Wyse & Torgenson, 2017)

- Labeling parts of speech, diagramming sentences, memorizing, & applying rules does not promote evaluating sentences for meaning
- Did not result in positive writing language outcomes

Descriptive grammar instruction has a stronger research base

- Focuses on meaning & usage
- Embedded in written language (reading and writing) instruction (Myhill, et al., 2013)



Embedded syntax instruction with reading and writing

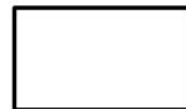
The cunchre is a good
place to go if you want to relax.
Me and my friends like to go swimming
in the cunchre larks.

Me and 6 of my buddies were
snowmowbeling. we stopt to taick a
braick. we were Jest facing wen
3 of my buddies Phons stard to
ring.

Monday, week 2

I went to the store

my friends



Tuesday, week 2 & 3

Found sentences in oral reading that supported what he was learning. We discussed the meaning of the sentences.

It had showered the day before, and as Frightful and I passed an old stump, I noticed that it had collected the rain. "A stump, an oak stump, would be perfect," I said right out loud to that pretty bird.
So I felled an oak over by the

Every evening Frightful and I, sometimes accompanied by The Baron Weasel, would go to the edge of the meadow and look toward the aspen grove to see if

I requested his free writing to be about something he and another person (or people) had done.

My buddies and I went down the
mountain to go look at the plane
crash.

Approximately one month later, he used the proper structure, without any prompts or cues.

My sister and I were fishing
yesterday. the first place we went
we met this couple that was
fishing we helped them a lot. then
we went fishing my sister Anna
lost her fishing rod in a
tree.

Sleeping

Part of speech? Tense?

What does the morpheme *-ing* mean?

I am sleeping. I was sleeping. I will be sleeping.

My *sleeping* was interrupted by the barking dog.

The *sleeping* child appeared peaceful.

Traditional grammar instruction which would teach the definition of a conjunction (a word that joins individual words or groups of words), memorizing a list of conjunctions (FAN BOYS), and identifying conjunctions in as sentence (part of speech safari).

The North **and** the South expected to win the war. Find evidence in your text to support this statement.

Why did **neither** the North **nor** the South expected to win the war?

Colt knew **either** the North **or** the South expected to win the war. Explain how this information helped them to market their guns?

Conjunctions don't simply connect words - they carry meaning!

Punctuation contributes to meaning as well.

Let's eat, Gramma. Let's eat Gramma. Jim, let's eat Gramma.

Students need to understand that punctuation's role is to help the author give the intended meaning to their reader.

Instruction should focus on how punctuation facilitates the change from oral language to written language.

Your turn to try out meaning-based syntax instruction!

This sorting activity asks students to sort the highlighted words based on how they function in the sentence instead of simply labeling the part of speech.

It requires the student to consider the targeted word's contribution to the overall meaning of the sentence.

This can be done as a oral activity for students with reading deficits.

Find three sentences in which the highlighted word names an action, names a noun, or describes a noun.

Ted **hunted** for his lost shoe.
His **reading** improved.
I hate **cooked** Zucchini.
Dad is **fixing** the sink.
The boat is **floating** in the pond.
Our **wedding** was fun.
I **cleaned** the mess.
The **building** is made of brick.
The **scaffolding** fell.

The **boring** show was cancelled.
I bought **jumping** beans.
Gram was **knitting** in the car.
Mom took a **cutting** from the bush.
That was a **frightening** mistake.
The **bearded** man sat near me.
The **salted** peanuts were yummy.
I **cooked** supper for the family.
His **spelling** needs help.

This language generating activity gives the student an opportunity to create sentences in which the target word functions the way they intend.

It encourages students to be flexible with language and builds vocabulary by increasing the depth of knowledge for words.

Students with reading deficits can do this activity orally.

Create two sentences for two of the pairs listed below. The highlighted word should be used as a describer in one sentence and a verb in the other.

plant/**potted**

chips/**salted**

child/**crying**

man/**jogging**

shelf/**painted**

birds/**nesting**

Combine these three sentence parts with the conjunctions below. Use one piece of paper for each sentence.

Bill Ted can open the safe

and or for either/or neither/nor after

Sort your sentence strips into three categories:

Nobody can open the safe One person can open the safe
Two people can open the safe

Write each word on a piece of paper. Arrange the words to match the prompts that follow. Use the pipe cleaner to form a comma and period that can be moved to support the intended meaning.

Bert Ernie help let's and will

Make a sentences in which you are telling Bert and Ernie you all should help out.

Make a sentence telling Bert to help Ernie.

Make a sentence in which you are telling Ernie that Bert will help.

Syntax instruction provided by an SLP impacts literacy by:

- Improving sentence level reading comprehension
- Teaching language flexibility (-ed words can be used describers) that results in more concise written language and greater reading comprehension.
- Improving reading comprehension and written language by connecting punctuation to meaning.

Teaching morphology

Morphology instruction should include:

- Explicit instruction that highlights the overlap of syntax and morphemes (morphosyntax)
- Identifying and using morphemes in print
- Vocabulary building
 - Word analysis
 - Multiple meanings

Instruction should begin with words that can stand alone and affixes whose meaning is simple.

Picking the right target morphemes

- Inflectional suffixes before derivational suffixes
 - Inflectional suffixes only change the meaning of the word
 - Derivational suffixes change the meaning and function of a word
- In order of frequency
 - *un-, re-, in-, dis-...*
 - *-ly, -er/or, -ion, -ible/able...*
- To support grade-level language
 - Academic words, content words
- In order of language development
 - Brown's Stages of Morphological Development

*This is also
vocabulary
stay- tuned*

- Advanced morphology
 - Explicitly teach the most common roots (*ject, rupt, struct*) or GCF (*logy, bio, hydr*) and affixes
 - Explicitly teach students how to decipher words.

Guided discovery

A method of teaching that engages the student through the entire learning process.

It uses guided questioning to lead the student to new knowledge and encourage the assimilation of existing with new knowledge.

The teacher acts as a facilitator or guide for the student as they discover new knowledge.

Review existing knowledge	What does a describing word do in a sentence? Can it describe a thing? Person? Action?
Target oral language at sound, word and sentence level.	What function does <i>quick</i> have in the sentence <i>That is a quick cat</i> ? How many parts of meaning does quick have? What sounds are added to make <i>quickly</i> ? What does <i>quickly</i> describe in the sentence <i>The cat quickly ran</i> . What does <i>costly</i> mean in the sentence <i>That was a costly mistake</i> ? What is it describing?
Show printed language	What letters are added to <i>quick</i> to make <i>quickly</i> and <i>costly</i> . Where is the word <i>quickly</i> in relation to the word it describes?
Lead student to discovery intended knowledge	How does adding the suffix <i>-ly</i> change how the word functions in a sentence?
Practice with feedback	With these provided word tiles can you make words that describe: <i>-ly strong state blank mother</i> Use the word in a sentence.

Your turn to try meaning-based morphology instruction!

Write down three words that are describers for an action, describer for a noun, and part of a two word describer. Be prepared to use the word in a sentence. One word could appear in multiple categories.

thinly bluntly dimly crisply timely badly widely

manly kingly costly tamely likely flatly poorly

swiftly grandly strongly stately dryly sickly

Is it a suffix or not? Choose four words that have 'er' representing a morphoneme, four words that have 'er' representing a phoneme, and four words to investigate.

camper barber usher surfer chanter plaster lender

timber tender filter basher sticker welder limber

bluster rancher scamper scatter umber spatter

Odd Man Out activity by Sandra Donah, Ed.D

Find three words that are related semantically and one that is not (the odd man out).

rebake	rebate	rebend	rebid	rebirth	reblot	reboot	rebound	release
rebrand	rebrick	rebrush	rebuff	rebuke	rebut	recall	recant	relent
recap	recast	recede	recent	recess	recharge	rechart	recheck	reline
recite	reclaim	reclasp	reclean	recline	recluse	recook	record	reload
recount	recur	redeem	redraft	redress	redrill	reduce	refer	relock
refile	refill	refine	refit	reflect	reflex	reform	refract	remade
refrain	reframe	refresh	refund	refuse	refute	regain	regale	remain
regard	regress	regret	rehash	rehearse	reheat	rehem	rehire	remake
rehitch	reject	rekey	relapse	relatch	relate	relax	relay	remand
remap	repaid	repaint	repair	repark	repatch	repave	repay	repeal
repeat	repel	repent	replant	reply	report	repress	represent	reprise
reproach	repute	request	reread	rerun	rescrub	reseal	respond	respite
retell	rethink	return	revive	reverse	retreat	retrain	revoke	rewire
reimburse	reinstate	relocate	reinvest	rewind	retry	retwist	resend	rezone

Find the meaning of words:

Write each morpheme on one side of a piece of paper, and the meaning on the other side.

camper construct reheat

Deconstruct and reorder!

Switch the order (criss-cross), flip the cards and the meaning is revealed.

From deconstruction to constructing – word building

Building with cards (individual instruction) – Give the student cards with morphemes. Give them the meaning of a word and ask them to build the word using the morphemes on the cards.

- Someone who paints
- Painted again
- Not painted

Living words (small to large group)– Give each child large cards with morphemes on them. Give them a meaning of a word and ask the group to build a word using the morphemes on the cards.

- Each student needs to determine whether they are holding a morpheme that is needed, then the students need hold up the correct card and order themselves correctly to make a word.

The cashier will *reconsider* the *refund* for the *disrespectful* man.

What morphemes are in *reconsider*? What does it mean? Is it a noun or verb? How do we know?

What morphemes are in *refund*? What does it mean? Is it a noun or a verb? How do you know?

What morphemes are in *disrespectful*? What does it mean? Is it a noun or a verb? How do you know?

Morphology instruction delivered by SLPs can improve literacy by:

- Promoting vocabulary growth
- Facilitating word storage
- Building strategies to gain understanding when reading
- Expanding word usage in written language

Vocabulary Development

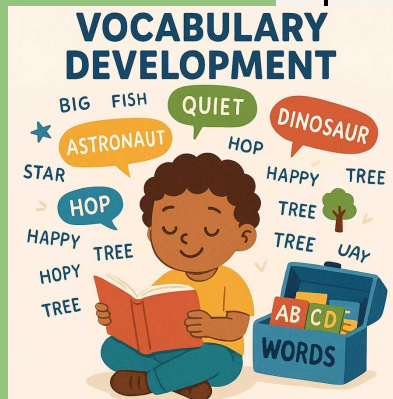
children who are at risk for language disabilities also puts them at high risk for reading disabilities

Direct vs Indirect Instruction

Contextual Clues

Syntax

Morphology



VOCABULARY LEARNING

1. No knowledge of the word; we don't even know it exists
2. Awareness that such a word exists, but we don't know what it means
3. Vague notion of what the word means, in a particular context
4. Rich understanding; we know the word well and can use it

What level of understanding are you ?

Imponderable

Flummox

Gloaming

Lachrymose

Vocabulary– Direct vs Indirect Instruction

Direct Instruction

- Planned
- Systematic
- Multimodality
- High Frequency
- Richness

Indirect Instruction

- Incidental learning
- Rich language models
- Variety of contexts

Students need both direct and indirect instruction for vocabulary learning

Vocabulary- Contextual Cues

The news of the accident had just reached her, and Sarah was inconsolable. Her **lachrymose** eyes, red and swollen from hours of weeping, clearly showed her grief over the lost pet. Despite her friend's attempts to comfort her, Sarah could only clutch the worn collar and sob quietly.

Lachrymose?
That is a new word! What part of speech do you think this word is?

Does anyone know what the suffix "ose" means?

What do you think lachrymose means?

What is the evidence for your definition?

Are there any other possible definitions?

We will do these together so we know you have a fantastic definition and example sentence

My new word	Affixes I know	Definition	Example Sentence
<i>Lachrymose</i>	-ose:		

Your turn to try it out!

Ben, a young wizard-in-training, stared at his spellbook, a look of utter confusion on his face. He'd been asked to conjure a simple, glowing orb, but every incantation he tried resulted in a puff of purple smoke and the faint smell of burnt toast. "I'm completely **flummoxed**," he muttered to his mentor, the wise old wizard Alistair. "The spell is right here, but nothing I do works. It's got me all twisted up and bewildered!" Alistair, with a knowing smile, gently corrected Ben's wand placement, and with a simple flick, a brilliant, glowing orb appeared. "You were holding it upside down, my boy," Alistair chuckled, "It happens to the best of us

Vocabulary - Sometimes you can't use the context

The old house, shrouded in ivy and secrets, seemed to sigh with the passing day. Inside, Sarah paced, a cup of lukewarm tea forgotten on the sill. She'd been waiting for hours, the air growing heavy and still around her. The **gloaming** had finally settled, blurring the sharp lines of the furniture and softening the edges of the looming shadows. Still, no sign of him. A shiver, unrelated to the cooling air, traced its way up her spine.

Sometimes the
context is
misleading to the
meaning of the
word

My sister, a self-proclaimed expert in all things digital after watching a single YouTube tutorial, was trying to explain blockchain to our technophobe father. "Oh, I'm sure your **erudite** explanation will finally make him understand the intricacies of cryptocurrency," I quipped. "He still thinks 'the cloud' is just a weather phenomenon."

What strategies do you teach
when you can't use the context
of the paragraph?

imponderable

[im-**pon**-der-uh-buhl]

☒ Phonetic (Standard) ☐ IPA

adjective

not ponderable; that cannot be precisely determined, measured, or evaluated.

Use the syntax to give clues
Is it a verb? Is it a noun?

Using morphemes to find the meaning of the word



Many academic words found in middle school and highschool have multiple morphemes

Dendrochronology

Den-dro-chron-ol-o-gy

Dendro-chrono-logy

Dendro- tree
Chrono- time
Logy- the study of

Your turn to try it out!

Make the definitions
more salient for the child.
Use art!

Imponderable-unable to be
considered

Flummox- confused

Lachrymose- weepy/tearful

GLOAMING

G↓☀️aming

Assessment of understanding

Can a ____ be
imponderable..

Can a detergent be
imponderable

Can a gloaming be
lachrymose?

If I say something imponderable
Say **imponderable**

How many grains of sand in word
How many M & Ms in a bag
How many stars in the sky
How many apples in a bowl

Circle back to writing

Painting sentences with our new vocabulary.

- Use our new word to make the sentence more interesting

I was **confused** by the directions he gave me.

- Write a sentence using our new words. Make sure the sentence demonstrates your understanding



Imponderable
Flummox
Gloaming
Lachrymose

Summarizing

Used to assess understanding

Why is this so challenging?

The field of the microbiome and immunotherapy has skyrocketed since 2015 when two studies demonstrated a fascinating phenomenon in mice: certain gut bacteria could enhance the efficacy of immune checkpoint inhibitor (ICI) therapy in tumors outside of the gut (1, 2). ICIs are a type of cancer immunotherapy in which antibodies that block ICI molecules reinvigorate immune cells to mount a robust anticancer attack. The current approved ICIs consist of blocking antibodies against programmed cell death protein 1 (PD-1), programmed cell death ligand 1 (PDL1), cytotoxic T-lymphocyte associated protein 4 (CTLA-4), and lymphocyte activation gene 3 (LAG3), and these checkpoint inhibitors are approved for over twenty different cancer types (3). Though ICIs are the frontline treatment for multiple cancers, including advanced cutaneous melanoma, non-small cell lung cancer (NSCLC), and renal cell carcinoma (RCC) among others, the durable progression-free survival in these and other tumors remains less than 50%, highlighting the critical need to understand what affects efficacy and what can be done to improve it.

Summarizing

Let me give you more familiar vocabulary

Reading, writing, and spelling are all language based tasks (Adlof & Hogan, 2019; Apel, 2002; Castles et al., 2018; Snow, 2016; Snowling & Hulme, 2021), with a range of linguistic processes underpinning the mastery of these skills (e.g., Gough & Tunmer, 1986; Scarborough, 2001; Seidenberg & McClelland, 1989; Tunmer & Hoover, 2019). The two core components of Gough and Tunmer's (1986) Simple View of Reading (SVR) are oral language comprehension and word decoding. Broadly speaking, decoding requires linguistically based skills (phonological and phonemic awareness) working in conjunction with the application of code-based knowledge, while oral language comprises vocabulary, semantics, morphology, syntax, and pragmatics (Bloom & Lahey, 1978). Reading, writing, and spelling all rely on oral language abilities (Paul et al., 2018). Five elements critical to reading instruction make up core components of theoretical models for the teaching of literacy: (a) phonological and phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) language comprehension.

Comprehension requires..

- Grammatical knowledge
- Mastery of complex syntax (beyond the conversational level)
- Topic specific vocabulary
- Background knowledge

Expository discourse is the
“language of the curriculum”
(Ward-Lonergan, 2010a&b)

Take away...

When using comprehension as a method for demonstration of a learned skill, consider the additional skills a student must have in order to succeed in the task.

Written Expression

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication ... [and] is described by at least five parameters—phonologic, morphologic, syntactic, semantic, and pragmatic” (ASHA, 1982)

Planning

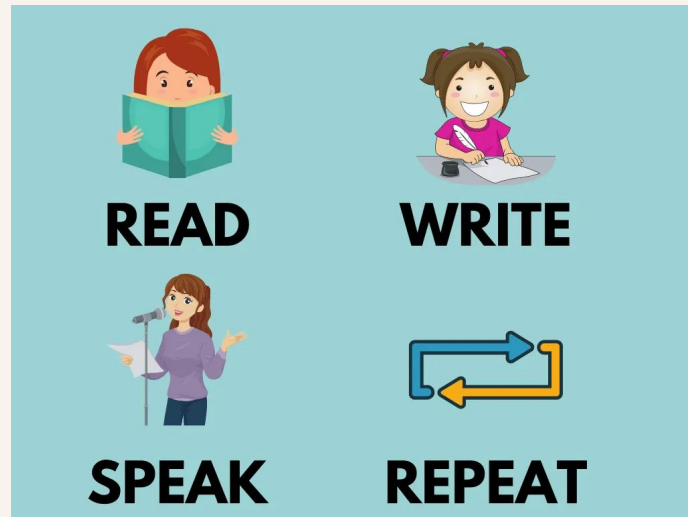
Writing Product-Revising

Writing Product- Editing

Writing Product- Publication

How to make room in the busy SLP schedule to add writing and reading intervention

Writing and reading IS language! BUT... they are a different MODALITY than spoken language.



Suggested Resources

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford Press.
- Nippold MA. Language Sampling with Adolescents: Implications for Intervention. 2nd ed. San Diego, CA: Plural; 2014
- Nippold MA. Later Language Development: School-Age Children, Adolescents, and Young Adults. 4th ed. Austin, TX: Pro-Ed; 2016
- Reading Rockets <https://www.readingrockets.org/>

- Ahmed, Y., Wagner, R. K., & Lopez, D. (2014). Developmental relations between reading and writing at the word, sentence, and text levels: A latent change score analysis. *Journal of Educational Psychology*, 106(2), 419-434. <https://doi.org/10.1037/a0035692>
- Snowling, M. J., Hayiou-Thomas, M. E., Nash, H., & Hulme, C. (2020). Dyslexia and developmental language disorder: Comorbid disorders with distinct effects on reading comprehension. *The Journal of Child Psychology and Psychiatry*, 61(6), 672-688. <https://doi.org/10.1111/jcpp.13140>
- Casalis, S., Leuwers, C., & Hilton, H. (2012). Syntactic comprehension in reading and listening: A study with French children with dyslexia. *Journal Of Learning Disabilities*, 46(3), 210-219. <https://doi.org/10.1177/0022219412449423>
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LET'S HAVE A LITTLE FUN WITH MORPHOLOGY

If we meet and I say, "Hi,"

That's a **salutation**.

If you ask me how I feel,

That's **consideration**.

If we stop and talk awhile,

That's a **conversation**.

If we understand each other,

That's **communication**.

If we argue, scream and fight,

That's an **altercation**.

If later we apologize,

That's **reconciliation**.

If we help each other home,

That's **cooperation**.

And all these actions added up

Make **civilization**. (And if I say this is a wonderful poem,

Is that **exaggeration**?)

Helping each other out _____

When people have a fight it is called

Being kind and asking someone how they feel _____

Greeting someone with a "hi" _____

Two people talking to each other are having a _____

Apologizing to someone after you fight is called _____

When people understand one another, they are having good _____