



Continuing Education Instructions

Morphological Awareness: Implications for Language and Literacy

Instructional Level: Intermediate
Content Category: Professional
Earn 0.7 ASHA CEUs

CEU Questions

To earn ASHA CEUs, your test must be postmarked on or before **October 3, 2011**.

After that date, please contact ASHA Professional Development for more information.

Introduction

Strategically and theoretically, morphological awareness supports a variety of literacy skills, including word identification, reading fluency, reading comprehension, and spelling. Increased morphological awareness enables children to analyze the internal structure of words and decode them more quickly and accurately.

Learning Outcomes

You will be able to:

- Discuss derivational morphological development in first graders.
- List the phonological changes associated with some derivational suffixes among third graders.
- Explain the relationship between African American English (AAE) use and morphological awareness in fourth graders.
- Discuss two strategies intended to improve reading accuracy and understanding of derived words by fourth graders.
- Discuss the effects of an integrated morphological and orthographic awareness program on 8- to 11-year-old poor spellers.

CEU Instructions

A test on the material is enclosed. **The test assesses both knowledge and interpretation of the material.** Knowledge questions assess your recognition, or recall, of ideas; interpretation builds on understanding how and why something is done, as opposed to recalling a fact or definition. When you feel adequately prepared, take the test by choosing the correct answer to each question and circling the corresponding letter on **page 357**.

Return answer sheet, payment, and program evaluation by mail:

ASHA
PO Box 1160 #335
Rockville, MD 20849

In order for the Continuing Education (CE) Registry to register your self-study for ASHA CEUs, **you must have paid the annual CE Registry subscription fee** (in 2009, \$24 for ASHA/NSSLHA members; \$34 for nonmembers). This fee allows CE participants to register an unlimited number of ASHA CEUs on the CE Registry during a calendar year. If you have not yet paid your annual CE Registry fee, you may call the ASHA CE Registry (800-498-2071, ext. 8591) for information and current fees.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.7 ASHA CEUs (Intermediate level, Professional area).



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CEU Test Questions

Select the best answer for each question.
Use the answer sheet to record your responses.

Article 1 The Influence of Morphological Awareness on the Literacy Development of First-Grade Children

1. Which of the following is the best definition of how children in the early primary grades develop spelling and reading in the proposed repertoire theory (Apel, Masterson, & Neissen, 2004; Sulzby, 1996)?
 - A. Children develop reading and spelling in a series of linguistic stages, starting with phonological awareness, and each stage needs to be mastered before moving on to the next linguistic stage.
 - B. Children develop reading and spelling through learned linguistic processes (phonological, orthographic, and morphological awareness), which all contribute to reading and spelling development throughout the early primary school years.
 - C. Children develop reading and spelling only through linking phonemes to graphemes, a phonological awareness route.
 - D. Children develop reading and spelling only through linking affixes to meaning, a morphological awareness route.
2. Wolter et al.'s findings that children as young as first grade evidence morphological awareness, and that this morphological awareness made unique contributions above and beyond phonological awareness on measures of reading and spelling, suggest that:
 - A. Morphological awareness may prove to be an important factor in early literacy development and be potentially valuable for inclusion in early literacy screening instruments in addition to that of phonological awareness.
 - B. Phonological awareness should be the only factor to be included in early literacy screenings, and other linguistic factors such as morphological awareness do not warrant further study in early literacy development.
 - C. Phonological awareness should be replaced by morphological awareness, which is the best predictive measure of literacy achievement in early literacy assessments.
 - D. Phonological awareness is the only predictor that needs to be included in early literacy assessments; morphological awareness may only prove to be an important factor in assessing later (third- or fourth-grade) literacy achievement.

Article 2 Derivational Morphophonology: Exploring Errors in Third Graders' Productions

3. The maximal onset principle of syllabification (Selkirk, 1982) dictates that if a vowel has consonants preceding it, that:
 - A. those consonants are never attached to the vowel
 - B. those consonants are attached to the vowel as long as they are phonotactically permissible as syllable onsets
 - C. those consonants are attached to the vowel as long as they are phonotactically permissible as syllable codas
 - D. those consonants are always attached to the vowel
4. Which of the following statements is true regarding the results of the current study?
 - A. Segmental errors occurred most frequently.
 - B. There were more syllabification errors than stress errors.
 - C. There were more stress errors than syllabification errors.
 - D. The current study focused on four types of errors.

Article 3 Morphological Awareness Skills of Fourth-Grade African American Students

5. The finding that degree of AAE use did not affect their participants' performance on the morphological awareness measures suggests that:
 - A. African American children typically do not use AAE by third grade
 - B. African American children are less likely to understand and use grammatical morphemes than their Caucasian peers
 - C. any alterations that might occur to spoken morphological forms because of AAE do not affect children's morphological awareness skills
 - D. use of AAE only affects inflectional morphology
6. The finding that degree of AAE did not affect morphological awareness performance suggests that clinicians should:
 - A. include and highlight morphological awareness tasks with African American students
 - B. consider focusing on phonemic awareness to facilitate reading and spelling development
 - C. rely on specific norm-referenced measures of morphological awareness to assess African American students
 - D. consult with general education teachers for particular difficulties that African American students may have with literacy development

Article 4 Teaching Students With Reading Difficulties to be Close Readers: A Feasibility Study

7. Results from the Close Reading (CR) intervention suggest that the program might benefit students' comprehension skills by promoting their:
- A. abilities to decode using letter-sound correspondence skills
 - B. phonological and orthographic skills for use with reading complex words
 - C. abilities to decode and make meaning from complex words
 - D. interest in and engagement with different texts
8. EL's performance patterns from pretest to posttest in the area of reading fluency suggest that the CR program might lead students to read:
- A. at much faster rates
 - B. more carefully
 - C. with better prosody
 - D. with fewer word repetitions

Article 5 Integrated Morphological Awareness Intervention as a Tool for Improving Literacy

9. Morphological awareness, the ability to identify the morpheme boundaries in a word, can help with:
- A. understanding the meaning of words that have not been encountered before
 - B. translating spoken language into its written form
 - C. decoding a word and understanding the word's meaning
 - D. manipulating the sound structures of a language
10. Which of the following is a stated goal of the current study?
- A. to improve the quality of experimental reading and spelling probes
 - B. to increase reading and spelling accuracy among 8- to 11-year-olds
 - C. to assess the effectiveness of an integrated morphological awareness intervention program
 - D. to improve accuracy on standardized tests of reading and spelling



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ASHA Self-Study 8153 Answer Sheet

Successful completion score: 80%

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CEU Test Answers

For each question, circle the letter of the best answer.

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

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Program Evaluation

8153-J-1004



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Morphological Awareness: Implications for Language and Literacy

To help us in our efforts to continually improve our educational programming, please evaluate this self-study. Circle the number which corresponds to your opinion.

Content

	<i>Strongly Disagree</i>					<i>Strongly Agree</i>
The delivery format (journal) was well-suited to the topic.	1	2	3	4	5	5
The articles supported the learning experience.	1	2	3	4	5	5
I will be able to apply what I learned on the job.	1	2	3	4	5	5

Learning Outcomes

	<i>Strongly Disagree</i>					<i>Strongly Agree</i>
The learning outcomes were clearly stated.	1	2	3	4	5	5
The content covered the stated learning outcomes.	1	2	3	4	5	5

Quality of Instruction

	<i>Poor</i>					<i>Excellent</i>
Author _____	1	2	3	4	5	5
Author _____	1	2	3	4	5	5
Author _____	1	2	3	4	5	5

Overall Satisfaction and Quality

	<i>Poor</i>					<i>Excellent</i>
Overall, I would rate this program as	1	2	3	4	5	5

The best thing about this program was _____

One thing that could be improved is _____

In order to be more effective/successful professionally, I wish I knew more about...

The greatest issue I face in my workplace is _____

Additional Comments: _____

How did you hear about this program? ASHA Leader ASHA Web site ASHA Catalog Other

INSTRUCTIONS FOR AUTHORS

Editorial Policies

Mission Statement. *Language, Speech, and Hearing Services in Schools* is an archival journal for research and practice in educational settings. *LSHSS* publishes studies and articles that pertain to speech, language, and hearing disorders and differences in children and adolescents, as well as to professional issues affecting service delivery in educational settings.

Types of Manuscripts. Contributed manuscripts may take any of the following forms:

Article: Manuscripts reporting on all aspects of clinical and educational services to children and adolescents, including descriptions or critiques of assessment and treatment approaches, counseling techniques, program development, professional issues, and criteria for servicing multicultural children and adolescents.

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Purpose: The Purpose section must include a concise statement of the specific purposes, questions addressed, and/or hypotheses tested. Lengthy descriptions of rationale are not necessary or desirable.

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INSTRUCTIONS FOR AUTHORS *continued*

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