



Morphology Matters: Strengthening the Bridge from Foundational Skills to Comprehension

Florida Organization of Instructional Leaders

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FLORIDA DEPARTMENT OF
EDUCATION
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Session Objectives

- Develop a shared understanding of morphological awareness and its role in supporting vocabulary, decoding, fluency and comprehension across grade levels.
- Examine research and classroom application to identify how morphology supports multisyllabic word reading and serves as a bridge between foundational skills and comprehension.
- Identify actionable steps to strengthen morphology instruction through systems-level decision making.

Morphological Awareness

- Using your understanding of prefixes, suffixes and roots, discuss the meaning of this word at your tables.

pneumonoultramicroscopicsilicovolcanoconiosis

Morphological Awareness

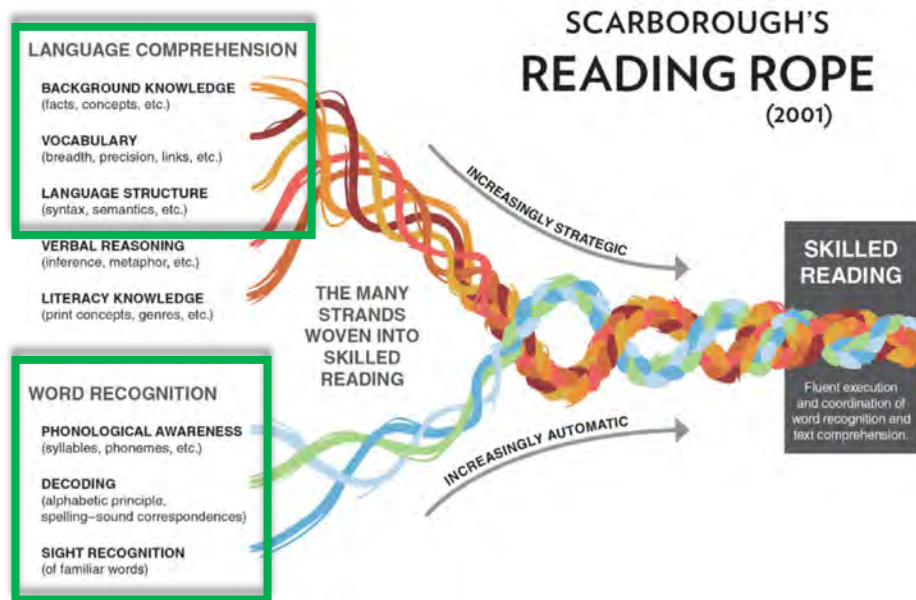
pneumonoultramicroscopicsilicovolcanoconiosis

- **pneumono:** related to lungs
- **ultra:** super
- **micro:** small
- **scopic:** relating to viewing with an instrument
- **silico:** mineral silicon
- **volcano:** eruption in earth from which molten rock issues
- **coni:** dust
- **osis:** diseased condition

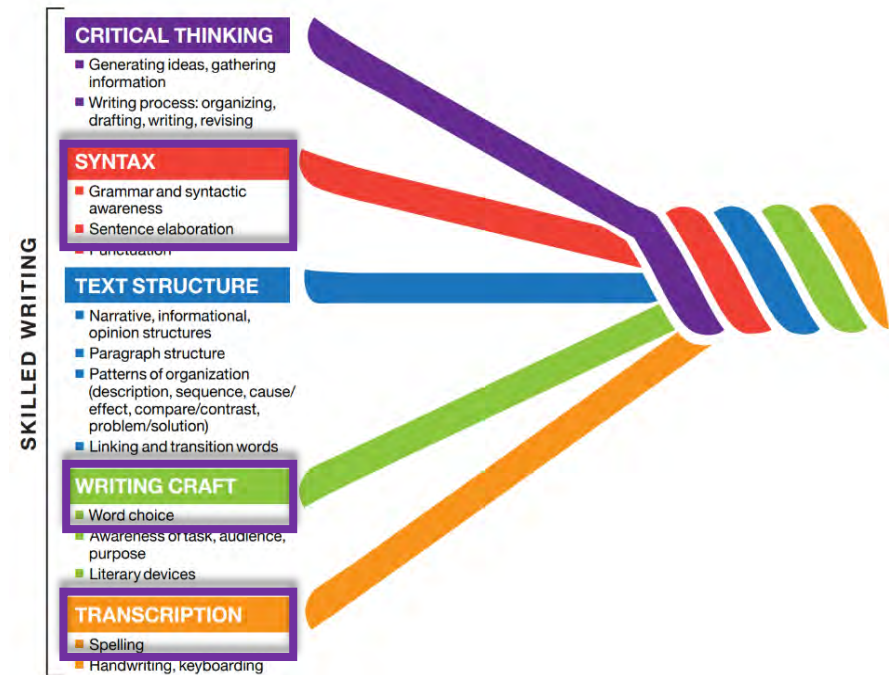
a lung disease caused by inhalation of very fine silica dust usually found in volcanoes

Morphology Across the Reading and Writing Ropes

The Reading Rope



The Writing Rope



Why should we teach morphology?



What Research Tells Us

The whole class benefits.



Why should we teach
morphology?

Why should we teach
morphology ***explicitly***?

Morphology and Literacy Instruction



Excerpts adapted from

**“Teaching Morphology
to Improve Literacy: A
Guide for Teachers”**

By: Nikki Zeh

What ideas in the article
affirmed current literacy
practices in your district?
What structures are in
place to support these
practices?

Connections to the B.E.S.T. ELA Standards

- Vocabulary Progression
 - V.1.2 Morphology Benchmark (Grades K-12)
- Foundations Progression
 - F.1.3 Phonics and Word Analysis (Grades K-5)
 - F.2.2 Phonics (Grades 6-12)
 - F.2.3 Encoding (Grades 6-12)
- Appendix Resources
 - Conventions Progression by Grade Level (Grades K-12)
 - Appendix D: Vocabulary Resources (Grades K-12)

Morphology and Literacy Instruction



Excerpts adapted from

**“6 Strategies for
Teaching Multisyllabic
Word Reading”**

By: Tiffany Peltier

To what extent is morphology intentionally used as a strategy for multisyllabic word reading in your district? Is this connection explicit and systematic?

How should we teach morphology?



Explicitly teach morphology (e.g., prefixes, suffixes, Latin and Greek roots) to help student derive meanings of words.

What evidence is there of explicit instruction in morphology?

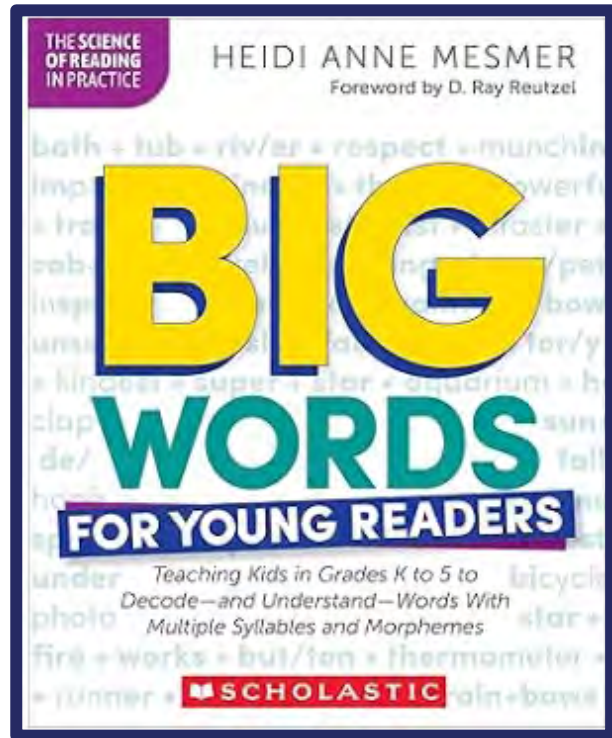
How does the teacher provide opportunities for students to practice reading multisyllabic words?



Reflective Discussion

- Review morphology resources provided today.
- Reflect on what consistent, effective multisyllabic instruction looks like across classrooms.
- Identify district/schoolwide actions to improve students' ability to read complex, multisyllabic words.
- Share your insights with others at your table.

2026-2027 RAISE Universal Book Club



- Audience: K-5 teachers and literacy coaches at 2026-2027 RAISE Universal Support Schools



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