The Synergy of Morphology, Vocabulary, & Spelling:

Igniting Literacy with Word Wisdom

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Who I Am

Lisa Barnett

- Special Education Teacher, retired
- Private Tutor
- SWI Coach & Consultant
- Founder & Director of Empower Learning Center, LLC
- Founding Member of DD-MI, retired
- Family of dyslexics & learning challenged
- Run FB group: SWI

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Agenda

1. Reasons from Research
2. **The Trifecta**: Morphology, Vocabulary, & Spelling
3. Evidence & Practice
4. Questions

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Teaching students that
morphemes are more *than just*
prefixes and suffixes
is essential to helping them build an
understanding of all literacy skills,
& vocabulary while forming
critical thinking skills.

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Morphology → **morph** + o + **log** + y

"form" "study, word, reason"

morph + o + **log** + ic + al → morphological

morph + o + **phone**/ + eme/ + ic → morphophonemic

morph + eme → morpheme

Morphology is the study of words, how they are formed and relate to each other in a language.

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Evidence-Based Impact of Morphological Instruction

Meta-Analyses[a] & Reviews[b] of Morphological Instruction

Authors	Findings	Journal
[b]Reed (2008) 7 studies	• Benefits overall • Especially less able (not statistical meta-analysis).	Learning Disabilities Research & Practice
[a]Bowers, Kirby & Deacon (2010) 22 studies	• Benefits overall • Largest effect for less able • Effects for Pre-School to Gr. 2 ≥ Gr. 3 -8	Review of Educational Research
[a]Goodwin & Ahn (2010) 17 studies	(Only studied children with learning disabilities) • Significant effects for less able	Annals of Dyslexia
[b]Carlisle (2010) 16 studies	• Benefits overall even with youngest students.	Reading Research Quarterly
[a]Goodwin & Ahn (2013) 30 studies	• Benefits overall • Significant differences in effects for English speaking students for MA, PA, Vocab, decoding, spelling (not RC) • Larger effect sizes with younger students	Scientific Studies of Reading
[a]Galuschka, Görgen, Kalmar, Haberstroh, Schmalz & Schulte-Körne (2020) 34 studies	(Only studied children with dyslexia and spelling deficits) • The greater children's spelling deficits study, the greater the effect of morphological instruction and the less effective was phonics instruction.	Educational Psycologist

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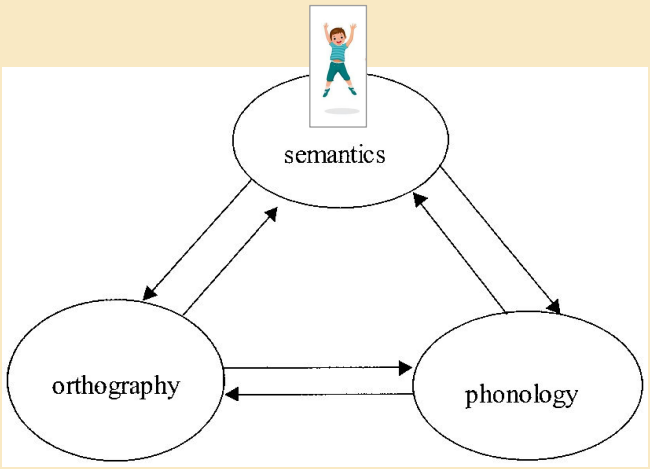
The Old Triangle Model of Reading

Seidenberg & McClelland (1989)



<jump> /ʤ ʌ m p/

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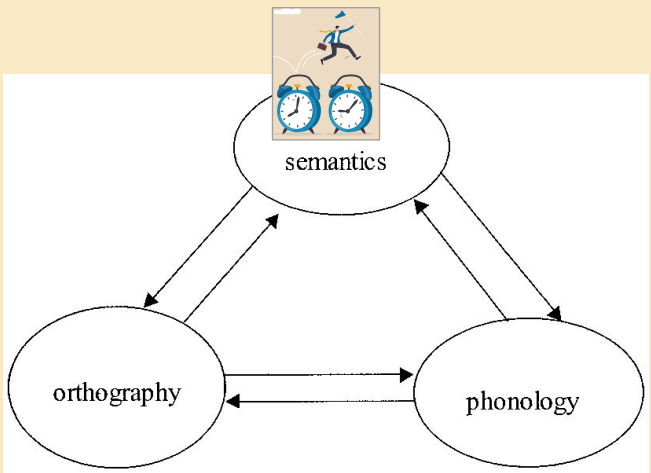
The Old Triangle Model of Reading

Seidenberg & McClelland (1989)



<*jumpt> /ʤ ʌ m p t/

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Kirby & Bowers, 2017

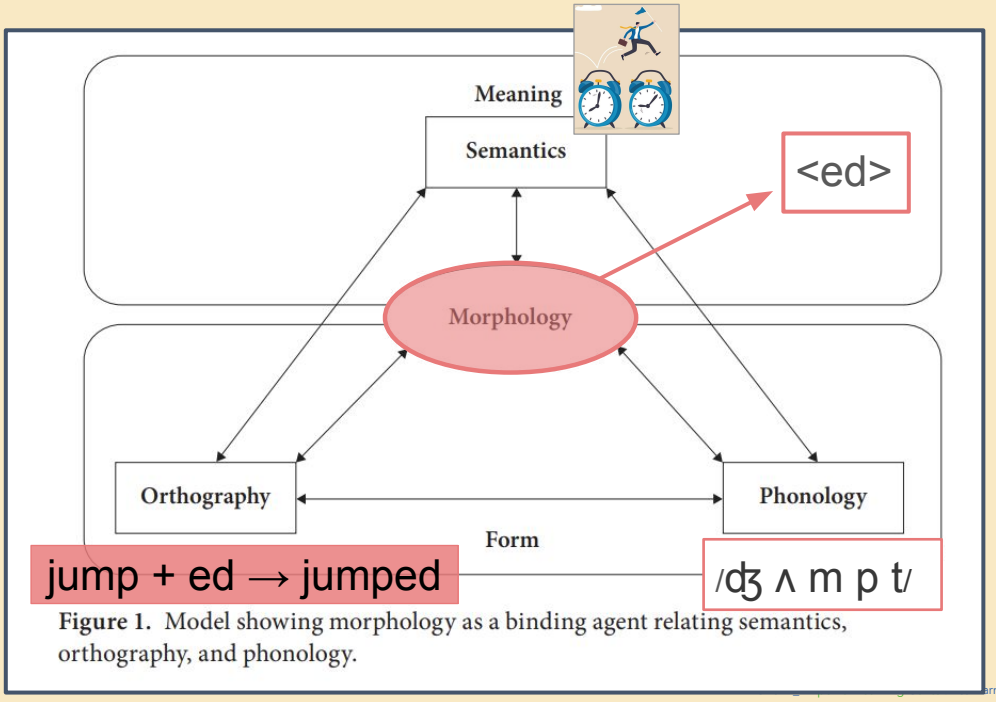
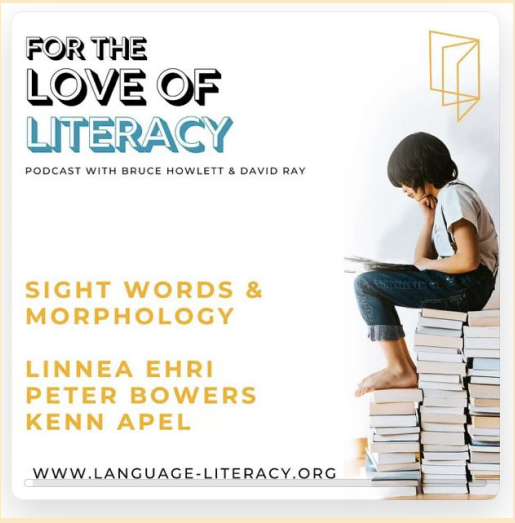


Figure 1. Model showing morphology as a binding agent relating semantics, orthography, and phonology.

SoR Researcher

"In terms of my view of morphology recently, in considering the work of Sue Hegland and Peter Bowers, I realized that **orthographic mapping can be conceptualized as recruiting units of the morphographic system to connect morphemic units in spelling of words to their meaning and syntactic functions.** This bonding is equally important."
Ehri (2025).

This statement begins at about 12:07 on Episode 3 of [For the Love Of Literacy](#).



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Science Vocabulary

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What does “dissolve” mean?

According to Merriam-Webster online (4 of many options):

1) to cease to be visible
2) to separate into component parts
3) to cause to pass into solution
4) break up; disperse

What else can we learn about the spelling?

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Vocabulary + Morphology = SO MUCH MORE

video & image credit: Marie Foley mariefoleyreading.com

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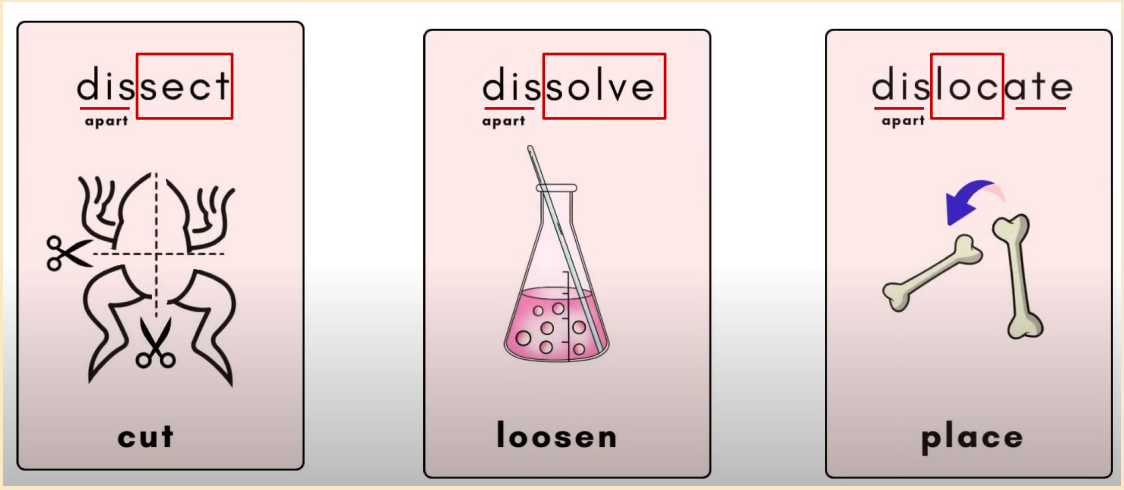
Morphemes inform vocabulary, spelling **& phonemes**



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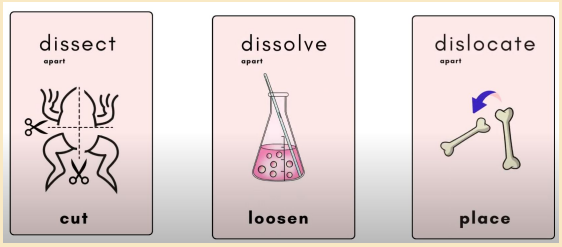
Why not <di->?



<di->

Greek “two, double, twice, twofold”

Ex: digraph → di + graph
“2” “written”

2 letters writing 1 phoneme

<dis->
“apart”

Latin origin

video & image credit: Marie Foley mariefoleyreading.com

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Morphemes

Free	Bound		
BASE	**BASE**	**Prefix**	**Suffix**
<solve> “loosen”	<sect> “cut” <loce> “place”	<dis-> “apart,...” <di-> “two”	vowel: <-ate>, <-ed>, <-ent>, <-ing>; consonant: <-s>

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Teaching students that
graphemes do more than just spell phonemes
is essential, too.

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Social Studies Vocabulary

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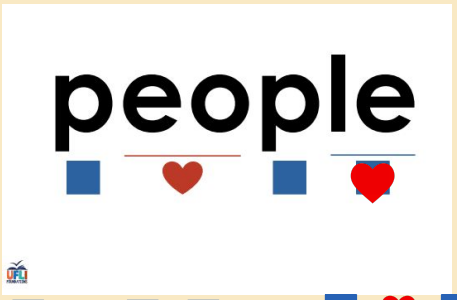
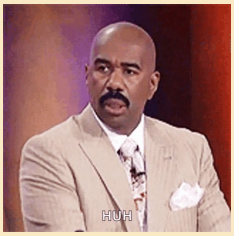
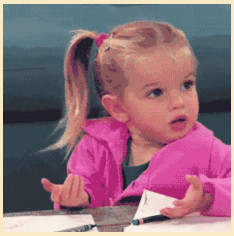
Why is there an <o> in <people>?







f ir s t	t o d ay
w a n t	w a t er
b ui l d	m o v e
g ue s t	g ui d e

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Related Words May Give Reason for a Grapheme

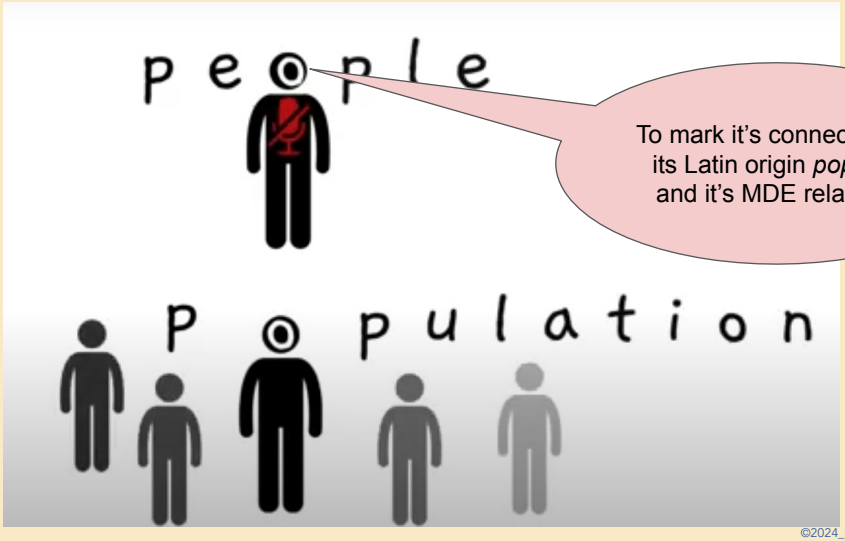

Image Credit:
Marie Foley

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History shows the <o> in <people>!

people → **people** (free base element)

peoples → **people** + s

townspeople → **town** + s + **people**

population → **popule** + ate + ion

popular → **popule** + ar

popularity → **popule** + ar + ity

overpopulated → **over** + **popule** + ate + ed

unpopular → un + **popule** + ar

etymonline.com (accessed 08/24)

people:
... from Anglo-French *peple*, *people*, ... from Latin *populus* "a people, nation; body of citizens;..."

Spelling of <popule>
remove the
Latin suffix <-us>
to get the
English base: <**popul**>
MDE adds final <e> to avoid doubling convention

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What about those final <e>'s?

syn + these/ + ize → synthesize:
place morphemes together–

ALL spelling conventions
MUST be shown

popule/ + ate/ + ion → population

popule/ + ar → popular

popule/ + ar + ity → popularity

over + **popule**/ + ate/ + ed → overpopulated

ana + lyze → analyze:
loosen morphemes up

No conventions need to be shown

population → **popule** + ate + ion

popular → **popule** + ar

popularity → **popule** + ar + ity

overpopulated → **over** + **popule** + ate + ed

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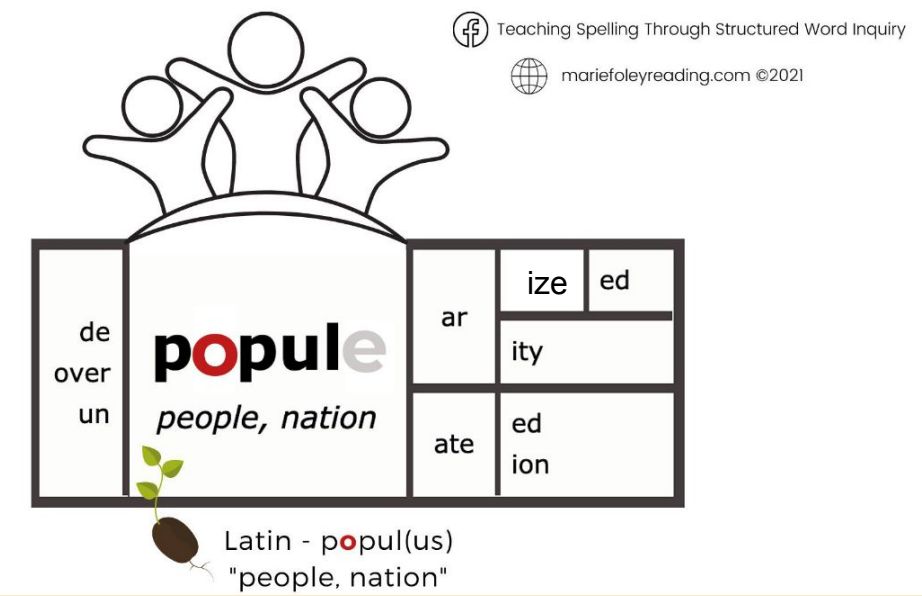
How to Read and Use a Matrix:



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Morphemes

Free	Bound		
BASE	**BASE**	**Prefix**	**Suffix**
<solve> "loosen" <people> <over>	<sect> "cut" <loce> "place" <populе> "people"	<dis-> "apart,..." <di-> "two" <un-> "not" <de-> "down, off, away"	<u>vowel</u> <-ate> <-ar> <-ed> <-ion> <-ity> <-ize> <u>consonant</u> <-s>

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How do you know which vowel to use for a schwa?

vowel reduction can mask the phoneme so look to the family!

/ˈpɑpjələr/

popule + ???

/ˌpɑpjəˈlɛrəti/

popularity → popule + **a**r + ity

popule/ + ar → popular

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Math, ELA & Everyday Words

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If you were a kid, how might you spell:

/səbˈtrækʃən/

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3 syllables

_____ _____ _____

sub chrak shn

sb chrak shun

sib track shin

sub trac shun

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Notice the Related Words in the Family:

subtract
subtracts
subtracting
subtraction

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Etymology

Gives us the history & origin of this word.

subtract/subtraction:

- from *sub*"from under" (see **sub**-)
- + *trahere* "to pull, draw" (see **tract** (n.1)).

Helps us find related words (if any).

- more on this later

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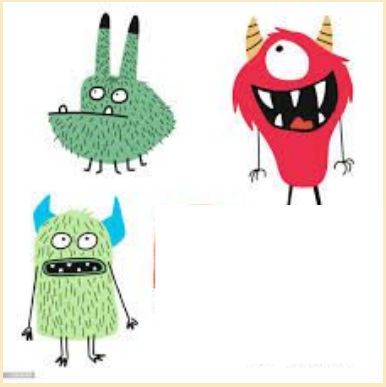
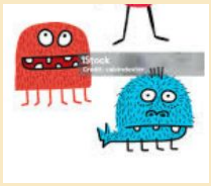
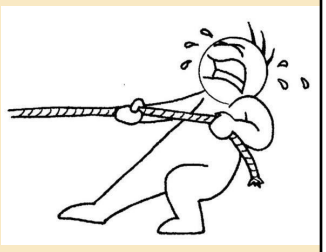
sub**tract**ion problem



"draw, pull away"





5 - 2 = 3

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Matrix & Word Sums for this small family

sub	**tract** *"draw, pull"*	ing ion s

subtract →	sub + **tract**
subtracts →	sub + **tract** + s
subtracting →	sub + **tract** + ing
subtraction →	sub + **tract** + ion

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Putting it all together

Word: subtract

Meaning

subtraction means to take away a number or amount from a number

synonyms:
: minus,
take away

Structure

subtraction → sub + tract + ion

sub + tract + s
sub + tract + ing
sub + tract + ed

Relatives

Latin origin:
trahere "draw pull"

morphological:	etymological
attracting	trace
contraction	train
extract	trail
detract	portray
tractor	trait
traction…	retreat
	distraught

Graphemes

<**t**> follwed by <**i**> can signal pronunciation of /ʃ/.

<**tr**> can be confused with <**chr**> – focus on the difference in mouth movements & that <chr> generally occurs in words of Greek origin pronounced /**k**/

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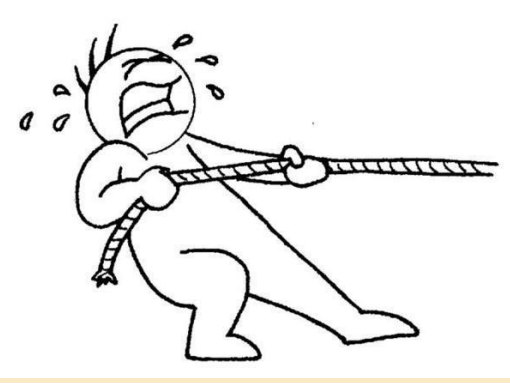
tractor



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con**tract**ions

as a noun:
abridging or shortening

contraction →
con + tract + ion

"with, together" "draw, pull"

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I am

I'm

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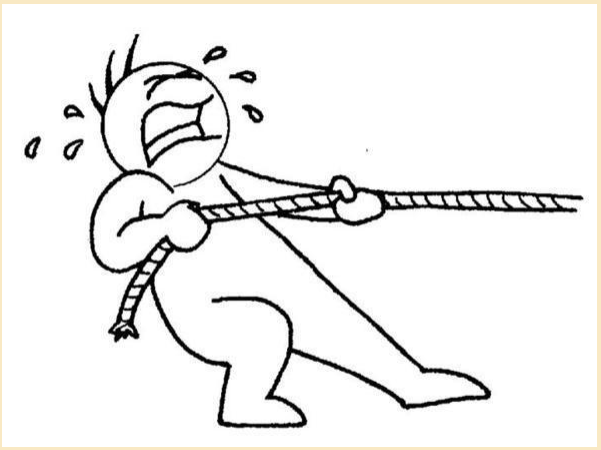
they



will

they'll

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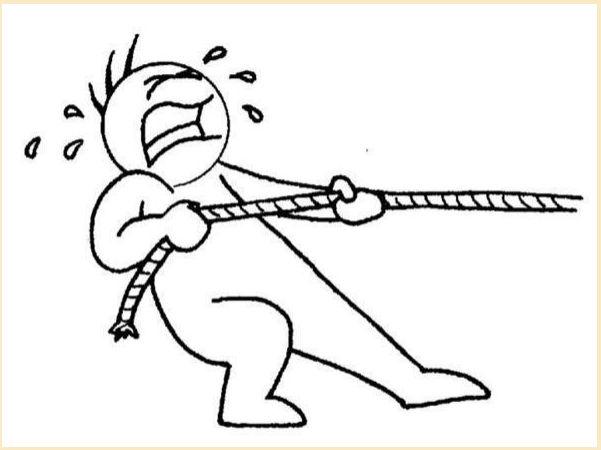
here



is

here's

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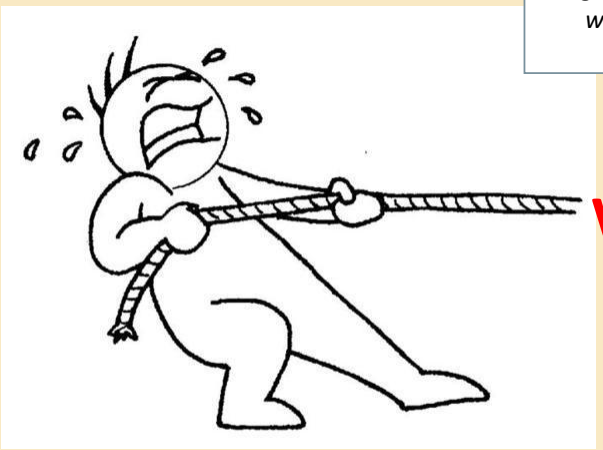
you



would

<l> is a marker grapheme, signaling its relationship of *would, could, should, to shall & will*

you'd

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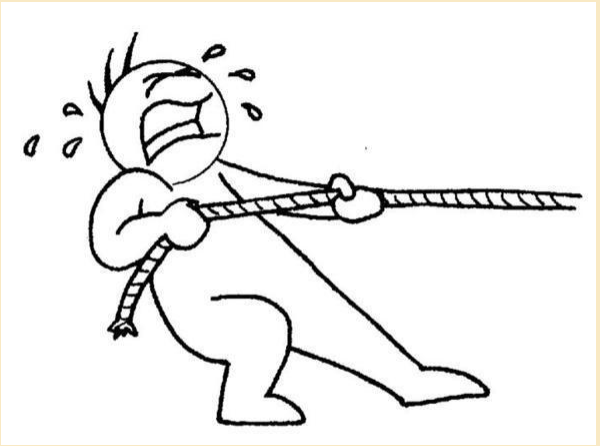
does



not

do + es → does
do + ne → done
do + ing → doing

doesn't

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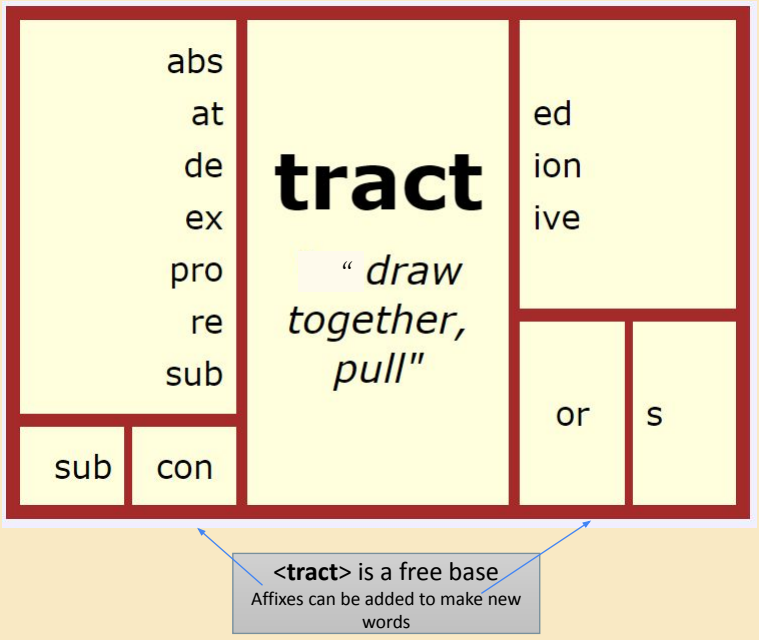

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All have a sense of to "pull"

tract + or →	**tract**or
tract + or + s →	**tract**ors
con + tract + ion→	con**tract**ion
con + tract→	con**tract**
con + tract + ed→	con**tract**ed
sub + con + tract ->	sub**tract**
at + tract →	at**tract**
at + tract + ion→	at**tract**ion
de + tract →	de**tract**
sub + tract + ion →	sub**tract**ion
sub + tract →	sub**tract**
re + tract →	re**tract**
at + tract + ive→	at**tract**ive
ex + tract →	ex**tract**
abs + tract →	abs**tract**
pro + tract + or →	pro**tract**or

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Morphemes

Free

BASE

<solve> "loosen"
<people>
<over>
<tract> "draw, pull"

Bound

BASE

<sect> "cut"
<loce> "place"
<popule> "people"

Prefix

<abs> "off, away from"
ad- "to, toward" + others
at-, al-, ag-, af-, ac-, …
<con> "with, together"
<dis-> "apart,..."
<di-> "two"
<de-> "down, off, away"
<pro-> "ahead"
<re-> "back, again, intensify""
<sub> "under"
<un-> "not"

Suffix

vowel	consonant
<-ate>	<-s>
<-ar>	
<-ed>	
<-ing>	
<-ion>	
<-ity>	
<-ive>	
<-ize>	
<-or>	

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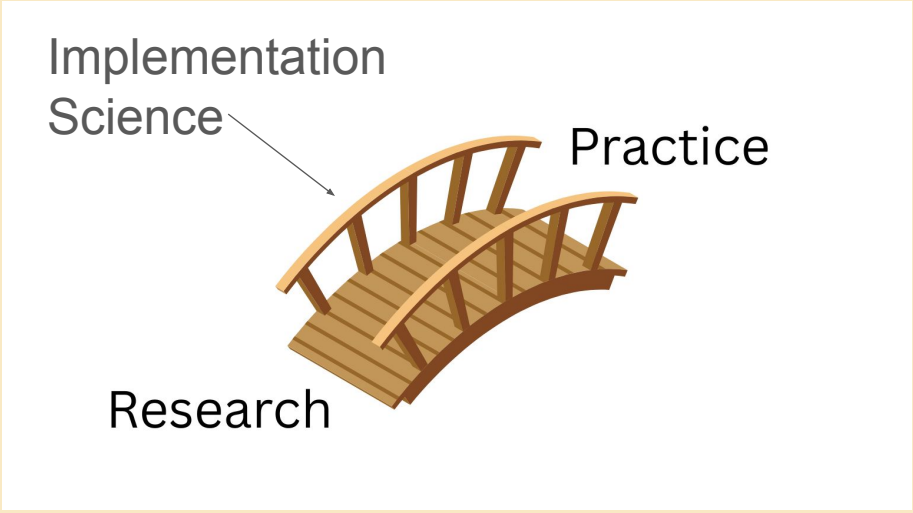

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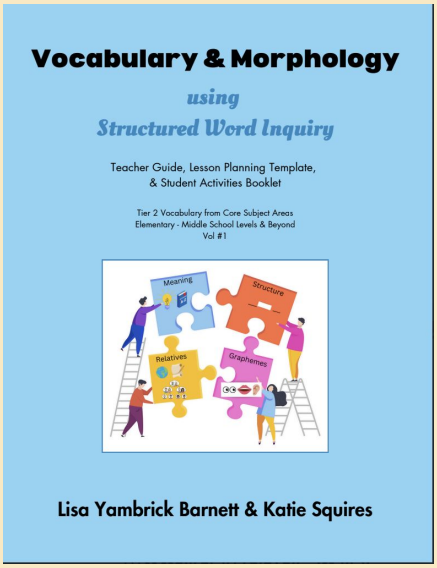
Resource

To help bridge research to practice



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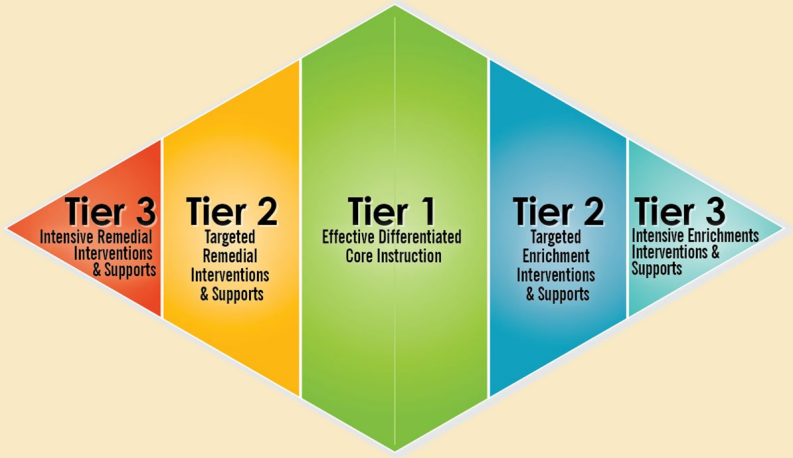

SWI can be used for remediation **and** enrichment

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Pilot Project, May 2024

5 lessons from the Vocabulary & Morphology with SWI Teacher Guide Book & Student Workbook

- Spelling was not a focus of the lessons directly
- The teacher did **not** complete all activities in the related words section.
- Students spelled words out loud as they wrote words but **were not provided with a practice list/study list** (nor are such lists a part of the SWI process).

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Qualitative Outcomes

Teacher reported:

- lessons were engaging
- filled with knowledge and critical thinking
- lessons were an important addition to the curriculum
- lessons enhanced the student knowledge.

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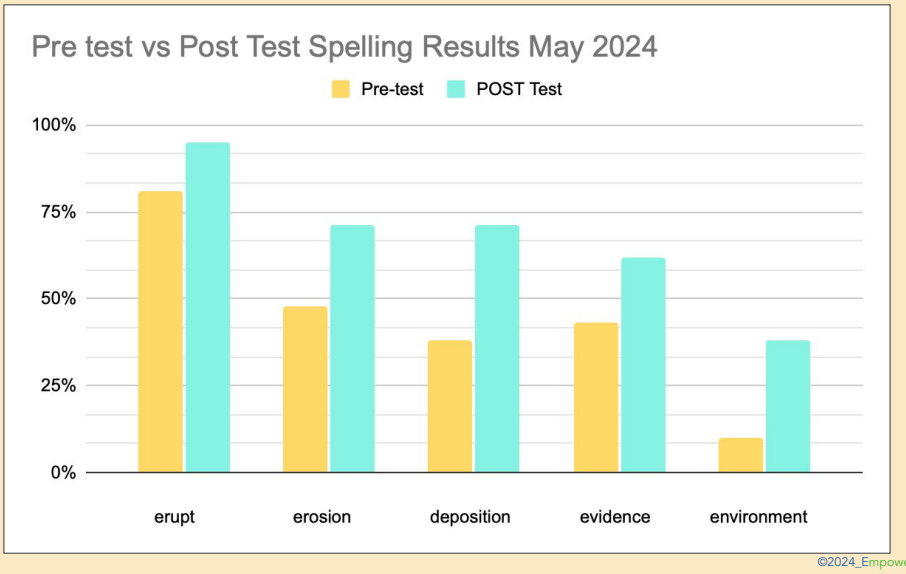
Quantitative Outcomes



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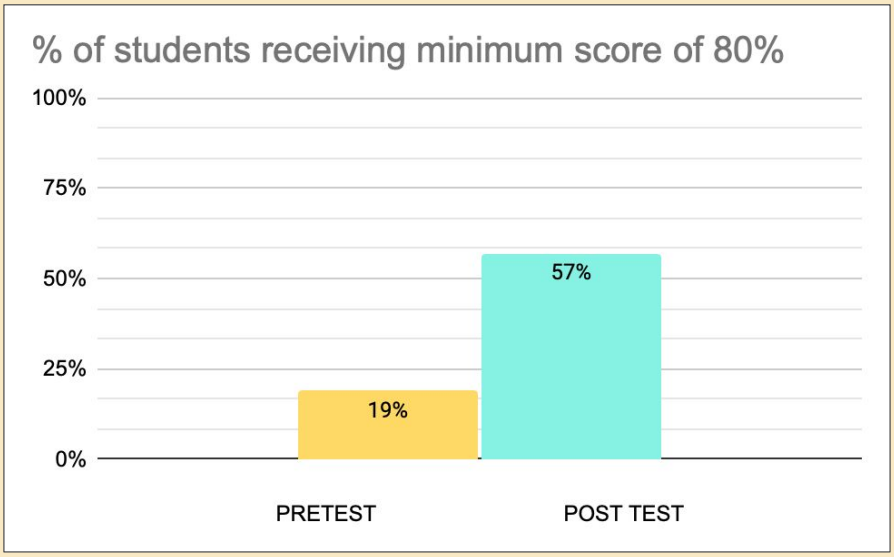
Quantitative Outcomes



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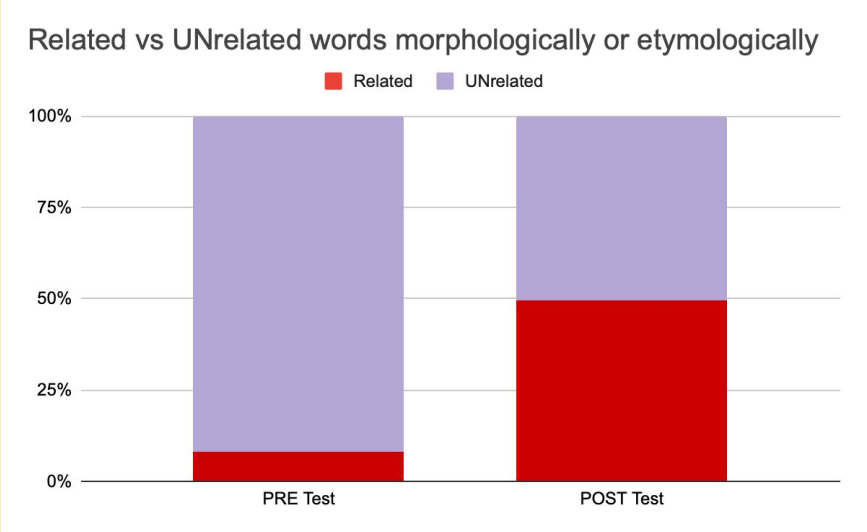
Student wrote related/unrelated words

Quantitative Outcomes



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Baylor University Clinical Implementation Waco, TX

REVIEWS

4.9 OUT OF 5 STARS

★★★★★ **A Transformative Resource for Teaching Structured Word Inquiry**

Reviewed in the United States on July 18, 2025

Verified Purchase

I cannot recommend this book on Structured Word Inquiry (SWI) highly enough! As a clinical professor working with graduate student clinicians and a speech-language pathologist working with children with developmental language disorder, I found this resource to be both accessible and deeply insightful. It provided a clear, research-informed framework that helped me guide my graduate students in learning how to provide this type of intervention and certainly helped strengthen my own knowledge and understanding. We used this book over the course of a summer session in our university clinic during our annual language and literacy camp, and the clients went crazy over it! They loved exploring the structure and meaning of words in ways that were engaging and empowering.

What stood out most was how the book made English orthography approachable, not just for me and my graduate students, but also for the children we worked with. The children, ranging from 1st to 10th graders, were genuinely excited to investigate words, uncover patterns, and make sense of vocabulary that maybe once felt out of reach. By learning how to recognize the underlying structures of words and understand words across morphological families, they gained a sense of ownership over language that sparked their curiosity and boosted their confidence in reading and writing more complex vocabulary. I especially appreciated how the children we worked with walked away from summer intervention not only with a deeper vocabulary but also with the skills for tackling new words on their own!

We used the book as a core text with graduate students learning to implement language and literacy intervention. Graduate students found it invaluable for understanding how to implement SWI. It sparked rich discussions and gave them practical tools that they could immediately apply to their clinical work.

Personally, I learned a great deal from this book. It deepened my understanding of how the written word works and refined my approach to teaching SWI both as a clinical educator and clinician. It's rare to find a resource that is equally effective for clinical practice, teaching, and personal professional development, but this book delivers on all fronts!

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evidence

as it relates to science, spelling, etc;
so much more than just vocabulary

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The Four Essential Questions

MEANING

STRUCTURE

RELATIVES

GRAPHEMES

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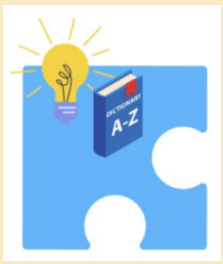
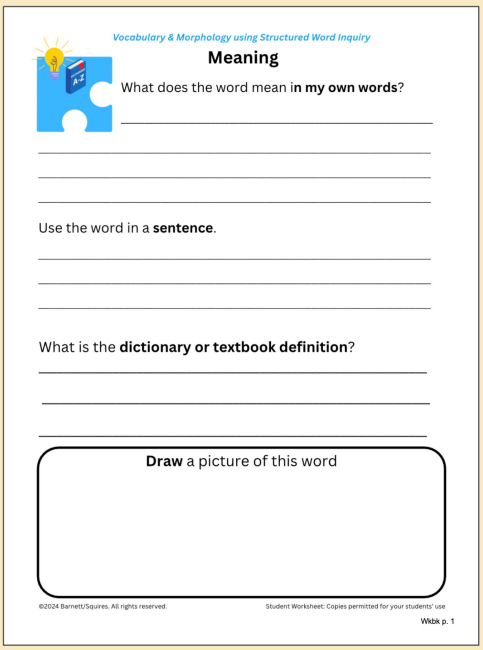


Meaning



Vocabulary & Morphology using Structured Word Inquiry

Meaning

What does the word mean i**n my own words**?

Use the word in a **sentence**.

What is the **dictionary or textbook definition**?

Draw a picture of this word

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We learn what things are
by understanding what
they
are not

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evidence

What it is ?	What it is ***not*** ?

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Definition:

Collins English Dictionary (accessed 08/24)

Information and clues that ***support*** a theory or idea.

How is it different than 'proof'?

support VS ***confirm***

Proof is when all evidence ***confirms*** a theory or idea.

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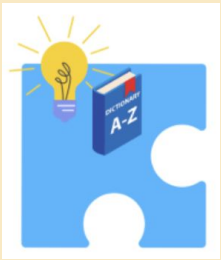
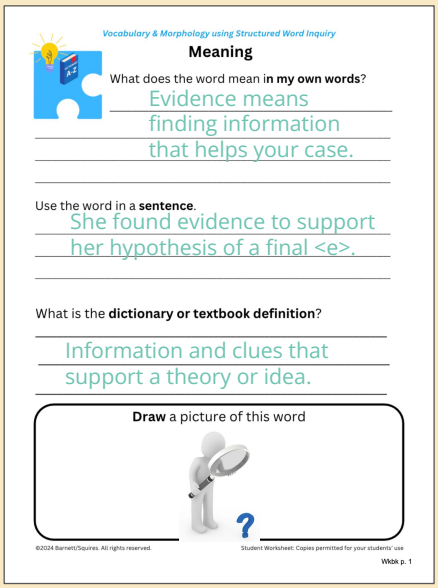


Meaning

Complete activities on p1



Vocabulary & Morphology using Structured Word Inquiry

Meaning

What does the word mean **in my own words**?

Evidence means finding information that helps your case.

Use the word in a **sentence**.

She found evidence to support her hypothesis of a final <e>.

What is the **dictionary or textbook definition**?

Information and clues that support a theory or idea.

Draw a picture of this word

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Wkbk p. 1

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Structure

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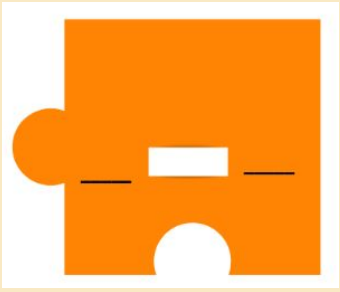
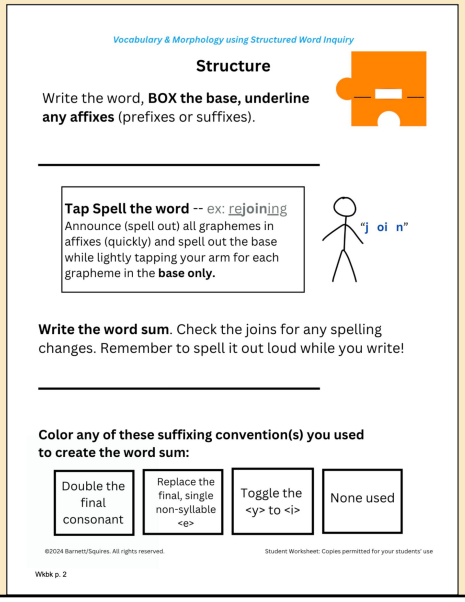


Structure

Start on Q2…& maybe Q3!



Vocabulary & Morphology using Structured Word Inquiry

Structure

Write the word, **BOX the base, underline any affixes** (prefixes or suffixes).

Tap Spell the word -- ex: rejoining
Announce (spell out) all graphemes in affixes (quickly) and spell out the base while lightly tapping your arm for each grapheme in the **base only.**

"j oi n"

Write the word sum. Check the joins for any spelling changes. Remember to spell it out loud while you write!

Color any of these suffixing convention(s) you used to create the word sum:

Double the final consonant	Replace the final, single non-syllable <e>	Toggle the <y> to <i>	None used

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Wkbk p. 2

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Related Words

Thinking Aloud

- Write the words below on index cards or place a list of these in the room where students can see them
- Encourage students to think about the relationship these words may share with ***evidence***:

Remember, Q 2 & 3 are interchangeable, you may want to read #3 before #2

Activity Suggestion: Preview

This list has been vetted and shares an etymological relationship with the key word.

evident	vision	visuals
evidently	visor	advisor
providence	television	visionary
provide	supervise	visits
providing	supervision	visitor
provider	visible	visited
provides	visibly	envisioning
evidenced	revise	revision
provided	revising	revises

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Make a Hypothesis About the Word Sum (morphemes)

Students can use what they know about morphemes to create a word sum

Right or Wrong = opportunities to learn

evi + dence

e + vidence

e + vi + dence

e + vide + nce

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Morphological Relatives

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evidence

providence

evidence→	e + **vide** + ence
evidenced →	e + **vide** + ence + ed
evidences →	e + **vide** + ence + es
evident →	e + **vide** + ent

providence→	pro + **vide** + ence
providing →	pro + **vide** + ing
provider →	pro + **vide** + er
improvident →	im + pro + **vide** + ent

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What *evidence* can we provide for these affixes?

Other words with …
<e-> 'out'
eject
emerge
erosion

e + vide + ence

e + vide + ence + ed

e + vide + ence + es

e + vide + ent

<-ence>
(forms a noun from a verb
coincid**ence** (coincide)
insist**ence** (insist)
differ**ence**(differ)
sent**ence** (sense)

<-ent>
(forms adjective from noun or verb)
insist**ent**
exist**ent**
differ**ent**

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What *evidence* can we *provide* of these morphemes?

<e-> "out"
eject
emerge
erosion

<pro-> "ahead, forth,..."
prohibit
produce
proceed

<im-> (1) "not, opposite"
assimilated form of <in->
incorrect
inflexible
illogical
irresponsible

e + vide/ + ence → evidence

pro + vide → provide

im + pro + vide/ + ent → improvident

<-ence>
(forms a noun from a verb)
coincid**ence**
insist**ence**
differ**ence**
sent**ence**

<-ent>
(forms adjective from noun or verb)
insist**ent**
exist**ent**
differ**ent**

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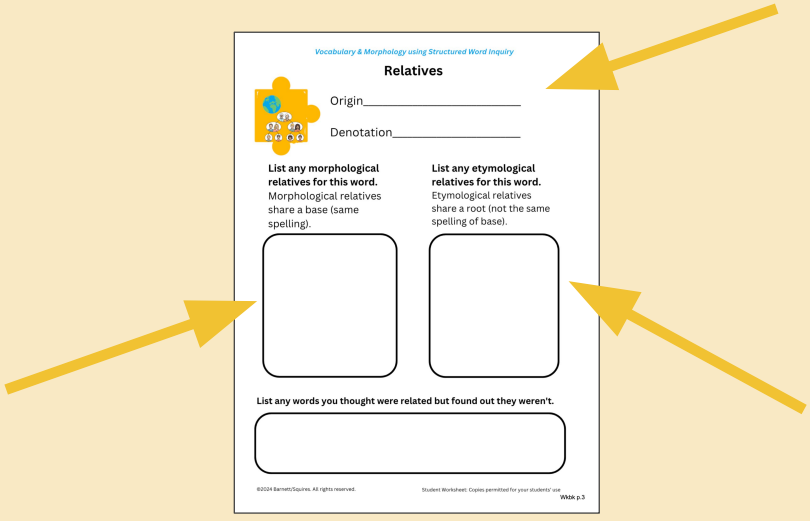
Sliding into Question 3



Relatives

- *morphological* – same spelling of the base
- *etymological* – different spelling of the base

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What about <vide>?

How do we prove that it is a base morpheme?

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etymonline.com

How do we prove that it is a base morpheme?

evidence (n.)

c. 1300, "appearance from which inferences may be drawn," from Old French *evidence*, from Late Latin *evidentia* "proof," in classical Latin "distinction, vivid presentation, clearness" in rhetoric, from stem of Latin *evidens* "obvious, apparent" (see **evident**).

evident (adj.)

"plainly seen or perceived, manifest, obvious," late 14c., from Old French *evident* and directly from Latin *evidentem* (nominative *evidens*) "perceptible, clear, obvious, apparent" from *ex* "out, out of, fully" (see **ex-**) + *videntem* (nominative *videns*), present participle of *videre* "to see" (from PIE root ***weid-** "to see").

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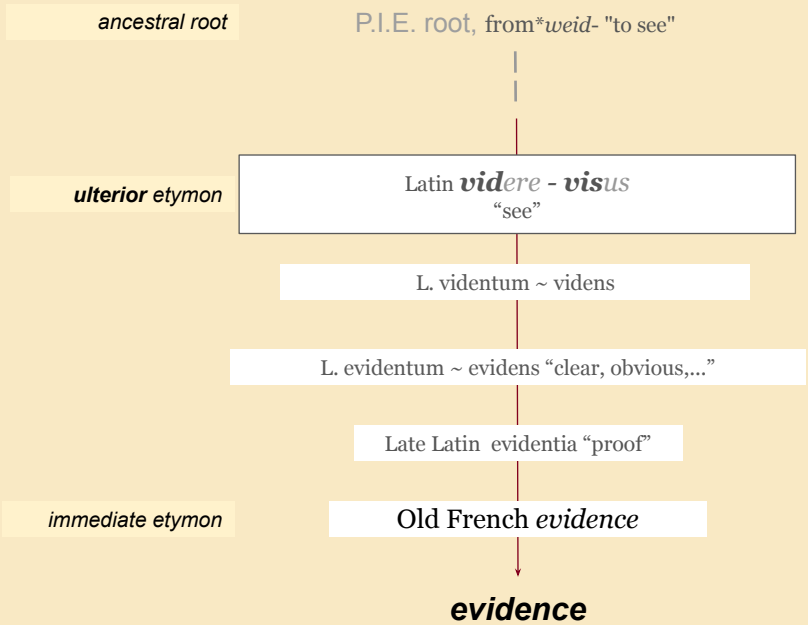
Question 3: What is the etymology and are there relatives?



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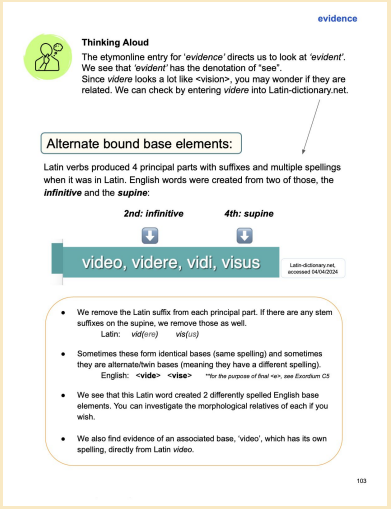
Pages from the lesson



evidence

Thinking Aloud

The etymonline entry for '*evidence*' directs us to look at '*evident*'. We see that '*evident*' has the denotation of "see". Since *videre* looks a lot like <vision>, you may wonder if they are related. We can check by entering *videre* into Latin-dictionary.net.

Alternate bound base elements:

Latin verbs produced 4 principal parts with suffixes and multiple spellings when it was in Latin. English words were created from two of those, the ***infinitive*** and the ***supine***:

2nd: infinitive ***4th: supine***

video, videre, vidi, visus

Latin-dictionary.net, accessed 04/04/2024

- We remove the Latin suffix from each principal part. If there are any stem suffixes on the supine, we remove those as well.
  Latin: *vid(ere)* *vis(us)*
- Sometimes these form identical bases (same spelling) and sometimes they are alternate/twin bases (meaning they have a different spelling).
  English: **<vide>** **<vise>** ***for the purpose of final <e>, see Exordium C5*
- We see that this Latin word created 2 differently spelled English base elements. You can investigate the morphological relatives of each if you wish.
- We also find evidence of an associated base, 'video', which has its own spelling, directly from Latin *video*.

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evidence

Activity Suggestion:
Synthesize (build) additional words using the morpheme cards.

Morphology Card Deck– <vide/vise> family

Make multiple copies of the card deck below for your students to cut up.
Have them place morphemes together to make words that share the same base.

vide	e	pro
tele	vise	ence
ed	ing	ent
er		ly
ion	u	al
ize	ate	s

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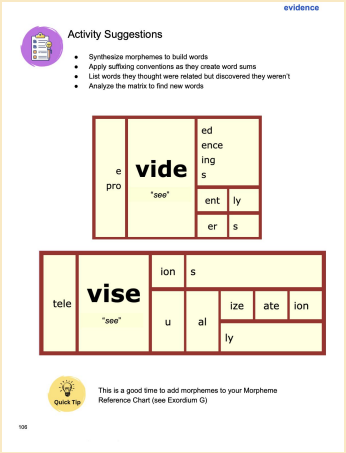
105



evidence

Activity Suggestions

- Synthesize morphemes to build words
- Apply suffixing conventions as they create word sums
- List words they thought were related but discovered they weren't
- Analyze the matrix to find new words

e pro	vide "see"	ed ence ing s	
		ent	ly
		er	s

tele	vise "see"	ion	s			
		u	al	ize	ate	ion
				ly		

Quick Tip: This is a good time to add morphemes to your Morpheme Reference Chart (see Exordium G)

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How do we go from Latin to English?

https://latin-dictionary.net

Latin had 4 principle parts

video, videre, vidi, visus

English formed words from 2 of the principal parts (infinitive & supine).

Latin *videre - visus*

"see"

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Latin Suffixes

Latin had suffixes with senses that modern English doesn't use, so we remove their suffixes.

English adds on a **final, single, non-syllabic <e>** if the base has a final single consonant preceeded by a single vowel to stop the doubling convention if there is evidence of words in the family do not double:

<vid> / <vis>

Latin ***vid****ere* **-** ***vis****us*
"see"

English <**vide**> / <**vise**>
"see"

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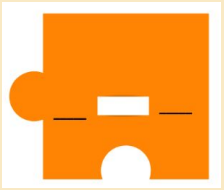

Check your hypotheses:

*evi + dence

*e + vi + dence

*e + vide + nce

e + vide/ + ence → evidence

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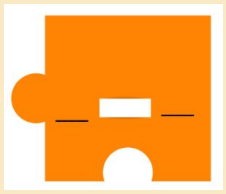

What is the structure of our word?

e + **vid**e/ + ence → evidence

"out, fully" "see" noun suffix

e + **vid**e/ + ent → evident

"out, fully" "see" adjectival suffix

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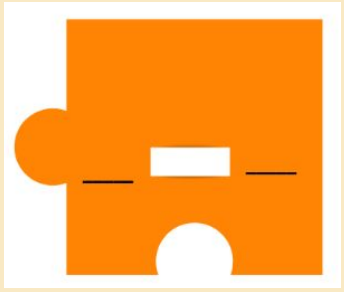

Structure

Complete p2

Vocabulary & Morphology using Structured Word Inquiry

Structure

Write the word, **BOX the base, underline any affixes** (prefixes or suffixes).

e
evidence

Tap Spell the word -- ex: rejoining
Announce (spell out) all graphemes in affixes (quickly) and spell out the base while lightly tapping your arm for each grapheme in the **base only.**

"j oi n"

Write the word sum. Check the joins for any spelling changes. Remember to spell it out loud while you write!

e + **vide**/ + ence → evidence

Color any of these suffixing convention(s) you used to create the word sum:

Double the final consonant	Replace the final, single non-syllable <e>	Toggle the <y> to <i>	None used

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Morpheme Reference Wall

Free	Bound		
BASE	**BASE** <vide> “see”	**Prefix** <e-> “out” <im-> “not, opposite” • assimilated from <in-> • <il-> • <ir-> <pro-> “ahead, forth,...”	**Suffix** vowel consonant <-ent> <-ence> <-ed> <-er> <-es> <-ing>

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Related Words and their word sums in Word Webs & Matrices

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evident
evidently

<vide> ‘see’

evidence
evidenced
evidences
evidencing

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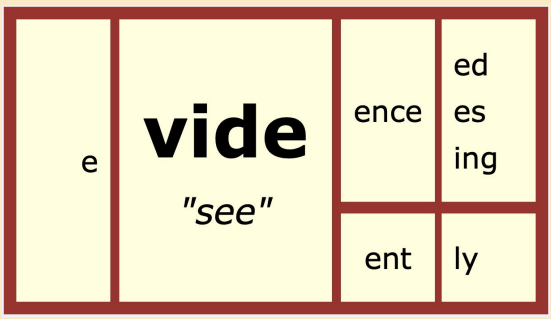

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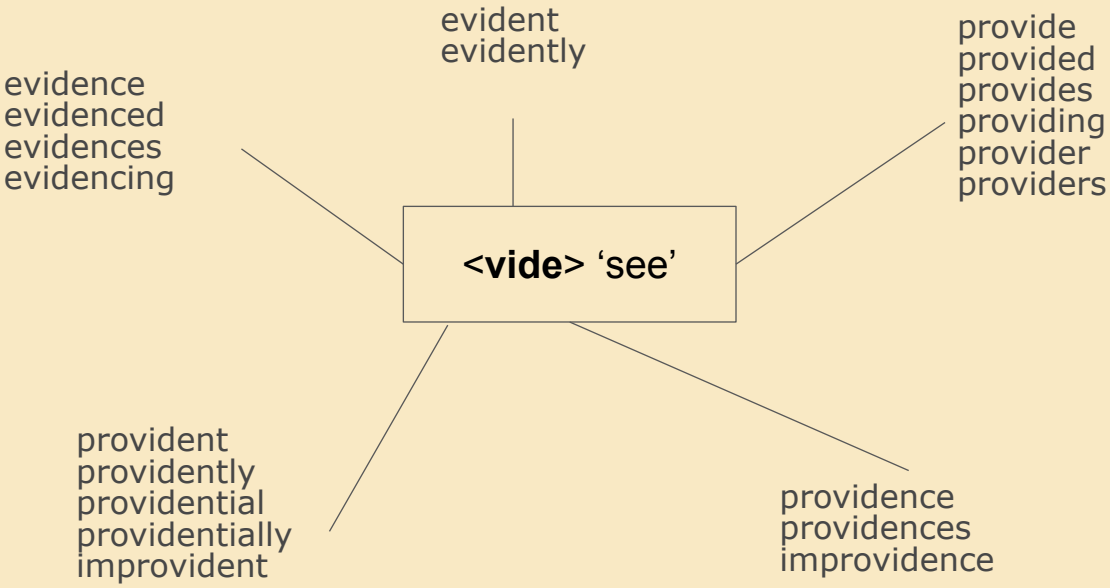

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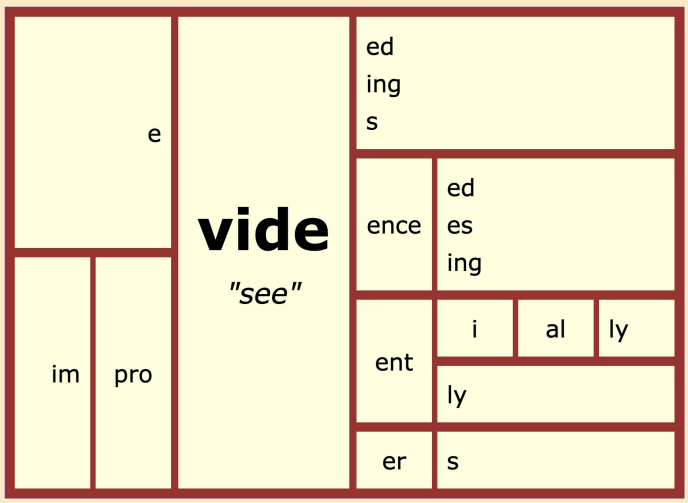

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Relatives
(morphological)

Vocabulary & Morphology using Structured Word Inquiry

Relatives

Origin evidence: Latin *videre*

Denotation "see"

List any morphological relatives for this word. Morphological relatives share a base (same spelling).

evidence
evident
provide
improvident

List any etymological relatives for this word. Etymological relatives share a root (not the same spelling of base).

List any words you thought were related but found out they weren't.

proof (synonym) individual (share letters only)
divide (L. "separate")

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Morpheme Reference Wall

Free	Bound		
BASE	**BASE**	**Prefix**	**Suffix**
	<vide> "see"	<e-> "out" <im-> "not, opposite" • assimilated from <in-> • <il-> • <ir-> <pro-> "ahead, forth,..."	vowel <-al> <-ent> <-ence> <-ed> <-er> <-es/s> <-ing> consonant <-s/-es> <-ly>

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Etymological Relatives

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Alternate Base Element

video, videre, vidi, visus

Latin ***vid***ere - ***vis***us
"to see"

English <**vide**> / <**vise**>
"see"

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Related Words

Activity Suggestion: Preview

This list has been vetted and shares an etymological relationship with the key word.

evident	vision	visuals
evidently	visor	advisor
providence	television	visionary
provide	supervise	visits
providing	supervision	visitor
provider	visible	visited
provides	visibly	envisioning
evidenced	revise	revision
provided	revising	revises

Example of incorrect hypothesis:

lavish has <vis>
BUT, are these accurate morphemes?

*la + vis + h

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vision
visions
visionary
envision
envisioning

visor
visors
sunvisor

revise
revising
revised
revisions

<vise> 'see'

televise
televising
televised

visual
visually
visualize
visualizing
visualization
visualizations

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Other interesting etymological relatives:

vista:

- ...from Italian *vista* "sight, view," noun use of fem. past participle of *vedere* "see,"
- from Latin *videre* "to see" (see vision (n.)).

video:

- ...as visual equivalent of audio,
- from Latin *video* "I see,"
  - first-person singular present indicative of *videre* "to see"

view:

...

- from Anglo-French *vewe*, Old French *veue* "light, brightness; look, appearance; eyesight, vision," noun use of fem. past participle of *veoir* "to see,"
- from Latin *videre* "to see" (from PIE root *weid- "to see")

advise:

- ... from Old French *aviser* "deliberate, reflect, consider" (13c.),
- from *avis* "opinion,"
- from phrase *ço m'est à vis* "it seems to me,"
- **or** from Vulgar Latin **mi est visum* "in my view,"
- ultimately from Latin *visum*, neuter past participle of *videre* "to see" (from PIE root *weid- "to see").
- The unetymological *-d-* is from 16c.

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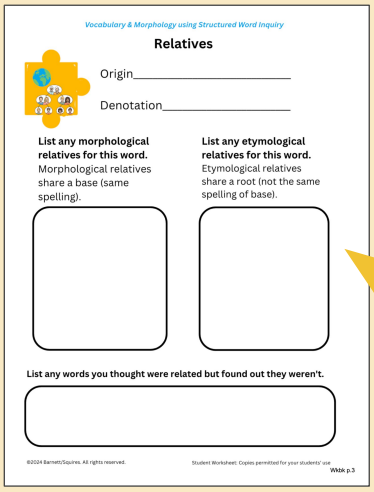
Relatives

(etymological)

Complete activities on p3



Vocabulary & Morphology using Structured Word Inquiry

Relatives

Origin_____

Denotation_____

List any morphological relatives for this word. Morphological relatives share a base (same spelling).

List any etymological relatives for this word. Etymological relatives share a root (not the same spelling of base).

List any words you thought were related but found out they weren't.

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WMK p.3

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Vocabulary & Morphology using Structured Word Inquiry

Relatives

Origin Latin

Denotation "see"

List any morphological relatives for this word. Morphological relatives share a base (same spelling).

evidence
evident
provide
improvident

List any etymological relatives for this word. Etymological relatives share a root (not the same spelling of base).

vision
envision
revise
televise
visually
advise
view

List any words you thought were related but found out they weren't.

proof (synonym) individual (share letters)
divide (L. homoph "separate")

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Morpheme Reference Wall

Free	Bound		
BASE	**BASE**	**Prefix**	**Suffix**
<sun>	<vide/vise> "see"	<e-> "out"	vowel: <-al>, <-ary>, <-ate>, <-ent>, <-ence>, <-ed>, <-er>, <-es/s>, <-ing>, <-ion>, <-ize>, <-or>, <-ory>
<view>		<im-> "not, opposite" (assimilated from <in->, <il->, <ir->)	consonant: <-s/-es>, <-ly>
<vista>		<pro-> "ahead, forth,..."	
<video>		<en-> "make, put in"	
<advise>		<re-> "again"	
		<tele-> "far, far off, …"	

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Graphemes

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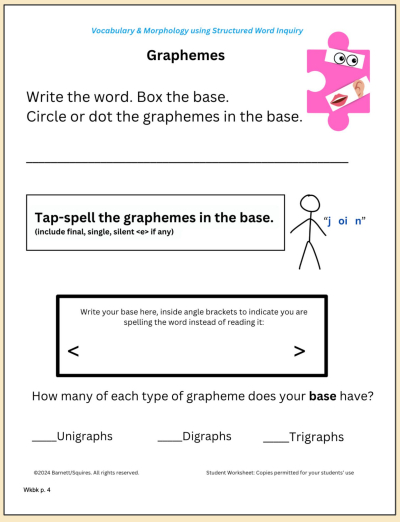
Graphemes

Complete activities



Vocabulary & Morphology using Structured Word Inquiry

Graphemes

Write the word. Box the base.
Circle or dot the graphemes in the base.

_____

Tap-spell the graphemes in the base.
(include final, single, silent <e> if any)

"j oi n"

Write your base here, inside angle brackets to indicate you are spelling the word instead of reading it:

< >

How many of each type of grapheme does your **base** have?

____Unigraphs ____Digraphs ____Trigraphs

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Wkbk p. 4

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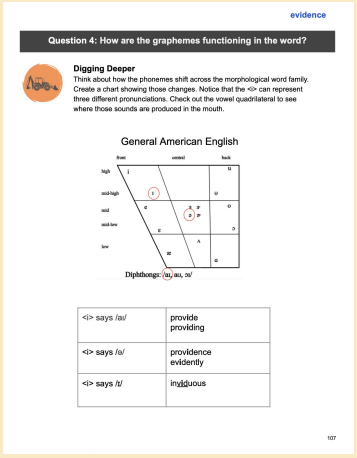

evidence

Question 4: How are the graphemes functioning in the word?

Digging Deeper
Think about how the phonemes shift across the morphological word family. Create a chart showing those changes. Notice that the <i> can represent three different pronunciations. Check out the vowel quadrilateral to see where those sounds are produced in the mouth.

General American English

<i> says /aɪ/	provide providing
<i> says /ə/	providence evidently
<i> says /ɪ/	invidduous

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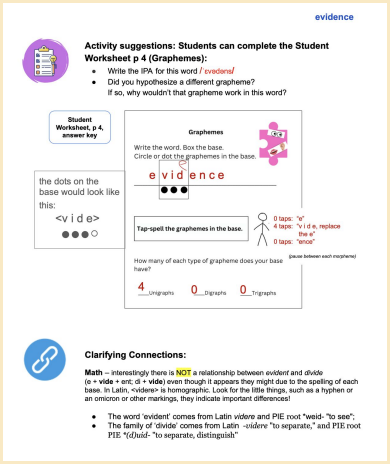

evidence

Activity suggestions: Students can complete the Student Worksheet p 4 (Graphemes):

- Write the IPA for this word / ɛvədənt͡s/
- Did you hypothesize a different grapheme?
  If so, why wouldn't that grapheme work in this word?

Student Worksheet, p 4, answer key

the dots on the base would look like this:
<v i d e>

Graphemes
Write the word. Box the base.
Circle or dot the graphemes in the base.
e v i d e n c e

Tap-spell the graphemes in the base.
0 taps: "e"
4 taps: "v i d e, replace the e"
0 taps: "ence"

How many of each type of grapheme does your base have? (pause between each morpheme)
4 Unigraphs 0 Digraphs 0 Trigraphs

Clarifying Connections:

Math – interestingly there is NOT a relationship between *evident* and *divide* (e + **vide** + ent; di + **vide**) even though it appears they might due to the spelling of each base. In Latin, <videre> is homographic. Look for the little things, such as a hyphen or an omicron or other markings, they indicate important differences!

- The word 'evident' comes from Latin *videre* and PIE root **weid-* "to see";
- The family of 'divide' comes from Latin *-videre* "to separate," and PIE root PIE **(d)uid-* "to separate, distinguish"

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evidence

/ˈɛvədənt͡s/

What are the pronunciations of the <e>'s in this word?

What is the job of the final, single, non-syllabic <e>?

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Pronunciations of the <i> within our base elements:

pro**vi**sion /prəˈvɪʒən /

pro**vi**de /prəˈvaɪd /

e**vi**dent /ˈɛvədənt/

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Vocabulary & Morphology using Structured Word Inquiry

Graphemes

Write the word. Box the base.
Circle or dot the graphemes in the base.

e
e v i d e n c e

Tap-spell the graphemes in the base.
(include final, single, silent <e> if any)

Write your base here, inside angle brackets to indicate you are spelling the word instead of reading it:

< *vide* >

How many of each type of grapheme does your **base** have?

4 Unigraphs ____Digraphs ____Trigraphs

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Wkbk p. 4

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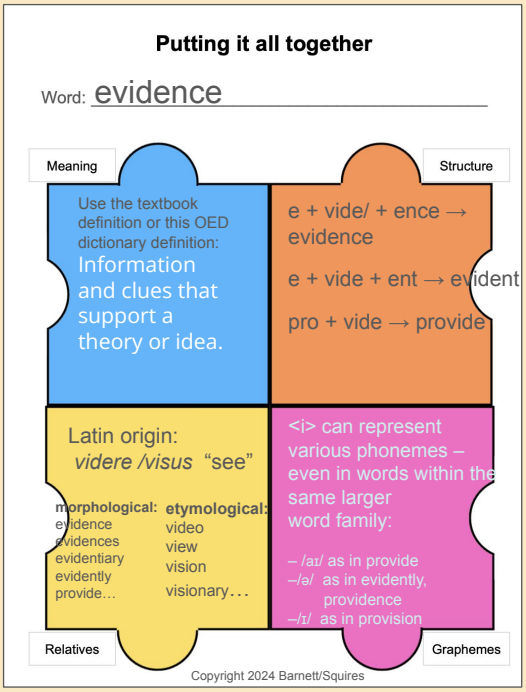

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Lesson Planning

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Lesson Plan Notes Template

Vocabulary & Morphology Lesson with SWI

Notes for building a lesson

Your word: _____

Subject area(-s): _____

Pre-Activity (if any):

Q1: What does your word mean? Consider the context in which it is in your subject area as well as multiple meanings of words.

Q2: How is it built? Morphemes (word sums) – main word & relatives

(after Q 3) What are the morphemic structures of this word? You may have to investigate question #3 before you can answer this one. When in doubt, only find morphemes you can prove.

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Lesson Plan Notes p 2

Q3: What is the etymology and are there relatives? use Etymonline or another etymology source to help you determine the origin, history, and related words.

Q4: How are the graphemes functioning in the word? Remember, graphemes do not cross morphemic boundaries – within your word and its relatives, how are these graphemes functioning?

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Resources
References
Q & A

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Where to Learn More

LINKTREE
all kinds of resources for SWI

- Classes (live & asynchronous)
- Books
- Social Media
- Tools to work with SWI
- Research
- Presentation links
- Etymology info/graphics/sites
- Videos
- Blogs
- Swag

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Where to Learn More

Classes (live & asynchronous):

- Empower Learning Center, Barnett, Lisa, https://www.seethebeautyindyslexia.com/swi-classes.html
- Illuminate Words, Rebecca Loveless
- Mary Beth Stevens, https://mbsteven.edublogs.org/swi-class/
- mariefoleyeading.com, Marie Foley
- Word Works Litrecy Center, Dr. Pete Bowers, www.wordworkskingston.com
- The Literacy Dr: Dr. Jen Petrich, et al, https://www.theliteracydr.com/
- SELF-Paced: ToolBox2: Real Spelling, https://www.tbox2.com/

Books:

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- **Bowers, Dr. Pete**, *Teaching How the Written Word Works*, Teacher Guide & Student Workbook available through WordWorksKingston.com, 2010.
- **Constantine & Lee**, Structured Word Inquiry: An Implementation Plan, SWI Literacy LLC, Sept 2024
- **Hegland, Sue Scibetta**, *Beneath the Surface of Words: What English Spelling Reveals and Why it Matters*, Learning About Speling, Souix Falls, SD, Dec 2021.
- **Venable, Gail Portnuff**, *Backpocket Words: Sharing the Esence of English Spelling*, One Monkey Books, San Francisco, CA, Nov 2021.
- **Hamilton & Loveless**, *The High Frequency Word Project 2nd Edition*, Swallowtail Press, 2025.

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