

Western-DHH Curriculum-Based Spoken Language Assessment Tool
Morphological Awareness

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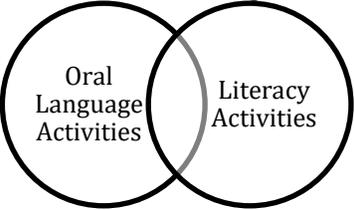
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Summary Form: Morphological Awareness

Student Name: _____

Date: _____

Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.

<p>Information - What is this task assessing? This task assesses the student's awareness of and ability to manipulate the smallest units of meaning in words. Oral and literacy-based activities are included.</p>	<p>The morphemes in <i>Section A</i> are listed in approximate developmental order. The first 5 are from Brown's morphemes and are usually acquired by 4 years of age. Derivational morphemes develop later and become drivers for vocabulary knowledge and literacy, especially from the mid-elementary grades onwards.</p>	
<p>Section A: Student Performance – use table on reverse side to capture student performance</p>		
<p>Section B: Prompts, Supports, Accommodations – use this table to summarize helpful strategies</p>		
<p>List prompts or supports attempted or trialed</p>	<p>Effective (E) Sometimes Effective (S) Not Effective (N)</p>	<p>Notes</p>
<p>Accommodation(s) that may be helpful for this student (e.g., for intervention, in the classroom, in general, etc.):</p>		
<p>Section C: Next Steps (where to go from here) When were errors/challenges observed?</p> 	<ul style="list-style-type: none"> • If challenges are present: <ul style="list-style-type: none"> ○ in oral language only focus on oral practice* ○ in literacy activities only focus on literacy-embedded practice* ○ in both oral language and literacy activities, focus on practice in both oral language and literacy-embedded activities* <p>*with the supports considered effective in <i>Section B</i></p>	
<p>Section D: Sample IEP Statements <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample statement #1:</u> The student will increase the complexity of morphology forms by using plural -s in oral conversations with verbal prompting.</p> <p><u>Sample statement #2:</u> The student will increase the complexity of morphology forms by using comparative (-er) and superlative (-est) forms in oral conversation following a verbal model.</p>		

Section A: Student Performance

Indicate the specific morphemes targeted with the student including how many items the student completed correctly without any prompts/supports (*#correct without prompts*), correctly with prompts/supports (*# correct with prompts*), and incorrectly (*# incorrect*). For any items the student was unable to complete, count these as incorrect. Include any relevant notes (e.g., prompts used, observations, etc.).

Morphemes	Production (Adding morphemes)			Decomposition (Removing morphemes)			Notes
	# correct...		# incorrect	# correct...		# incorrect	
	without prompts	with prompts		without prompts	with prompts		
Inflectional	-ing						
	Plural s						
	Regular past tense -ed						
	Irregular past tense						
	Regular 3 rd person singular						
	Comparative -er						
	Superlative -est						
Derivational	Adjective suffixes						
	Adverb suffixes						
	Noun suffixes						
	Verb suffixes						

Area(s) of strength:

Area(s) of challenge:

Morphology Production Task**Instructions:**

Go through at least one example with the student to set up the task. Tell the student the word that will need morphemes added to it to complete the sentence. Read the sentence aloud to the student and instruct them to complete the sentence with the provided word.

Go through as many examples as needed to help the student understand how to do the task (and note how many examples were done together). Provide supports as needed to help the student succeed.

Support/Prompt Suggestions:

1. Cover the answers (the left-most column) and provide the written sentence with the blank as a visual support for the student.
2. Write the word that is to be altered on a paper. Write the target morpheme on a separate paper. Place both on the table in front of the student and work through adding the morpheme to the word to get the answer that completes the sentence.
3. Work through a couple examples together in the same way so that the student can see a pattern. Gradually reduce the amount of support you are providing as you work through an example and allow the student to complete the task. Note on the page how many examples you worked through together.

Inflectional Morphemes	Derivational Morphemes
<ul style="list-style-type: none"> • -ing • Plural -s • Regular past tense -ed • Irregular past tense • Regular third person singular • Comparative -er • Superlative -est 	<ul style="list-style-type: none"> • Adjective suffixes • Adverb suffixes • Noun suffixes • Verb suffixes

Sample Script for Instructions to the Student:

"I'm going to tell you a word. Then I'll read you a sentence that has a blank. Use the word I told you at the beginning to fill in the blank. You will need to change that word a bit to make it fit properly. Let's try a practice one."

(choose an example specific to the morpheme you are targeting with this student)

Ex. Farm. My uncle is a _____.

If the student gives an incorrect response (or doesn't give a response) say "Listen while I try this one and see if it makes sense to you. Farm. My uncle is a farmer. What did I do to the word "farm" to get the word "farmer"? (I added -er to the end of farm). Let's try another one together."

Do another example and see if the student can add the morpheme themselves. Repeat more examples if necessary to support this student in understanding the task. Note on the page how many examples you did together with the student.

Morphological Awareness: Adding -ing

Note: Cover the column with the answer if providing written sentences as visual support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Laughing	After the funny joke, everyone was _____.	laugh		
Smiling	Alisha was so happy she couldn't stop _____.	smile		
Swimming	Kim wanted to improve her _____.	swim		
Helping	My sister is always _____.	help		
Talking	I could hear her _____.	talk		
Cleaning	My room was very dirty, so I started _____.	clean		

Writing	Nancy loves spending time _____.	write		
Driving	He couldn't answer the call because he was _____.	drive		
Crying	My baby sister won't stop _____.	cry		
Fishing	Me and my mom went _____.	fish		
Eating	He was so hungry. He could not stop _____.	eat		
Hiding	I can't find my brother. He is _____.	hide		
Running	I can't catch her, she won't stop _____.	run		
Sleeping	Lily is tired, so she is _____.	sleep		
Cooking	My dad is so busy with the meal he is _____.	cook		

Morphological Awareness: Adding plural -s

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Shoes	I have two running _____.	shoe		
Dogs	My family has three _____.	dog		
Houses	On my block there are seventeen _____.	house		
Balls	In order to juggle, we need three _____.	ball		
Keys	I can't find my house _____.	key		
Fingers	I have five _____.	finger		

Cookies	She ate three chocolate _____.	cookie		
Pencils	We need to buy more _____.	pencil		
Flowers	We watched the bees buzz around all the _____.	flower		
Markers	The children drew pictures with _____.	marker		
Friends	She wrote many letters to her _____.	friend		
Ears	Elephants have two big _____.	ear		
Necks	Giraffes have long _____.	neck		
Lakes	Ducks love to swim in _____.	lake		
Wings	Swans have very large _____.	wing		

Morphological Awareness: Regular Past Tense -ed

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Played	Yesterday, we were bored so we went outside and _____.	play		
Stopped	The light turned red and all of the cars _____.	stop		
Jumped	When the sound scared me, I _____.	jump		
Walked	It was a beautiful day so I _____.	walk		
Danced	The music was exciting so she _____.	dance		
Cooked	Instead of ordering in food, they _____.	cook		

Painted	He stood back to look at the walls he had _____.	paint		
Cleaned	The kitchen looked better now that he had _____.	clean		
Watched	It was an interesting movie that we _____.	watch		
Visited	I was so excited when my grandparents _____.	visit		
Practiced	She wanted to get better at piano so she _____.	practice		
Called	She answered the phone when her mother _____.	call		
Listened	He had something important to say so I _____.	listen		
Asked	I wanted to know the answer so I _____.	ask		
Waited	It wasn't my turn so I _____.	wait		

Morphological Awareness: Irregular Past Tense

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Ate	I _____ breakfast this morning.	eat		
Took	They _____ a trip to the beach.	take		
Drank	We _____ coffee at the cafe.	drink		
Ran	He _____ a marathon last year.	run		
Wrote	She _____ a book last summer.	write		
Sang	They _____ karaoke all night.	sing		

Swam	She _____ laps in the pool.	swim		
Drove	He _____ to work yesterday.	drive		
Flew	We _____ to Paris for the weekend.	fly		
Slept	They _____ in late on Sunday.	sleep		
Went	We _____ to a movie at the cinema.	go		
Caught	He _____ a fish in the lake.	catch		
Bought	She _____ a new car last month.	buy		
Rang	I answered the phone after it _____.	ring		
Blew	The fence was knocked over when the wind _____.	blow		

Morphological Awareness: Regular Third Person Singular

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Eats	When Jack is hungry, he _____.	eat		
Sings	It sounds so sweet when the bird _____.	sing		
Barks	Every morning the dog _____.	bark		
Dances	When the music is catchy, Franky _____.	dance		
Studies	His test is coming up, so after school he _____.	study		
Cries	When my little sister is upset, she _____.	cry		

Meows	When the cat is hungry, it _____.	meow		
Walks	Instead of driving to work, Max always _____.	walk		
Grows	Corn is what the farmer _____.	grow		
Reads	The student wants to learn so she _____.	read		
Runs	To get exercise each day, Michael _____.	run		
Wants	A new hat is what he _____.	want		
Trains	Every day the athlete _____.	train		
Swims	Do you see how gracefully that fish _____?	swim		
Plays	Listen to how beautifully the musician _____.	play		

Morphological Awareness: Comparative -er

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Bigger	The hippo was big, but the elephant was _____.	big		
Larger	Compared to the mouse, the elephant is _____.	large		
Faster	Bicycles can be fast but cars are _____.	fast		
Higher	Compared to the hill, the mountain is even _____.	high		
Longer	The bus is long, but the train is _____.	long		
Taller	This building is six stories, but the skyscraper is even _____.	tall		

Wider	There is a stream, but the river is _____.	wide		
Thicker	The magazine is thinner and the book is _____.	thick		
Deeper	Ocean versus lake? The ocean is _____.	deep		
Whiter	In comparison to sand, snow is _____.	white		
Harder	Emeralds are hard stones, but diamonds are _____.	hard		
Brighter	Between the sun and moon, the sun is _____.	bright		
Stronger	Compared to tea, coffee is _____.	strong		
Louder	Whispering is quiet and that music is so much _____.	loud		
Braver	That deer was brave but I bet a lion would be _____.	brave		

Morphological Awareness: Superlative -est

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Largest	Of the animals in the zoo, the elephant is the _____.	large		
Fastest	Compared to other cats, the cheetah is the _____.	fast		
Highest	Of all the mountains, Mount Everest is the _____.	high		
Longest	There are lots of mammals, but the blue whale is the _____.	long		
Nicest	She is the _____.	nice		
Sweetest	The icing on that cake is the _____.	sweet		

Deepest	Compared to others, the Grand Canyon is the _____.	deep		
Tallest	Of all the buildings, the Burj Khalifa is the _____.	tall		
Brightest	In our solar system, the sun is the _____.	bright		
Strongest	Of all the trees in the forest, oak is the _____.	strong		
Quietest	The library is the room that is the _____.	quiet		
Softest	Compared to the others, that blanket is the _____.	soft		
Hardest	The diamond is the stone that is the _____.	hard		
Loudest	The classroom was loud, but Timmy was the _____.	loud		
Hottest	Of all the deserts, the Sahara is the _____.	hot		

Morphological Awareness: Adjective Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Remarkable	The speed of the car was _____.	remark		
Beautiful	That flower is _____.	beauty		
Dirty	After playing in the mud, her hands were _____.	dirt		
Adventurous	The trip sounded _____.	adventure		
Reasonable	Her argument was quite _____.	reason		

Famous	The rock star was _____.	fame		
Colourful	The rainbow was very _____.	colour		
Humourous	The story was quite _____.	humour		
Healthy	I got my flu shot to try and stay _____.	heal		
Helpful	My brother is always being _____.	help		
Salty	These fries are very _____.	salt		
Mysterious	The dark glasses made the man look _____.	mystery		
Profitable	Selling lemonade in summer is _____.	profit		
Cheerful	My friend is so _____.	cheer		

Morphological Awareness: Adverb Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Quickly	Sheila had to work _____.	quick		
Beautifully	The musician played the piano piece _____.	beautiful		
Softly	He played the lullaby for the baby _____.	soft		
Gently	The children pet the kitten _____.	gentle		
Warmly	When she met Carol, she smiled _____.	warm		
Easily	The hockey player scored a goal _____.	easy		

Carefully	The man painted near the window _____.	careful		
Happily	The baby giggled as she played _____.	happy		
Carefully	He navigated through the busy traffic _____.	carful		
Smoothly	Once the road was paved, the car drove _____.	smooth		
Gracefully	The bird flew through the air _____.	graceful		
Loudly	The drummer beat the drum _____.	loud		
Gratefully	She accepted the gift from her friend _____.	grateful		
Slowly	The snail crawled across the leaf _____.	slow		
Quietly	Maggie whispered to her friend _____.	quiet		

Morphological Awareness: Noun Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Farmer	My uncle is a _____.	farm		
Decision	The students made their _____.	decide		
Performance	Tonight is the last _____.	perform		
Teacher	Miss Jones is my favourite _____.	teach		
Activity	He was tired after so much _____.	active		
Expansion	The company planned an _____.	expand		

Swimmer	She was a strong _____.	swim		
Attention	Joe was talking in class and not paying _____.	attend		
Assistance	The teacher will give you _____.	assist		
Majority	He won the vote by a _____.	major		
Protection	She wore safety glasses for _____.	protect		
Permission	Father refused to give _____.	permit		
Washer	Put the laundry in the _____.	wash		
Appearance	He cared about his _____.	appear		
Scientist	Laura talked to the _____.	science		

Morphological Awareness: Verb Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Strengthen	He will _____ his muscles by lifting weights.	strength		
Summarize	The teacher will _____ the lesson for the students.	summary		
Decorate	She will _____ the house for the holiday party.	decor		
Thicken	The chef will _____ the soup by adding some cream.	thick		
Visualize	The painter will _____ the forest scene.	visual		

Memorize	I will _____ the formulas for the math test.	memory		
Sweeten	The baker will _____ the batter with some sugar.	sweet		
Sharpen	I will _____ the pencil with a pencil sharpener.	sharp		
Finalize	She will _____ the report before submitting it.	final		
Brighten	The paint will _____ the room with its new color.	bright		
Darken	As the sun set, the sky began to _____.	dark		

Morphology Decomposition Task

Instructions:

Go through at least one example with the student to set up the task. Tell the student the word that will need morphemes removed from it to complete the sentence. Read the sentence aloud to the student and instruct them to complete the sentence with the provided word.

Go through as many examples as needed to help the student understand how to do the task (and note how many examples were done together). Provide supports as needed to help the student succeed.

Support/Prompt Suggestions:

1. Cover the answers (the left-most column) and provide the written sentence with the blank as a visual support for the student.
2. Write the word that is to be altered on a paper. Write the target morpheme on a separate paper. Place both on the table in front of the student and work through removing the morpheme from the word to get the answer that completes the sentence.
3. While working through an example, cross out/highlight the morpheme that you need to remove from the word. Start with you doing this for the student and then have the student do this for the next example.
4. Work through a couple examples together in the same way so that the student can see a pattern. Gradually reduce the amount of support you are providing as you work through an example and allow the student to complete the task. Note on the page how many examples you worked through together.

<p>Inflectional Morphemes ></p>	<ul style="list-style-type: none"> • -ing • Plural -s • Regular past tense -ed • Irregular past tense • Regular third person singular • Comparative -er • Superlative -est 	<p>Derivational Morphemes ></p>	<ul style="list-style-type: none"> • Adjective suffixes • Adverb suffixes • Noun suffixes • Verb suffixes
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Sample Script for Instructions to the Student:

"I'm going to tell you a word. Then I'll read you a sentence that has a blank. Use the word I told you at the beginning to fill in the blank. You will need to change that word a bit to make it fit properly. Let's try a practice one."

(choose an example specific to the morpheme you are targeting with this student)

Ex. Biking. He likes to ride his _____.

If the student gives an incorrect response (or doesn't give a response) say "Listen while I try this one and see if it makes sense to you. Biking. He likes to ride his bike. What did I do to the word "biking" to get the word "bike"? (I removed the -ing at the end of biking). Let's try another one together."

Do another example and see if the student can remove the morpheme themselves. Repeat more examples if necessary to support this student in understanding the task. Note on the page how many examples you did together with the student.

Morphology Decomposition: Removing -ing

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Bike	He likes to ride his _____.	biking		
Rain	We played outside in the _____.	raining		
Laugh	Johnny had such a loud _____.	laughing		
Smile	Alisha has such a big _____.	smiling		
Swim	Kim wants to learn to _____.	swimming		
Help	My sister is so nice, she always wants to _____.	helping		

Bake	I love to _____.	baking		
Talk	Jack said he wanted to _____.	talking		
Read	When I'm bored, I like to _____.	reading		
Draw	Art is fun! I love to _____.	drawing		
Fish	Me and my dad like to _____.	fishing		
Drive	Timmy went for a long _____.	driving		
Write	Nancy loves to _____.	writing		
Sleep	My brother was tired so he went to _____.	sleeping		
Bark	When my dog is happy, he loves to _____.	barking		

Morphology Decomposition: Removing plural -s

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Table	We ate dinner at the _____.	tables		
Tree	I sat under my favourite _____.	trees		
Dog	I love my fluffy _____.	dogs		
Ball	My dad threw me a _____.	balls		
Cookie	Can I please have a _____?	cookies		
Pencil	Do you have an extra _____?	pencils		

House	My brother is buying a _____.	houses		
Carrier	The dog barked at the mail _____.	carriers		
Toe	I hurt my right big _____.	toes		
Mother	She wrote a card for her _____.	mothers		
Neck	That giraffe has a long _____.	necks		
Shoe	I lost my left _____.	shoes		
Hour	They played video games for one _____.	hours		
Marker	Janice drew a picture with a black _____.	markers		
Car	Wow! Look at that _____.	cars		

Morphology Decomposition: Regular Past Tense -ed

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Colour	Blue is my favorite _____.	coloured		
Dance	When I hear music I like to _____.	danced		
Play	I want to go outside to _____.	played		
Stop	Can you please _____?	stopped		
Jump	See how high Mary can _____!	jumped		
Walk	Instead of driving, I will _____.	walked		

Cook	My cousin likes to _____.	cooked		
Paint	I really like to _____.	painting		
Clean	It is my sister's turn to _____.	cleaned		
Study	My test is tomorrow, so I need to _____.	studied		
Learn	It is important to _____.	learned		
Type	I use my keyboard to _____.	typed		
Measure	You need to use a ruler to _____.	measured		
Dance	When there's music, I like to _____.	danced		
Play	Can we go outside to _____?	played		

Morphology Decomposition: Irregular Past Tense

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Run	In the hall we are not supposed to _____.	ran		
Grow	If we water the plant it will _____.	grew		
Ring	I heard the school bell _____.	rang		
Eat	I am so hungry, I need to _____!	ate		
Drive	I want to learn how to _____.	drove		
Swim	I should learn how to _____.	swam		

Break	Be careful, I don't want that plate to _____.	broke		
Drink	My parents always have coffee to _____.	drank		
Write	I love to _____.	wrote		
Sing	I love to _____.	sang		
Fly	It's so cool that birds can _____!	flew		
Sleep	This afternoon, I will go to _____.	slept		
Leave	It's two o'clock, so it's time to _____.	left		
Catch	Wow! That was a nice _____!	caught		
Blow	I know to pay attention when I hear the whistle _____.	blew		

Morphology Decomposition: Third Person Singular -s

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Sleep	When James is tired he goes to _____.	sleeps		
Read	Stephen picked out a book to _____.	reads		
Eat	Mary is hungry, so she will _____.	eats		
Walk	Instead of driving to work, Millie chooses to _____.	walks		
Bark	When he is mad, my dog will _____.	barks		
Clean	Wow, your room is so _____!	cleans		

Sing	The lady likes to _____.	sings		
Meow	When he's excited, my cat likes to _____.	meows		
Run	Instead of watching the marathon, he will _____.	runs		
Drink	Amanda wants some water to _____.	drinks		
Flow	The river will _____.	flows		
Train	Oh no, I missed my _____.	trains		
Plant	The farmer decides which crops he will _____.	plants		
Swim	I am going to the beach to _____.	swims		
Bloom	In the summer, all the flowers will _____.	blooms		

Morphology Decomposition: Comparative -er

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Big	The hippo is so _____.	bigger		
Large	The elephant is very _____.	larger		
Fast	The cheetah is so _____.	faster		
High	The hot air balloon is flying very _____.	higher		
Long	We have been waiting for so _____.	longer		
Tall	The skyscraper is so _____.	taller		

Thick	This textbook is very _____.	thicker		
Deep	I can't jump into the pool, it's too _____.	deeper		
Hard	That test was very _____!	harder		
Bright	I can't see! The sun is too _____.	brighter		
Strong	I can lift the box! I am very _____.	stronger		
Loud	The music is too _____!	louder		
Shiny	Wow, your shoes are very _____.	shinier		
Brave	My dad is very _____.	braver		
Sweet	The ice cream is so _____.	sweeter		

Morphology Decomposition: Superlative -est

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Large	The elephant is so _____.	largest		
Fast	Mickey is very _____.	fastest		
High	Mount Everest is very _____.	highest		
Long	Why do we have to wait so _____?	longest		
Tall	The CN Tower is so _____.	tallest		
Sweet	Yum! This chocolate is so _____.	sweetest		

Deep	That well is so _____.	deepest		
Bright	That light is so _____.	brightest		
Strong	My dad lifted all those heavy boxes, he is so _____.	strongest		
Quiet	The library is a good place to study because it is _____.	quietest		
Hot	Deserts are very _____.	hottest		
Soft	These little kittens are so _____.	softest		
Hard	I need help! This question is too _____.	hardest		
Loud	Timmy is being too _____.	loudest		
Nice	Maya is very _____.	nicest		

Morphology Decomposition: Adjective Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Agree	With that statement I could not _____.	agreeable		
Colour	That dress is gorgeous, what a nice _____.	colorful		
Danger	Are the children in any _____?	dangerous		
Dirt	Worms like to live in the _____.	dirty		
Help	Don't worry, I can _____.	helpful		
Rely	On his friend he could always _____.	reliable		

Continue	How long will the storm _____?	continuous		
Cheer	When I watch my brother's game, I love to _____.	cheerful		
Mystery	I love when my book has a _____.	mysterious		
Fame	The actor would achieve much _____.	famous		
Health	It is important to maintain your _____.	healthy		
Salt	Don't use too much _____.	salty		
Adventure	I love a good _____!	adventurous		
Vary	The time of his arrival did not _____.	variable		
Courage	The man showed great _____.	courageous		

Morphology Decomposition: Adverb Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Quick	Lily was very _____.	quickly		
Happy	The children are so _____.	happily		
Gentle	When you pet the bunny, be _____.	gently		
Beautiful	She is so _____.	beautifully		
Warm	We sat by the fire to stay _____.	warmly		
Smooth	The newly paved road feels very _____.	smoothly		

Careful	You will hurt yourself if you are not _____.	carefully		
Easy	This math homework is too _____!	easily		
Soft	Her voice is so _____.	softly		
Grateful	Thank you, I am so _____.	gratefully		
Rough	The sandpaper felt _____.	roughly		
Skill	Cooking is a useful _____.	skillfully		
Slow	The snail was so _____!	slowly		
Quiet	The baby is sleeping, be _____.	quietly		
Graceful	She is very _____.	gracefully		

Morphology Decomposition: Noun Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Drive	Children are too young to _____.	driver		
Popular	The girl wants to be _____.	popularity		
Improve	My teacher wants my spelling to _____.	improvement		
Bake	She put the bread in to _____.	baker		
Differ	Do their opinions _____?	difference		
Decide	The boy found it hard to _____.	decision		

Grow	She wanted her plant to _____.	growth		
Run	How fast can she _____?	runner		
Strong	The girl was very _____.	strength		
Describe	The picture is hard to _____.	description		
Accept	Is that an offer you can _____?	acceptance		
Dry	Put the wash out to _____.	dryer		
Original	That painting is an _____.	originality		
Guide	The map was her _____.	guidance		
Divide	The cake is hard to _____.	division		

Morphology Decomposition: Verb Suffixes

Note: Cover the column with the answer if providing written sentences as support to the student. Record any prompts or supports used and whether they were helpful (e.g., provided visual support, repeated instructions, modeled, etc.). Go through as many examples as necessary to help the student understand the task - simply note how many examples you went through together.

Answer (cover/hide)	Sentence	Word	Student's Response (verbal)	Prompts/Supports provided
Sharp	The point of the pencil is _____.	sharpen		
Dark	Without the sun, the sky was _____.	darken		
Strength	I was impressed by his _____.	strengthen		
Final	My decision is _____.	finalize		
Sweet	That candy is too _____.	sweeten		
Summary	Can you please provide a _____?	summarize		

Bright	The lighting was so _____.	brighten		
Ripe	This banana is finally _____.	ripen		
Thick	The milkshake is very _____.	thicken		
Straight	She sat with her legs out _____.	straighten		

Western-DHH Curriculum-Based Spoken Language Assessment Tool

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