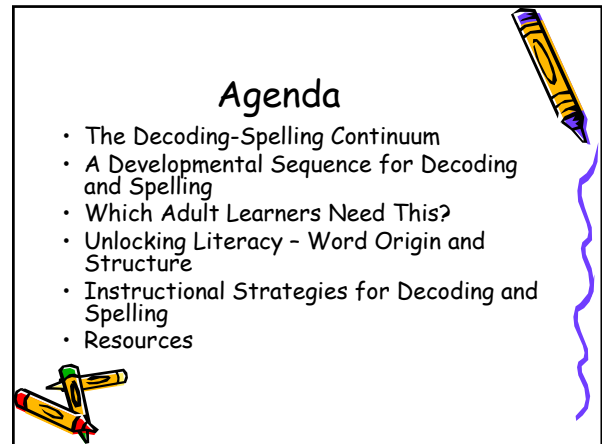


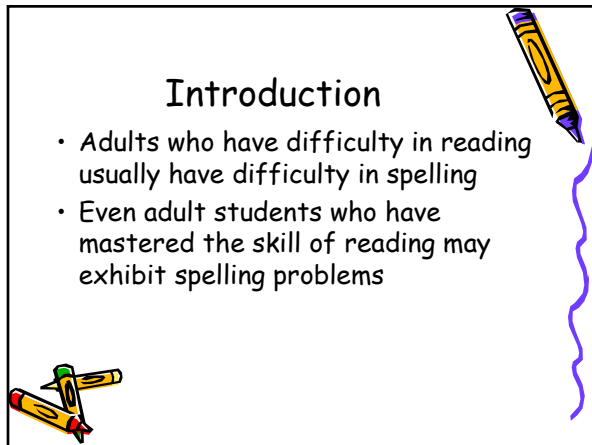
Reading and Spelling Words

Lori Forlizzi
TEU Community Education Services
lforlizzi@tul1.edu, 717-248-4942, ext. 111
PAACE Midwinter Conference
Hershey, PA
2/11/09



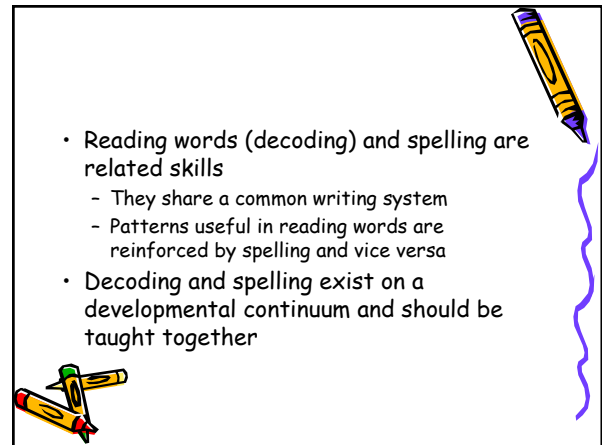
Agenda

- The Decoding-Spelling Continuum
- A Developmental Sequence for Decoding and Spelling
- Which Adult Learners Need This?
- Unlocking Literacy - Word Origin and Structure
- Instructional Strategies for Decoding and Spelling
- Resources

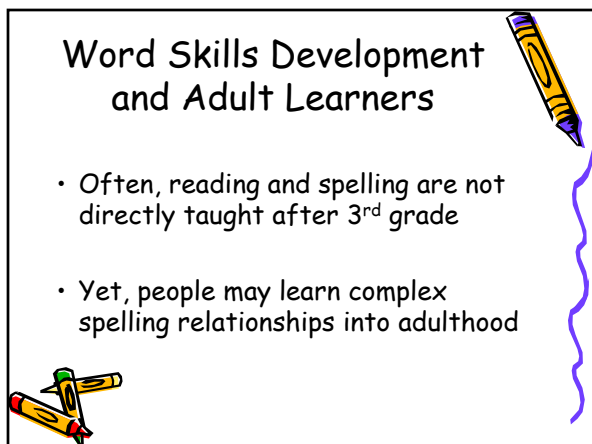


Introduction

- Adults who have difficulty in reading usually have difficulty in spelling
- Even adult students who have mastered the skill of reading may exhibit spelling problems

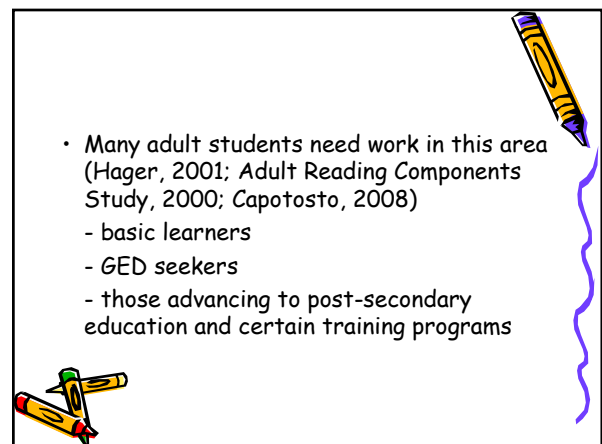


- Reading words (decoding) and spelling are related skills
 - They share a common writing system
 - Patterns useful in reading words are reinforced by spelling and vice versa
- Decoding and spelling exist on a developmental continuum and should be taught together




Word Skills Development and Adult Learners

- Often, reading and spelling are not directly taught after 3rd grade
- Yet, people may learn complex spelling relationships into adulthood







- Many adult students need work in this area (Hager, 2001; Adult Reading Components Study, 2000; Capotosto, 2008)
 - basic learners
 - GED seekers
 - those advancing to post-secondary education and certain training programs



English Word Origin and Word Structure







- Knowledge of English word origin and word structure:
 - can help teachers present and explain how English words work
 - can help students decode new words and spell

- English word origins... Primarily -
 - Anglo-Saxon (*chair, laugh, mother*)
 - Latin (*retract, corruption*)
 - Greek (*photograph, atmosphere*)
 - English has borrowed from many other languages as well (*hibachi, Japanese; mujahideen, Arabic*)
- 
- 

- **Anglo-Saxon** words - short, common, everyday words used often in ordinary situations; many have non-phonetic spelling (examples: *bird, blood, cry, ditch, girl, grave, jump, laugh, mother, mouth, run, wash*) - **Tier 1 words**
- 
- 

- **Latin** words - technical, sophisticated words used mostly in more formal and written contexts (including literature and textbooks); affixes are added to roots (examples: *advocate, audience, commitment, contradict, corruption, disruptive, expedite, extracted*) - **Tier 2 words**
- 
- 

- **Greek** words - specialized words used mostly in science; combining forms are compounded (examples: *atmosphere, chromosome, genome, photograph, thermometer*) - **Tier 3 words**
- 
- 

- English word structure
 - Letter-sound correspondences (r=/r/)
 - Syllables (unit of pronunciation organized around a vowel)
 - Meaning units (morphemes; e.g., *mother, rupt*)
- 
- 

Origin and Structure of the English Writing System

(Henry, 2003)

	Letter-Sound Correspondence	Syllables	Morphemes
Anglo-Saxon			
Latin			
Greek			

Anglo-Saxon Layer

- Letter-sound correspondences
 - Consonants include single, blends (*bl*, *mp*), and digraphs (*sh*, *ch*)
 - Vowels include short, long, r- and l-controlled (*star*, *falter*) and digraphs (two letters make a single sound, e.g., *oa*, *ee*, *oi*, *ou*, *au*.)

- Vowels are less consistent and thus more difficult to learn, but syllable markers can help
 - Vowel with syllable-final consonant - will likely be short (e.g., *pinning*, *cutter*)
 - Vowel at the end of a syllable will likely be long (e.g., *robot*, *hero*)
 - Silent e at the end of a word after a consonant - vowel will likely be long (e.g., *mate*)
 - R- and l-controlled - teach as combinations (e.g., *bird*, *star*)
 - There are always exceptions


- This layer also provided us with many common non-phonetic words which must be memorized (see handout with examples)


• Syllable Patterns

- Syllables are units of pronunciation organized around a vowel (ba/by, ma/ni/pu/late); they have certain properties
- These sound properties can help readers and spellers decide the boundaries of multi-syllabic words
- Knowing common ways to break words can provide strategies for word analysis and spelling


• Common Anglo-Saxon Syllable Types:


- Closed (*map*, *sit*)
- Open (*no*, *go*)
- Vowel-consonant-e (*made*, *time*, *cute*)
- Vowel digraph (*rain*, *coil*, *green*)
- Consonant-le (*bugle*, *tumble*)
- R-controlled (*fern*, *church*, *firm*)


- 
- By understanding and recognizing the different syllable types in single-syllable words...
 - Readers may recognize these as they encounter unknown multi-syllable words
 - Spellers may utilize them in spelling unfamiliar words


- 
- Morphemes
 - Smallest units of meaning, including base words, compound words, prefixes, roots, and suffixes
 - Anglo-Saxon stand-alone base words (*spell, black*), may be compounded (*spellbound, blackjack*) or affixed (*spelled, misspell*)

Latin Layer

- 
- Letter-sound correspondences
 - Same patterns as those found in Anglo-Saxon words
 - Many words contain the schwa (unstressed vowel sound) in unstressed syllables (e.g., *competence, contradict*)

- 
- Syllable patterns
 - The schwa is often found in words of Latin origin (*direction*)
 - The schwa has no specific corresponding letter, and so poses difficulties for spellers
 - Finding the base word can help with spelling (*know, knowledge*)

- 
- Morphemes
 - Latin roots don't appear as base words, rather, they are **affixed** with prefixes and suffixes (e.g., *rupt; interruption; disrupted*)
 - Knowledge of these common word parts can help in reading, spelling, and understanding thousands of words

- 
- Morphemes
 - Affixes may change stress and sound, while spelling remains constant (*prepare, preparation; solid, solidify*)
 - The final consonant of a Latin prefix often changes based on the beginning letter of the root (e.g., *in-, il-, and ir-* all mean "not" as in *indistinct, irregular, and illegal*); thus, these prefixes are known as **chameleon prefixes**

The Greek Layer

- **Letter-sound correspondences**
 - Similar to those of Anglo-Saxon words, incorporating some additional ones (e.g., *ch* = /k/, *y* = /i/, *ph* = /f/)
- **Syllable patterns**
 - Adjacent vowels may appear in different syllables (*the/a/tre, cha/os*)
 - Students learn the spelling patterns as wholes (e.g., *graph, demi, semi*)



- **Morpheme patterns**
 - Greek combining forms may be compounded (e.g., *photoheliograph, autobiography*)
 - Numeral prefixes are prevalent and knowledge of these is useful (e.g., *mono, di*)



What Does This Mean for Instruction?

- Knowledge of these language layers can help students read and spell words:
 - An understanding of word origins and characteristics can help students with reading/spelling clues (*chronograph*; "knowledge," not "nollij")
 - An understanding of word structures can help as well; when encountering or spelling an unknown word, move from meaning to syllables to letter-sound correspondences



What Does This Mean for Instruction? (contd.)

- The focus should remain on real reading and writing tasks, but incorporate instruction on the language layers and their importance (move from context to word study to context)
- There is a typical developmental order for learning the language layers; teach needed elements in typical developmental order



Order for Learning Language Layers

(Henry, 2003)

- Awareness of the speech sound system
- The alphabet and its relation to speech sounds
- Anglo-Saxon consonants and vowels
- Compound words, prefixes and suffixes, syllables and syllable division patterns
- Latin roots
- Greek combining forms



What Does This Mean for Instruction? (contd.)

- Assess to determine individual needs
- Use explicit, direct instruction of patterns followed by practice, continuing review, and discussion



Assessment Resources

- Observe students as they read and write
- Henry, M.K. (1990). *Words*. Austin, TX: Pro-Ed
- Ganske, K. (2000). *Word Journeys*. New York: The Guilford Press
- Adult Reading Components Study website: http://www.nifl.gov/readingprofiles/FT_Match_Intro.html
- McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. Washington, DC: National Institute for Literacy



Sample Lesson-Direct Instruction

Parts of a lesson:

- **Opening** - describes the concept or pattern to be taught/reviewed, why it's important, how it will help with reading spelling
- **Middle** - Patterns are introduced or reviewed, examples given; students generate words fitting the pattern; students read, spell and discuss words fitting the pattern
- **Closing** - summary, reflection
- **Follow-up** - practice the pattern via a variety of activities focusing on single words and words in context **See example in handout**



Anglo-Saxon Layer: Sample Topics

- Teaching Sight Words
- Letter-Sound Correspondences
- Syllable Patterns
- Concept of Base Words



Anglo-Saxon Layer: Select Practice Activities

- Flash cards
- Tactile/kinesthetic techniques
- Word banks/Word sorts
- Word walls and accompanying activities (P. Cunningham)
- Using Words You Know (P. Cunningham)
- Making Words (P. Cunningham and D. P. Hall)
- Word games (e.g., Wordo)



Latin and Greek Layers: Sample Topics

- Common Latin Prefixes, Roots, Suffixes
- Common Greek Combining Forms
- Schwa Vowels
- Affixes, Sound, and Stress Changes



Latin and Greek Layers: Select Practice Activities

- Meaning Matching Activities
- Finding Word Parts
- Defining Word Parts
- Word Substitutions
- Identifying Language of Origin
- Identifying Parts of Speech
- Making Word Webs
- Contrasting Meaning
- Exploring Words
- Finding Base Words



Additional Practice in Context

- Analysis of unknown words while reading
- Apply developing word knowledge to spelling while writing
- Spelling conference
- Collect and practice words students need to spell



Closing

- Summary
- Resource List
- Questions/Discussion

