



Let's Move!

Foundational Literacy: What's In A Word?



THE LEARNING ALLIANCE



Foundational Literacy

the ability to read words and bring meaning to text.

Framing Question:

What are the essential skills students need to learn to be able to read?



Session Focus Question

How do we develop the ability to **play with words** such that reading becomes automatic and we can bring meaning to text?



Go Formative

How to Join

Guests

- 1 Go to goformative.com/join
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VCRHLM



Session Objectives

- Learn direct, explicit, and multisensory strategies to play with words - deconstruct and reconstruct
 - Understand how spelling supports reading
 - What is morphology and why is it important?
 - Embed grammar instruction using a mentor text to help students understand how to create logical, meaningful sentences
-



- Phonological Awareness
- Letter Knowledge
- Phonemic **Decoding**
- Spelling (Orthographic Knowledge)
- Fluency

- Background Knowledge
- Vocabulary
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

- Purpose for Reading



What's in a Word?

A Moonshot Talk
with Liz Remington



Our crazy language we call English...

*It's a glorious wreck (a good old Viking word, that).
Glorious, I say, in all its **shambling, mutable beauty**.
People daily speak a quilt work of words, and
continents and nations and tribes and even enemies
dance all over your mouth when you speak."*

- Luis Alberto Urrea, Mexican-American writer

Acknowledgements:

There is nothing that a little bit of science can't help

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Jim Trelease

John Dewey

Judith Birch

Suzanne Carreker



**This crazy
language
we call English**

*Morphonetic
Language*



ANGLE, SAXON, JUTE



Starting 449 A.D.

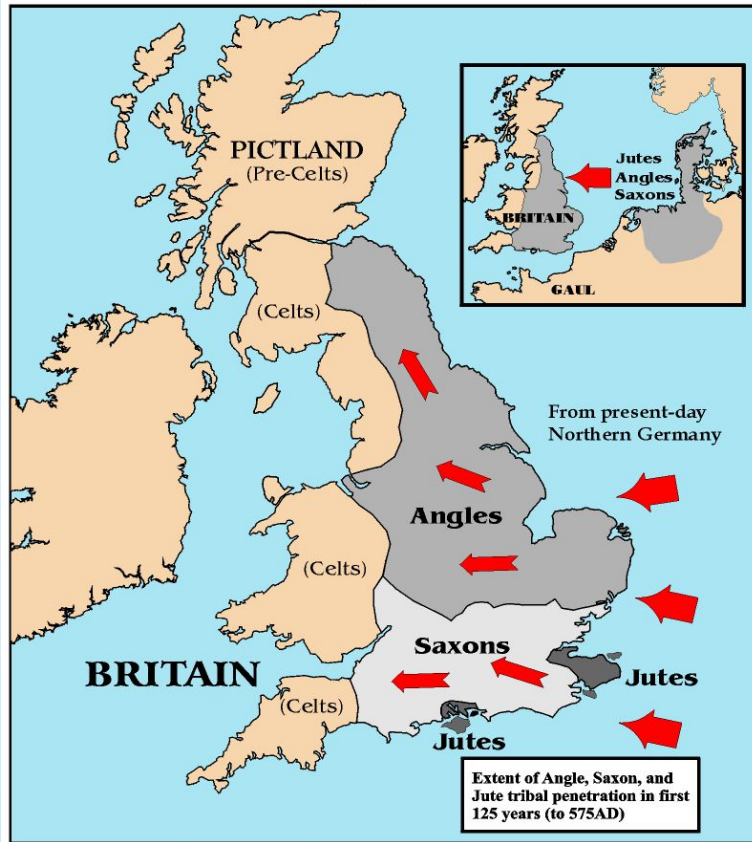




ANGLE, SAXON, JUTE



Starting 449 A.D.



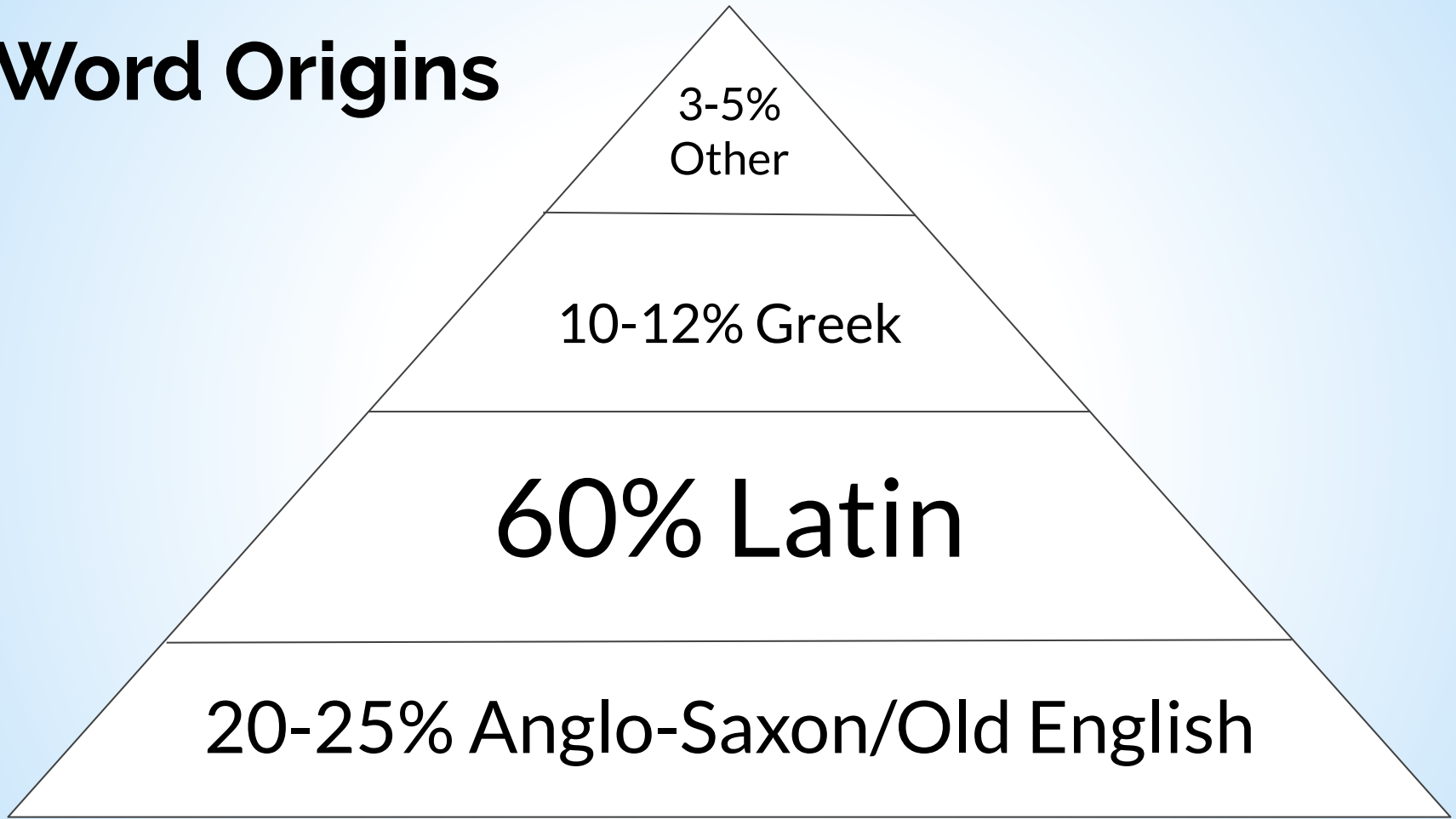




Ancient

Modern

Word Origins

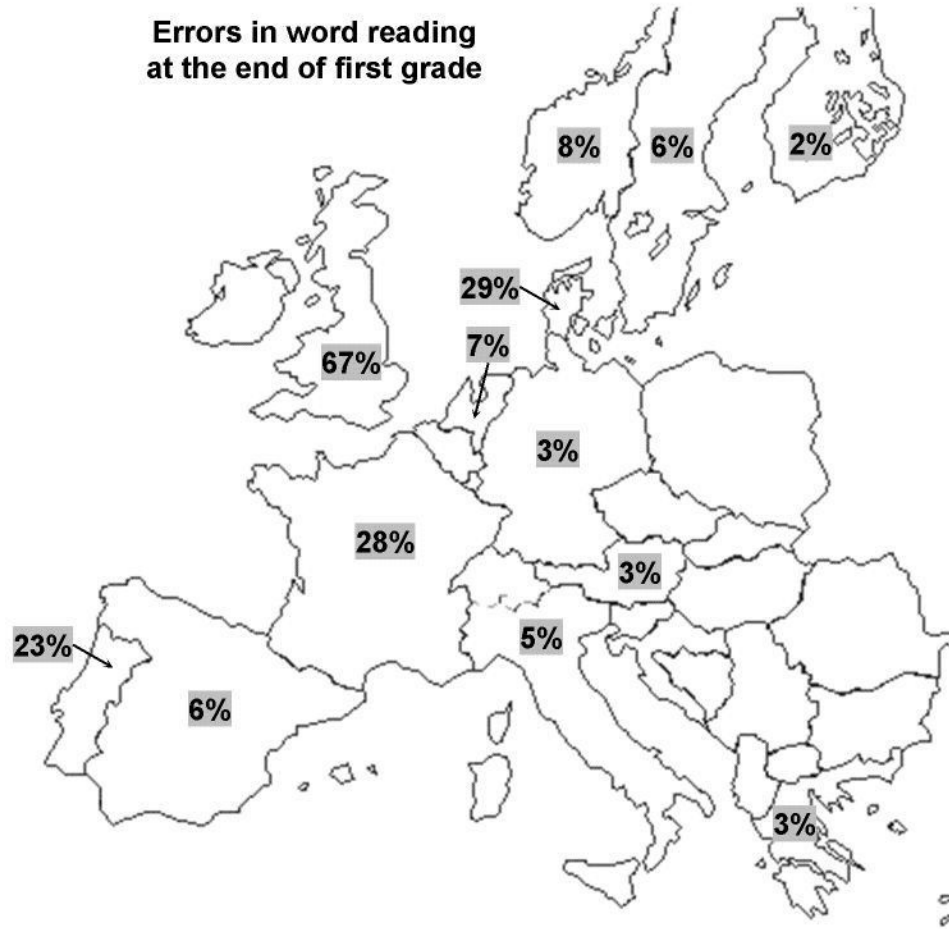


Types of Morphemes in English

Historical Layers of English (grades to emphasize when teaching word study)	Morpheme Structures
Anglo-Saxon Layer (Grades 1-3)	<ul style="list-style-type: none">● Compounds● Inflections● Base words● Suffixes● Odd, high-frequency words
Latin, French/Romance Layer (Grades 4-6)	<ul style="list-style-type: none">● Prefixes● Roots● Suffixes● Latin plurals
Greek Layer (Grades 6-8)	<ul style="list-style-type: none">● Combining forms● Plurals

Adapted from Henry, 1999

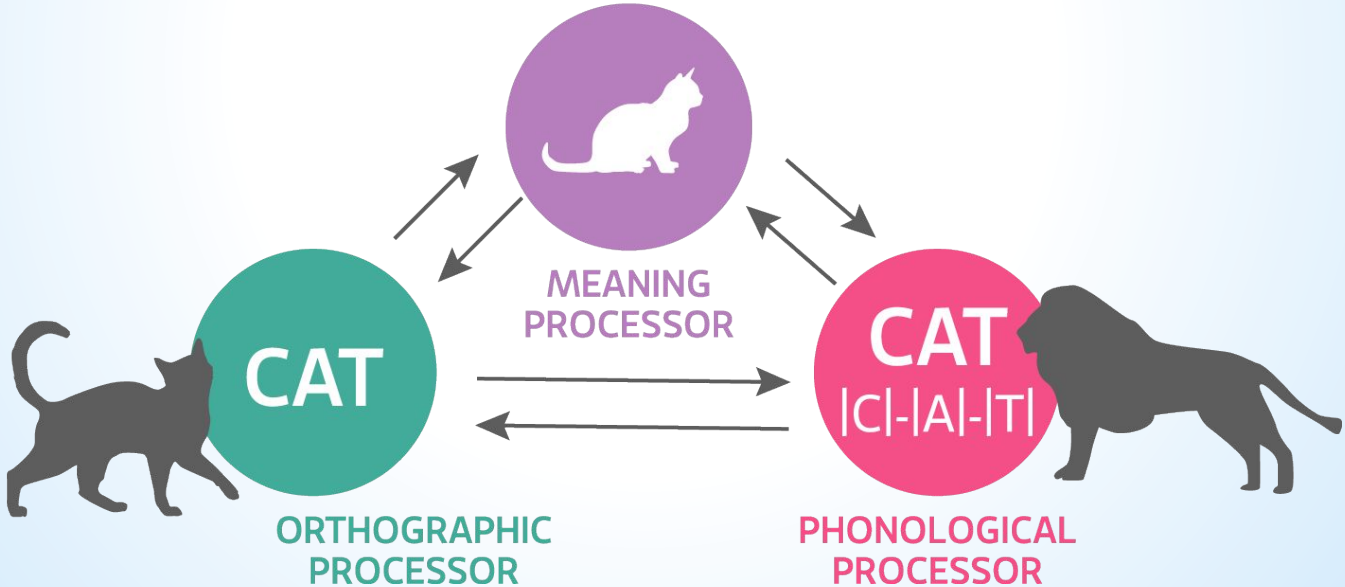
**Errors in word reading
at the end of first grade**



LINGUISTIC PROCESSES

Previous sentence:
"I felt something small
brush against my foot."

**CONTEXT
PROCESSOR**

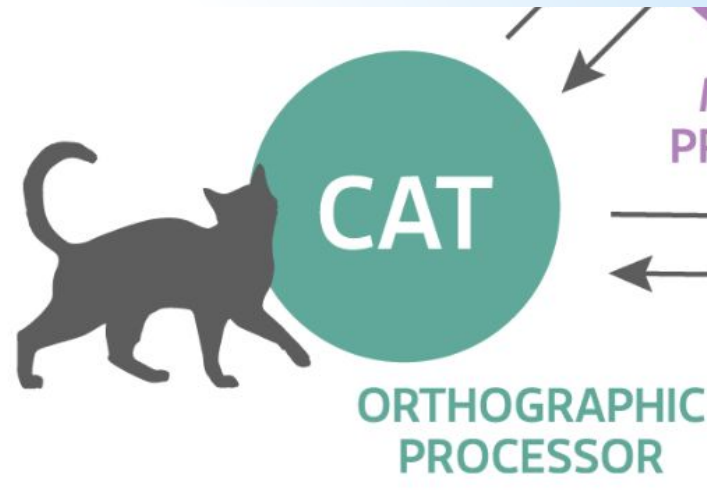


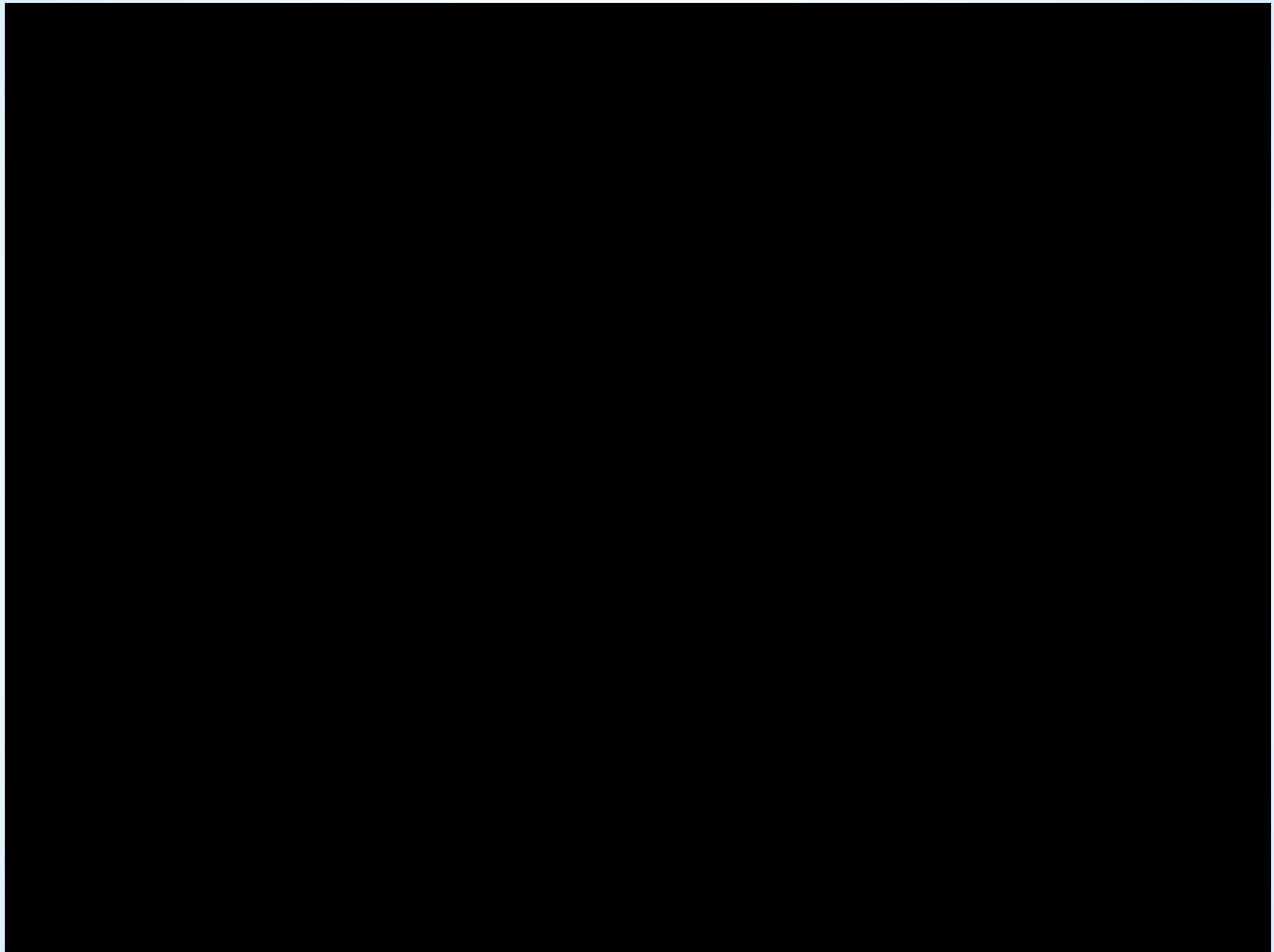
ORTHOGRAPHIC PROCESSING

Orthographic Knowledge

Orthographic Retrieval

Orthographic Mapping





Key Idea 1: Word Study Matters

Students need opportunities to explore structure and meaning in words

Spelling scores at grades 3 and 4 predicted reading comprehension better than word attack (decoding).

Rarely will you have a student struggle with spelling that does not also struggle with reading.

*Mehta et al. 2005 Scientific Studies of Reading
Results of the NICHD Early Intervention Study*

“...phonology, although important for all aspects of literacy learning, is even more critical in learning to spell than in learning to read. Orthographic knowledge is laid over a phonological foundation. If that phonological foundation is weak, orthographic skills cannot develop sufficiently to support good spelling and compensate for the underdeveloped phonological skills.”

—Cassar, Treiman, Moats, Pollo & Kessler, 2005



Sticker Story Hores

I like hores. Hores
have other hores frinds. Hores
like carrots. You woudn't think
they could but they can put thir
legs strait up. Hores make you
feel good. My dad wants a hores
but my mom says no. When I am 16
or 20 I will buy my own hores.

Implications for the classroom

- Spelling patterns must be taught not caught
- Reading-spelling-handwriting mutually reinforcing
- Needs to be practiced to level of automaticity

Key Idea 2: MORPHOLOGY is the smallest unit of meaning

free



and bound



Free Morphemes can stand alone

Function Words

But

Below

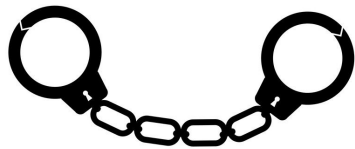
An

Content Words

Nouns

Adjectives

Adverbs



Bound Morphemes Cannot Stand Alone

Prefix

Roots

Suffixes

Transformation
Unpainted
Insisting
Accept

Common Prefixes and Suffixes

Frequency Rank	Prefixes	Suffixes
1	un-(not)	-s, -es
2	re-(again)	-ed
3	in-, im-, il-, ir (not)	-ing
4	dis-	-ly
5	en-, em-	-er, -or (agent)
6	non-	-ion, -tion, -ation, -ition
7	in-, im- (not)	-able, -ible
8	over-	-al, -ial
9	mis-	-y
10	sub-	-ness
11	pre-	-ity, -ty
12	inter-	-ment
13	fore-	-ic
14	de-	-ous, -eous, -ious
15	trans-	-en
16	super-	-er (comparative)
17	semi-	-ive, -ative, -tive
18	anti-	-ful
19	mid-	-less
20	under-	-est

How do we remember words?

- Intensity of **emotional** association and **experience** with word.
- **Frequency** encountered in writing.
- Does it follow a **pattern**. Good readers attend to the internal structure and details of a word (reduces memory load).
- **Connections** to others already known. Networks (web) of **relationships** based within and between words.

- *Louisa Moats, How Spelling Supports Reading*

“...Learning to read is learning how to use the conventional forms of printed language to obtain meaning from words...the child learning how to read needs to learn how his or her writing system works.”

- *Keith Rayner, Cognitive Psychologist*



Structured Word Inquiry

Critical Thinking through
Scientific Inquiry

An illustration on the left side of the slide shows several pieces of paper with illegible text, some overlapping. At the bottom left, a hand is visible, holding one of the papers. The background of the entire slide is a solid blue color.

The Story of just ONE word

If he and his friends were in danger, he drew a police officer.

An illustration on the left side of the slide shows several pieces of paper with illegible text, some overlapping. At the bottom left, a hand is visible, holding a pen or pencil, suggesting a writing or editing process.

Investigative Questions

1. What does it mean?
2. What are the structures? (How is it built?
Can you identify any base words?)
3. What are the relatives? (What other words can you think of with this word?)
4. What are the sounds that matter?

Word Matrix



Prefixes	Base Word	Suffixes

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Practice!

As a table group, use the word given to you and investigate the word using the questions, word matrix and word sums.



“Patterns and morphological relationships are the keys to unlocking pronunciation, spelling, and meaning. All students should be issued these master keys.”

- *Patricia Cunningham, author Making Words*

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Manipulation + Meaning= Memory

1. Multiple Exposure
2. With deep understanding
3. Connected to what they know.


Anita Archer's Mnemonic

Jokester Time





Break

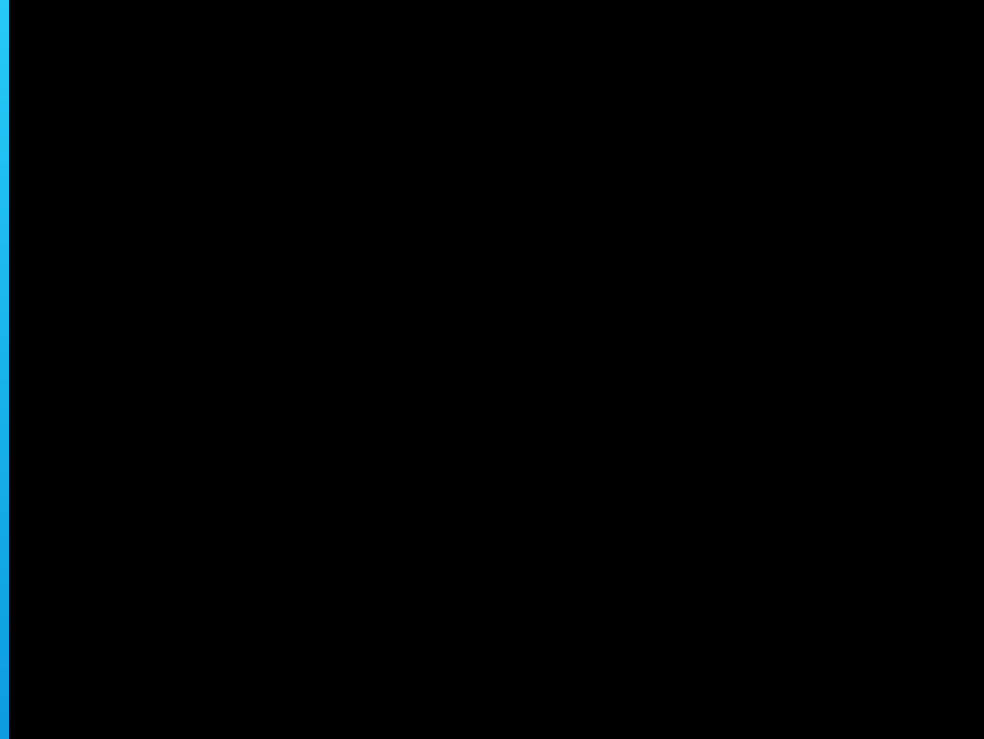
An illustration on the left side of the slide shows several pieces of paper with illegible text scattered on a light background. A hand is visible at the bottom left, holding one of the papers. The illustration is rendered in a simple, sketchy style with brown outlines and some color washes.

The more a student knows about a word, the faster the word can be decoded, retrieved and comprehended.

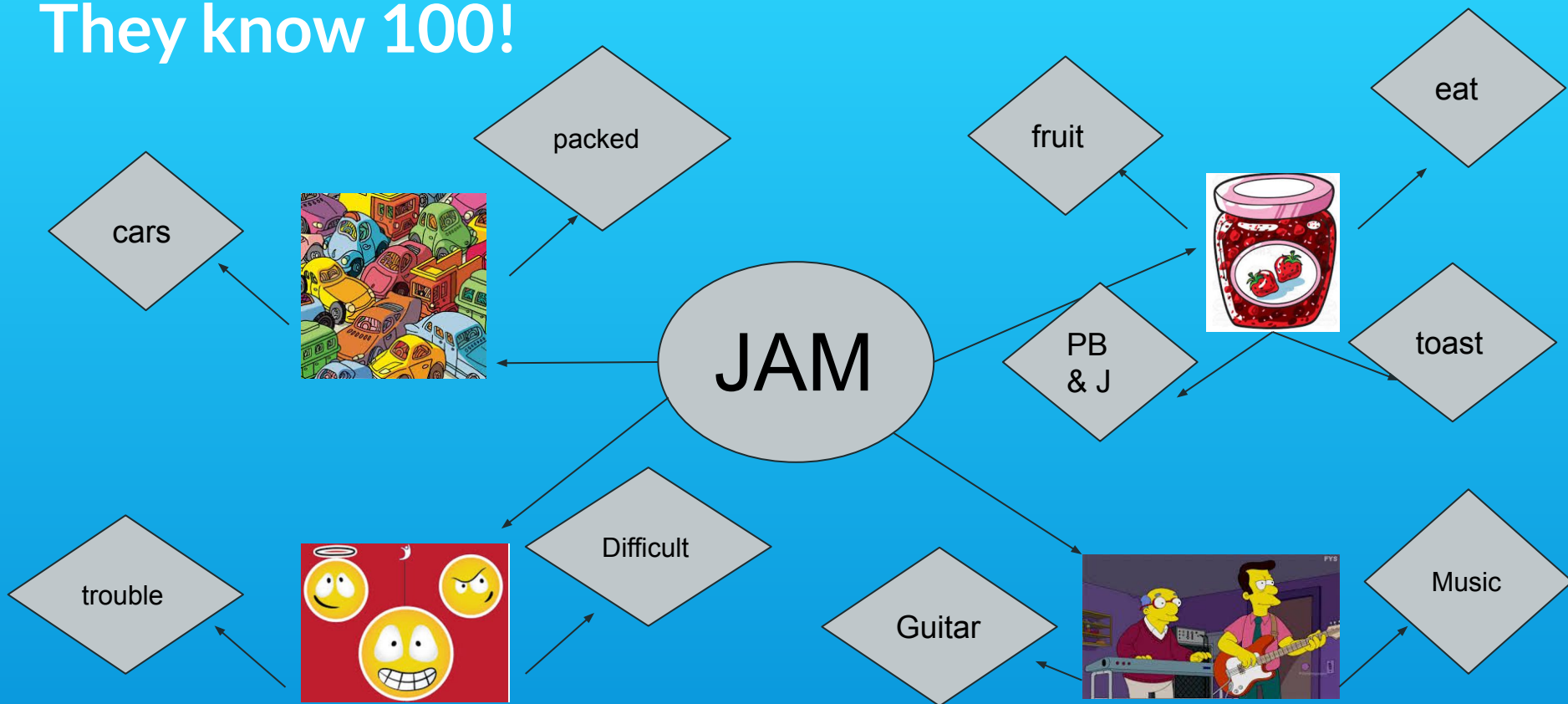
- *Maryanne Wolf*



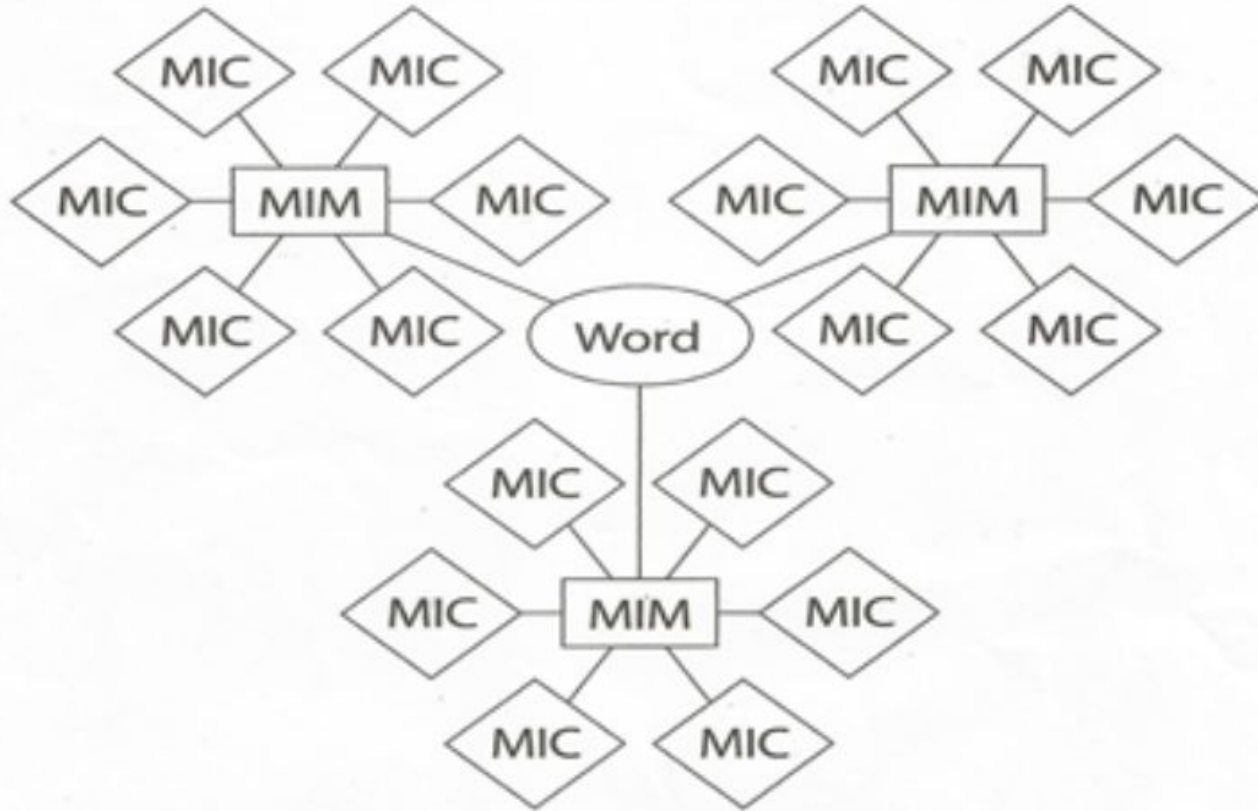
Multiple Meaning Words



When students know ONE word really well... They know 100!



Making a Word Web



MIM - Many
Interesting
Meanings

MIC - Many
Interesting
Connections

Practice



1. Read the core word at your table
2. Create a word web using MIM and MIC
3. Read the sentence in the story that has your word
4. Discuss what the word means and what context clues were there to help you

How can I implement this into my daily instruction?

- Incorporating the word web with MIM and MIC words when reading, teaching and building words
- In read alouds when discussing multiple meaning words
- When reading or dictating sentences (ex: in Sonday or phonics instruction) ask student what does the word (ex: jam) mean in the sentence? What context clue (connecting word) helps you know that?

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Manipulation + Meaning = Memory

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Anita Archer's Mnemonic

Grammar Instruction

embedded

within your mentor text.

Parts of Speech

- Nouns** A noun is the name of a person, place, thing, or idea.
- Pronouns** A pronoun takes the place of a noun in a sentence.
- Verbs** A verb tells what action someone or something is doing or expresses a state of being.
- Adjectives** An adjective describes a noun or a pronoun. It tells what kind, how many, or which one.
- Articles** The words *a*, *an*, and *the* are special adjectives called articles. An article is used before a noun.
- Adverbs** An adverb describes a verb, adjective, or adverb. It tells how, when, where, or to what extent.
- Prepositions** A preposition describes a relationship between a noun or pronoun and another word in the sentence.
- Conjunctions** A conjunction joins words or phrases in a sentence.
- Interjections** An interjection is a word or phrase that expresses strong feeling or emotion.

Punctuation

- Period** Use a period at the end of a declarative sentence and in abbreviations.
- Question Mark** Use a question mark after an interrogative sentence.
- Quotation Marks** Use quotation marks for direct quotations.
- Apostrophe** Use an apostrophe in contractions and to indicate possession.
- Comma** Use a comma to separate items in a series, to set off an appositive, or before the conjunction in a compound sentence.
- Hyphen** Use a hyphen to join words forming a single adjective before a noun, in number words, and to divide words into syllables.
- Exclamation Point** Use an exclamation point to show strong emotion or to give a command.
- Colon** Use a colon to introduce a list and before a final clause that explains something in the sentence.
- Parentheses** Use parentheses around extra (non-essential) information that is too important to omit.
- Semicolon** Use a semicolon to join two independent clauses that are not connected with a coordinate conjunction.

shared by lexis4u



Key Takeaways & Go Formative

How to Join

Guests

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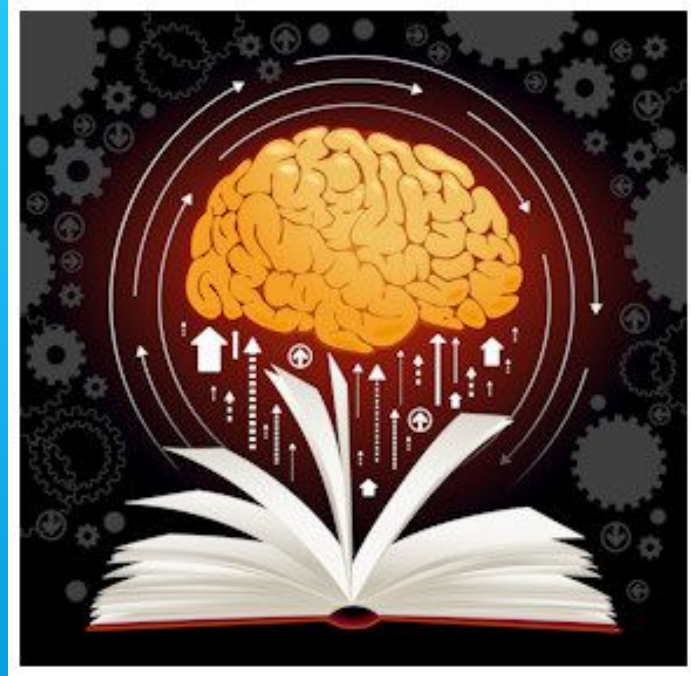
DDAEZR



Reflection I/Q

- Write your individual insights and questions on separate post-it notes
- Share out insights and questions at table
- Share out whole group
- Facilitator adds insights and questions to chart paper

Transfer & Apply Knowledge





SWI and Word Matrix Websites

http://wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html

<http://wordsinbogor.blogspot.com/2013/08/starting-learning-journey.html>

<https://www.etymonline.com>



Job Share Outs & Commitment Check in



Reflection: Enriched Literacy



FOUNDATIONAL
(Literate)



**SOCIAL
EMOTIONAL**
(Compassionate)



APPLIED
(Creative)





Tomorrow...

Foundational Literacy:

Make It Flow & Bringing Words To Life

Applied Literacy:

From the Word to the World

Let's Play BINGO!