

# Foundational Literacy: What's in a Word?

## Orthography, Morphology, Syntax

*Workshop Focus Question: How do we develop the ability to play with words such that it becomes automatic and we can bring meaning to text?*

### KNOW & UNDERSTAND:

- How **spelling** supports reading
- What is **morphology** and why is it important?
- What are various direct, explicit, and multisensory **strategies** to play with words - deconstruct and reconstruct?
- How can we **embed** grammar instruction using a mentor text to help students understand how to create logical, meaningful sentences (**syntax**)

### BE ABLE TO DO & APPLY:

- Demonstrate direct, explicit, and multisensory **strategies** targeting the deconstruction and reconstruction of words.
- Demonstrate how to **embed** grammar instruction using a mentor text.

**Key Idea 1:** Word Study Matters. Students need opportunities to explore the meaning and structure of words.

**Key Idea 2:** Morphology is the smallest unit of meaning and needs to be explicitly taught.

Terms	Definition
Orthography	the study of letters and how they are used to express sounds and form words
Morphology	the study of words, how they are formed, and their relationship to other words in the same language
Syntax	refers to the ways in which we order specific words to create logical, meaningful sentences.

### Most 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

**Strategies:**

## Word Matrix

Prefixes	Base Word	Suffixes



**MIM** - Many  
Interesting  
Meanings

**MIC** - Many  
Interesting  
Connections

## Embedding Grammar Instruction:

- Identify the grammar skill(s) to target with an introduction mini lesson.
- Present a sentence from the mentor text containing the target skill(s) and previously taught skills (spiral) - begin the process of "inviting" students to notice, compare-contrast, apply, edit, and celebrate throughout the week.

## Check your knowledge!

- 1) Reading, spelling, and handwriting are mutually reinforcing. (True, False)
- 2) Deconstructing and Reconstructing a word involves its base word, \_\_\_\_\_ and \_\_\_\_\_.
  - a. Prefix, suffix
  - b. Morpheme, grapheme
  - c. Syntax, morphology
  - d. Grammar, spelling
- 3) The more a student knows about a word, the faster the word can be decoded, retrieved, and \_\_\_\_\_.
  - a. Used
  - b. Comprehended
  - c. Deconstructed
  - d. Recognized
- 4) The "Simple View of Reading" formula is Word Recognition X \_\_\_\_\_ = Reading Comprehension.
  - a. Vocabulary
  - b. Background knowledge
  - c. Language comprehension
  - d. Spelling
- 5) 60% of our word origins are from \_\_\_\_\_.
  - a. Anglo Saxon/Old English
  - b. Latin
  - c. Greek
  - d. American

## Additional Notes, Insights and Questions: