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From Marcia Henry's "Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure:"

“Unfortunately, decoding instruction largely neglects syllable and morpheme patterns, perhaps because these techniques are primarily useful for the longer words found in literature and subject matter text beyond grade 2 or 3, at which point decoding instruction becomes virtually nonexistent in most schools. Without recognizing the value of syllabic and morphological patterns, the student is constrained from using clues available to identify long, unfamiliar words.”

Words, Words, Words: **Vocabulary Instruction Through Morphology**

*Workshop by William Van Cleave, Fellow/A.O.G.P.E.
Friday, February 9, 2007 - S.W.I.D.A.*

- I. Introduction**
 - a. how our language came to be
 - b. primary influences

- II. Major Languages For Consideration**
 - a. Anglo-Saxon
 - b. Greek
 - c. Latin

- III. Application**
 - a. activities
 - b. practice

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Much of the material in this abbreviated version of the handout I used at the SWIDA Conference is copyright protected. Some of the material appears in expanded version in my reference manual, listed below. Additional portions of the handout that was given to participants at the conference are not reproduced here. You may request information about those portions via e-mail.

For Further Study In Advanced Phonics & Vocabulary Development:

"Advanced Language Structures." Ron Yoshimoto. ASSETS School/One Ohana Nui Way/Honolulu, Hawaii 96818 (CD of word origin lists and worksheets exploring cognitive side of Orton-Gillingham).

Bringing Words To Life: Robust Vocabulary Instruction. Isabel L. Beck, Margaret G. McKeown, and Linda Kucan

English Isn't Crazy! The Elements Of Our Language And How To Teach Them. Diana Hanbury King. YORKPRESS.COM.

Everything You Want To Know & Exactly Where To Find It. William Van Cleave. VCEdConsulting@aol.com.

Dynamic Roots - Language Training Program - Teacher Manual. Kenneth B. Morgan. www.dynamicphonics.com.

Megawords, Books 1-8. Kristin Johnson & Polly Bayrd. EPSBOOKS.COM.

"Phonemes, Phonetics, and Phonograms." Ronald Yoshimoto. ASSETS School/ One Ohana Nui Way/ Honolulu, Hawaii 96818.

Prefixes, Roots, Suffixes. (3 separate texts) Margaret Follis. MFOLLIS@TELUS.NET

Solving Language Difficulties. Amey Steere, Caroline Z. Peck, Linda Kahn. EPSBOOKS.COM.

Vocabulary From Classical Roots, Books A-D. Norma Fifer & Nancy Flowers. EPSBOOKS.COM.

Anglo-Saxon:

Words of Anglo-Saxon origin make up about 20-25% of the English language, and they are some of the most commonly used words. They are often short and contain vowel teams, silent letters, and unusual spellings and letter configurations. The Anglo-Saxon affixes included in this text are common; teaching them to younger students in particular is an excellent way of introducing the concept of morphemes.

Marcia Henry quotes Nist: “No matter whether a man is American, British, Canadian, Australian, New Zealander or South African, he still loves his mother, father, brother, sister, wife, son and daughter; lifts his hand to his head, his cup to his mouth, his eye to heaven and his heart to God; hates his foes, likes his friends, kisses his kin and buries his dead; draws his breath, eats his bread, drinks his water, stands his watch, wipes his sweat, feels his sorrow, weeps his tears and sheds his blood; and all these things he thinks about and calls both good and bad.”

Some Common Anglo-Saxon Prefixes:

- | | |
|---------------------|---------------|
| 1. a: across | on, in |
| 2. for: forbid | away, against |
| 3. fore: forecast | before, ahead |
| 4. mis: mistake | wrong(ly) |
| 5. out: outlaw | beyond |
| 6. un: unhappy | not |
| 7. under: underrate | below |

Some Common Anglo-Saxon Endings:

consonant suffixes:

- | | |
|---------------------|-------------------------|
| 1. hood: adulthood | noun |
| 2. ly: likely | adverb/adjective |
| 3. ful: harmful | adjective/quantity noun |
| 4. fully: harmfully | adverb |
| 5. less: worthless | adjective |
| 6. ness: darkness | noun |

vowel suffixes:

- | | |
|------------------|----------------|
| 1. ed: dented | verb |
| 2. ing: jumping | verb |
| 3. er: greater | adjective |
| 4. est: greatest | adjective |
| 5. ish: babyish | adjective/verb |

Latin:

Words of Latin origin make up 55% of all English words; assimilated prefixes prove invaluable for spelling. Meanings of Latin elements are often abstract. However, students encounter them as soon as they begin subject matter courses, often in the fourth grade.

Common Latin Prefixes:

1. ab: absent	away from	9. post: postpone	after
2. circum: circumference	around	10. pre: preview	before
3. contra, counter: contradict	against	11. pro: proceed	for, forth
4. de: descend	down from, concerning	12. re: recopy, reject	again, back
5. extra: extraordinary	beyond	13. se: separate	apart from
6. inter: interrupt	among, between	14. super: supervise	over
7. multi: multicultural	many	15. trans: transport	across
8. per: perforate, perfect	through, completely		

Common Latin Roots:

1. aud: audio	to hear	13. ced, cess: recede	to move
2. dict, dic: dictate	to speak	14. cid, cis: scissors	to cut, to kill
3. ject, jac: eject	to throw	15. cred: credit	to believe
4. mit, mis: mission	to send	16. cur, cour: current	to run
5. pel, puls: expel	to push	17. duc, duct: educate	to lead
6. port: transport	to carry	18. fac, fact, fic, fect: factory	to make
7. rupt: interrupt	to break	19. fer: ferry	to carry
8. scrib, script: script	to write	20. fid, fed: federal	to trust
9. spec, spic, spect: spectacles	to see	21. flex, flect: flexible	to bend
10. tract: tractor	to drag, to pull	22. pen, pend, pens: pendulum	to hang
11. vid, vis: video	to see	23. pon, pos, posit, pound: position	to put, to place
12. cap, ceive, ceipt, cept: capture	to take	24. sist, sta, stat, stit: stable	to stand

Common Latin Roots (continued):

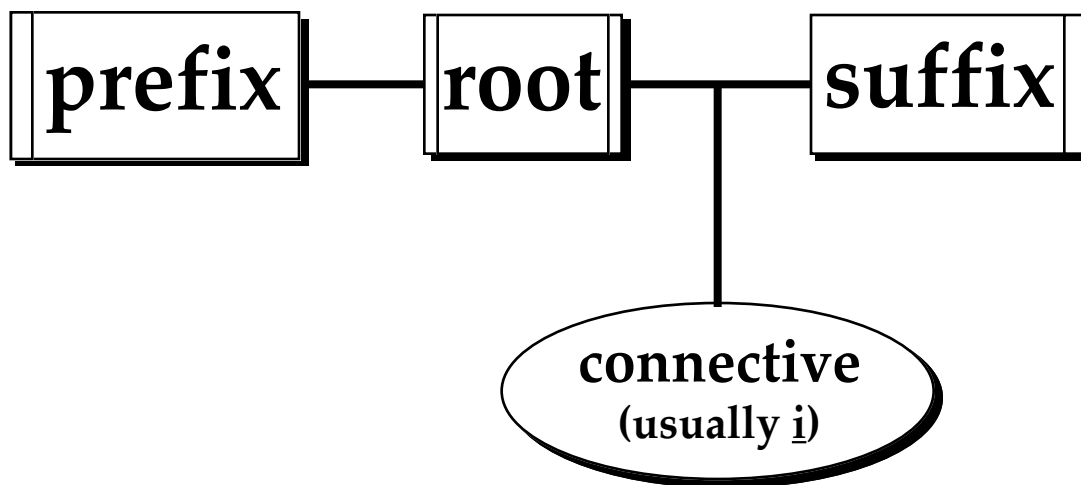
25. struct: structure	to build	27. vers, vert: invert	to turn
26. ven, vent: convention	to come	28. voc, voke: vocal	to call

Common Latin Stable Syllables:

1. ate		21. ic: magic	adjectives/nouns
(/et/): chocolate	adjective/noun	22. ical: magical	adjectives
(/ate/): operate	verb		
2. ist: activist		23. ically: magically	adverbs
3. ify: beautify		24. able: variable	ible: horrible
4. ism: criticism		25. el: sequel	al: abnormal
5. ity: activity		26. ant: tolerant	ent: parent
6. ous: dangerous	adjectives	27. ance: entrance	ence: audience
7. us: octopus	nouns	28. ancy: infancy	ency: urgency
8. tion: action	usually nouns	29. ary: secondary	adjectives/nouns
9. sion: mansion	usually nouns	30. ery: mystery	nouns
10. cian: musician	nouns	31. ory: auditory	adjectives
11. cial: racial	adjectives	32. ade: parade	
12. tial: initial	adjectives	33. ure: figure	
13. cious: spacious	adjectives	34. ide: collide	
14. ciate: appreciate	verbs	35. ule: module	
15. tiate: initiate	verbs	36. ane: propane	
16. tient: patient	nouns/adjectives	37. ize: civilize	
17. cient: proficient	adjectives	38. tude: attitude	
18. tious: ambitious	adjectives	39. ise: advertise	
19. ciency: efficiency	nouns	40. ice: office	
20. ture: adventure		41. ive: active	

Latin Introduction

Of the 1.2 million words in English, about 55% are of Latin origin. Scientific terms are often a combination of Latin and Greek. Over 90% of all new words come from Latin or Greek. Below is a template for words of Latin origin.



prefix <i>preposition</i>	root <i>meaning, gets accent</i>	connective <i>connects root to suffix</i>	suffix <i>part of speech</i>
pro	ject	-	or
com	pend	i	um
-	act	-	ive
in	per	i	al
sub	urb	i	a
ex	per	i	ence
-	mon	u	ment
in	somn	i	a
-	pop	ul	ar

Greek:

Only 11% of all words come from the Greek. Students who need math or science vocabulary enhancement might start with the Greek elements as they include a high concentration of scientific and mathematical terms.

Greek Code:

y = long or short i

gym

ph = /f/

phone

ch = /k/

school

Common Greek Elements:

- | | | | |
|--------------------------------|--------------------|------------------------------------|------------|
| 1. a, an: atheist | without, not | 19. phos, phot: photograph | light |
| 2. anti: antisocial | against | 20. poli, polis, polit: politician | city |
| 3. arch: monarch | rule | 21. poly: polygon | many |
| 4. bio: biology | life | 22. psych: psychiatrist | mind |
| 5. epi: epitaph | upon | 23. scept, scop, skept: skeptic | look at |
| 6. eu: eulogy | good | 24. sym, syl, syn: synthesis | together |
| 7. gen: gene | life, birth | 25. tele, tel: telephone | distant |
| 8. graph, gram: graphic | to write | 26. techn, tect: technician | art, skill |
| 9. hydra, hydro: hydrant | water | 27. therm: thermometer | heat |
| 10. hypo: hypodermic | under | | |
| 11. log: logic | word | | |
| 12. logy: biology | study of | | |
| 13. meter/metri: meter | measure | | |
| 14. mono: monopoly | one | | |
| 15. pan: pan | all | | |
| 16. pass, pati, path: pathetic | feeling, suffering | | |
| 17. phil: philosopher | love | | |
| 18. phon: telephone | sound | | |

Recognition Drills:

After a concept has been taught, it must be drilled if it is to be remembered. Drills are on two levels:

1. Recognition: teacher provides the answers
 the child is asked to recognize the correct one
2. Recall: the teacher does not provide the answers
 the child must say or write the answers from memory

A great deal of student failure occurs because teachers tend to go from teaching, directly to the higher level drill of recall...or testing! While a small percentage of students can function well in such a system, it places most in a position of threat, uncertainty, and insecurity. If they fail, many times the procedure is repeated instead of adding necessary lower level drills of recognition.

For example: After explaining the meanings of three to six morphemes (teaching), if you then say, "Now let's go through these morphemes again, only this time you tell me the definitions." you are testing (recall) not practicing (recognition drill).

Drilling Word Parts Using Recognition Drills:

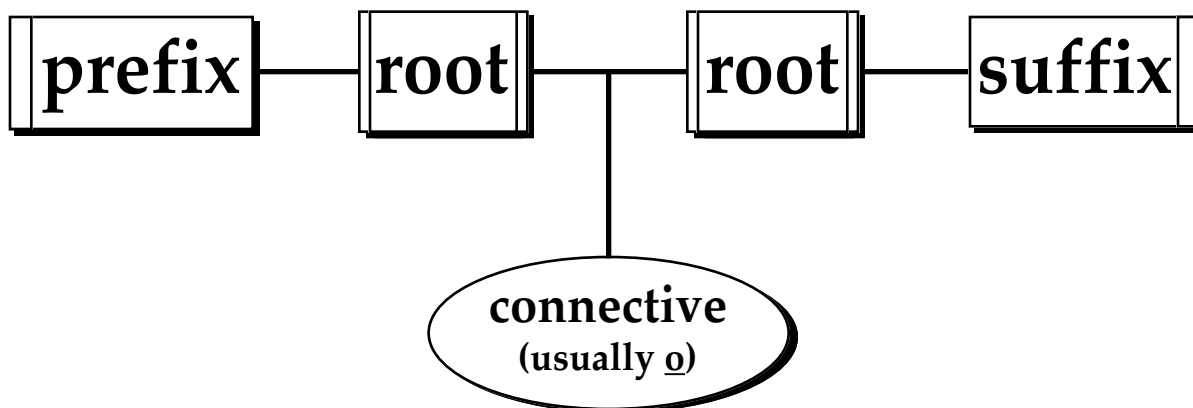
After teaching the meanings of several new roots or prefixes, insert the following recognition drill:

1. Put three of the word part cards on the table or chalkboard tray.

port	struc/struct	vid/vis
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2. Define one of these roots: "to build"
3. The student "recognizes" the root he thinks is right by tapping it or by removing it, saying, "struc/struct."
4. Teacher places a new card on top of, or in place of, struc/struct and gives the second definition of the drill.
5. If the student chooses the wrong answer, say, "Try again!" Don't display a new card. Rather, define the word that was mistaken so that the student can get immediate feedback to correct his error.
6. When all cards have been drilled, then it is appropriate to go to the testing level (recall). Gather cards in a deck. Flash and test "Give me the definitions for each card you see.

Greek Introduction

Of the 1.2 million words in the English language, approximately 11% originate from the Greek. Scientific terms are a combination of Latin and Greek. Over 90% of all new words come from Latin or Greek.



prefix <i>preposition</i>	root <i>meaning</i>	connective <i>connects root to root or suffix</i>	root <i>meaning</i>	suffix <i>part of speech</i>
-	ge	o	metr	y
-	dem	o	crat	-
-	phon	o	graph	-
-	phot	o	gen	ic
de	ciph	-	-	er
a	polit	-	-	ical
meta	morph	o	-	sis
-	-	-	metr	ic
a	path	-	-	y
-	techn	o	log	y

A note on procedure for word origins:

A significant conceptual difference exists between basic phonological decoding (division by sound) and morphological work (division by meaning). At this point, we no longer examine words based on straightforward syllabication; rather, we examine them based on parts for meaning. Examples are above. Morphological study leads to an understanding of more challenging spellings and an enhanced vocabulary.

phonological division	morphological division
e la tion	e lat i on
in som ni a	in somn i a
con tra dic tion	contra dict i on

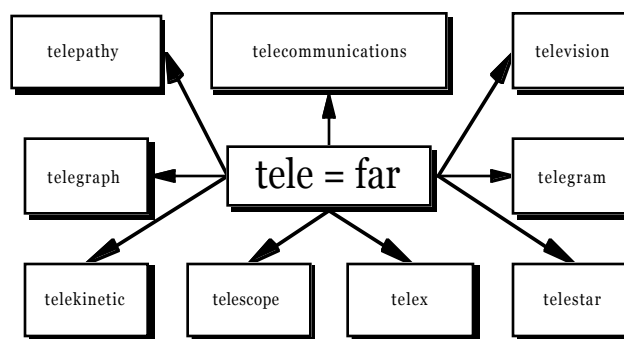
Teachers should make a card for each word part introduced. For prefixes, roots, and elements (in the case of the Greek), on the front, the part is written; on the back, a common and easily

remembered example or key word is written at the top, and the meaning is written underneath. An example is at left; cutting off one corner keeps cards right-side-up. Students should be taught to

say the word part, the common word in which it appears, and the meaning (e.g., ab-, absent, away from; -port-, import, to carry). Some tutors use green cards for prefixes (indicating “go”), yellow cards for roots, and red cards for suffixes (indicating “stop” or “end”).

After the meanings of new words are taught and before asking the student what the definition of each morpheme or vocabulary term is, instructors should insert a recognition drill. Lay out three of the terms on the table. Provide the definition of one of the terms, and ask the student to “recognize” the word he thinks is right by tapping or removing it and saying it aloud. The teacher replaces the correctly identified term with another term from the stack; if the term is incorrectly identified, the teacher says, “try again” or correctly identifies the term for the student, providing immediate feedback.

Another useful tactic is to write a prefix or root in the center of a piece of paper and map or web words that come from that word part. More advanced students can even link those webbed words to other prefixes and roots. An example of a simple word web is at right.



Ron Yoshimoto, Fellow / A.O.G.P.E., has created hundreds of excellent worksheets, available from the A.S.S.E.T.S. School; they serve as an invaluable resource for teachers who wish their students to explore the cognitive side to advanced language study through morpheme analysis.

Having students locate words that contain familiar prefixes and roots in magazine or newspaper articles is another useful task. It teaches students to recognize the word parts they have learned and proves the frequency and therefore the usefulness of studying them.

When the student has studied and learned the prefixes and roots contained in these pages, see the appendixes for good resources for additional morpheme study.

A Suggested Order For Instruction of Advanced Elements:

Different “experts” will tell you different “methods” to introduce advanced phonics. Sometimes, it depends on the level of the student; other times, it might be connected to the specific academic course work a student is covering. Below is a good order of introduction that I use frequently with students ready for advanced phonics:

I. Often, basic students will learn some of the stable syllables for decoding multi-syllabic words. These syllables are *not* usually identified as Latinate at this point. They are used for pronunciation and spelling:

-tion -ture -ain -age -ous -sion

Put these on cards, complete with hyphen. It is a good idea to use one color for prefixes, another for roots, and yet another for stable syllables when you get to that point.

On the front should be the stable syllable (these are NOT all suffixes - call them stable syllables.) On the back should be the pronunciation and a key/example word.

Your student should feel comfortable with the two sounds of c and g for spelling and reading before moving on to more sophisticated elements of the language.

<i>front:</i>	-ous	<i>back:</i>	/us/ dangerous marks adjective
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<i>front:</i>	-tion	<i>back:</i>	/shun/ nation most common /shun/ marks noun
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II. Teach the Greek Code for reading (y acts as i; ch says /k/; ph says /f/). Have them read words that contain those sounds on cards.

III. Begin a pack of basic prefixes (front is prefix followed by a dash, back is key word above the meaning). Do not begin with assimilated prefixes. Build four or five prefixes. Then build a pack of four or five roots (dashes on both sides, back is key word above meaning). Kids should look at the prefix (“pre-” for example) and say “pre, prefix, before” in that order.

6 good prefixes to use at first: inter, pre, re, trans, ex, con
 5 good roots to use at first: dic/dict, ject/jac, mit/mis, port, rupt

IV. From there, build your pack of prefixes and roots. I keep them in separate sections of the student wallet for vocabulary. Use the list included to begin if you like. There are 15 general Latin prefixes and 26 Latin roots included. The first 10 roots are basic and should be introduced before expanding your list. Stick to one language (most use Latin first as it effects more words (55% of the language); others use Greek because it is more concrete.

V. As you are building a pack of Latin prefixes and roots, you can begin to look at other elements of the language. A good starting point for the connectives piece is “through the back door.” Teach your student -tion, -sion, and -cian, both for reading and spelling. Teach him/her the rules for which one. The /shun/ stable syllables are not suffixes.

VI. As you are building a pack of Latin prefixes and roots, you should return to the Word Origin Introduction and discuss with your student word origin percentages, the kinds of words that fall into different language backgrounds, etc. Remember that our study of advanced phonics is cognitive. In other words, you need to teach them how the language works. This is not all about rote memory.

VII. Teach your students that ti, si, ci, xi, say /sh/. I usually pull it from -tion (in other words, “if tion says /shun/, what does ti say?”) Then expand your stable syllable pack with /sh/ syllables, such as -cious, -tiate, -cial. You should have a large pack of multisyllabic words that contain these /sh/ connectives for reading. *S.L.D.* has the best lists of these words.

VIII. You can then teach students ture (as you taught tion) and tu (as you taught ti, si, ci).

IX. Teach assimilated prefixes.

<i>front:</i>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-weight: bold;">con-</div> <div style="text-align: right; font-size: 0.8em;"> com - b, m, p col - l cor - r </div> </div>	<i>back:</i>	<p>connect</p> <p>with, together</p> <p>connect, combine, collect, correct</p>
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X. After your student has more of these “concrete” sounds and pronunciations down, you should describe the breakdown of a Latin (or, if you are doing Greek, a Greek...) word.

XI. Teach Latin connectives and their pronunciations (i, u, ul). Teach the Greek connective (o).