



Unlocking Unfamiliar Words: Morphology for the Struggling Adolescent Reader

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The Stages of Reading Development

Based on the studies and work conducted by Dr. Jeanne Chall (Harvard University), the stages of reading development help us to understand how an average individual progresses from the rudimentary stages of learning to read into the complex process of reading to learn.

While the progression from one stage to the next is dependent upon mastery of each stage, many learners may operate in as many as two or three stages during their school years. However, the more gaps a reader has in a lower stage, the less likely that reader will continue to progress. Students may progress more slowly or more rapidly, depending upon their own strengths and weaknesses. The most beneficial reading instruction programs focus on the student's current operational stage (not necessarily matching chronological age) and provide guidance through the necessary skill development to enable progression to the next stage.

Learning to Read - Mastery of Print

Stage 0: Pre-Reading/Reading Readiness – age birth to 6, grades Pre-K

Rapid oral language development; development of phonemic awareness skills (i.e. rhyming, sound manipulation); awareness of language as a communication tool; alphabet recognition and skills; environmental print recognition; “pretend” reading. Comprehension addressed mainly through oral readings.

Appropriate Instruction: Oral communication, life experiences, print immersion, alphabet song, alphabet arc, phonemic awareness (rhythm/rhyme, parts of words, sequence of sounds, separation of sounds and manipulation of sounds).

Stage 1: Initial Reading or Decoding – age 6-7, grades 1-2

Utilization of sound/symbol relationships of vowels and consonants to sound out CVC words (hot, wet, flag, bent); emphasis on phonics skills to sound out new words; application of beginning spelling patterns; increased phonetic skill development. Recognition of basic sight words.

Appropriate Instruction: Direct instruction using systematic, synthetic, structured, sequential, and cumulative multisensory phonics; decodable and controlled vocabulary texts.

Stage 2: Confirmation and Fluency, Ungluing from Print-age 7-8, grades 2-3

Application of phonetic and non-phonetic reading skills to new and unfamiliar words; decoding practice to develop fluency (no longer need to sound out most words); encoding (spelling) skills expanded to include spelling rules and generalizations.

Appropriate Instruction: Guided reading (oral and silent) using pre-reading strategies; higher-level phonics and spelling rules to develop orthographic awareness; writing stories.

The Stages of Reading Development

Reading to Learn - Mastery of Ideas

Stage 3: Reading to Learn – age 9-13, grades 4-8

Mastery of the “code” allows for fluency in reading; purpose of reading shifts to content, subject matter, and use of informational text; reading becomes more efficient than listening in order to increase knowledge; spelling skills automatically incorporated into writing. Reads materials with one viewpoint and text that is limited in technical capacity. Learns more about structure of language through Greek and Latin roots, affixes, and higher level spelling rules.

Appropriate Instruction: Guided comprehension strategies such as Reciprocal Teaching, KWL, SQ3R; text patterns, informational writing, poetry, and higher level spelling rules along with roots/affixes.

Stage 4: Multiple Viewpoints – age 14-18, grades 9-12

Views written material as a source of information; evaluation of a variety of authors’ viewpoints; use of reading to formulate own opinions and ideas; able to deal with layers of facts and concepts added to previous knowledge; essay and expository writing develops.

Appropriate Instruction: Expand on Stage 3 instruction; world experiences through magazines, newspapers, television (i.e., World News), trips, articles, literature study and writing comparative papers.

Stage 5: Construction and Reconstruction: World View – age 18+, College+

Development of discretionary reading techniques (skimming, speed reading, technical reading, etc.) based on purpose of reading (test preparation, report writing, leisure). Constructs knowledge from reading; depends upon analysis, synthesis and judgment; constructs knowledge on high level of abstraction; creates own “truth” from “truths” of others.

Appropriate Instruction: Challenge to read broadly and deeply to gain knowledge and insight.

Why Learn the Roots of Language?

English has more words than any other language. It uses more synonyms and more antonyms than any other language and is a mixture of more languages than any other. It is also an on-going source of confusion for so many!

The roots of English stem primarily from the Germanic and Latinate languages (though, of course, are influenced by many other languages). These two languages have mingled, changed and developed over time as English, a language and grammar that uses bits and pieces from both sources.

“The truth is that if borrowing foreign words could destroy a language, English would be dead (borrowed from Old Norse), deceased (from French), defunct (from Latin), and kaput (from German). When it comes to borrowing, English excels (from Latin), surpasses (from French), and eclipses (from Greek) any other tongue, past or present!”

(Clairborne, 1983, p.4. *Our Marvelous Native Tongue*)

Our daily English is primarily Germanic in nature. However, in formal situations that require us to be more sophisticated or technical in our speaking, our vocabulary and usage change. Words used in these instances are predominantly Romance, Latin and Greek-based words. Approximately 70% of the higher-level vocabulary used in high school, college and post-graduate textbooks as well as in many technical fields of expertise come from Greek and Latin root words.

It is only by developing an understanding of the structure (affixes and root words) of this sophisticated level of language that one’s vocabulary is fully developed. This higher level of understanding is necessary to comprehend and glean deeper meaning from language. After learning just one hundred root words along with the use of affixes, an individual can triple the size of his/her vocabulary.

For the struggling adolescent reader, intimate knowledge of roots and affixes in our language is critical to reading success. This area of study strengthens a myriad of reading skills:

- **Decoding** –ability to effectively read morphemes (meaningful units of language) in words
- **Fluency** – read complex words quickly and easily by recognizing morphemes
- **Spelling** – increase accuracy of spelling complex words through practice with morphemes
- **Vocabulary** – knowledge of each root or affix exponentially increases word-knowledge
- **Comprehension** –increased fluency and vocabulary in turn increases passage comprehension

Structures for Reading and Spelling is an intervention for struggling adolescent readers in grades 6-12. Structures intertwines the above skills to simultaneously develop basic phonetic and sophisticated morphological skills.

The Decoding / Encoding Continuum

K

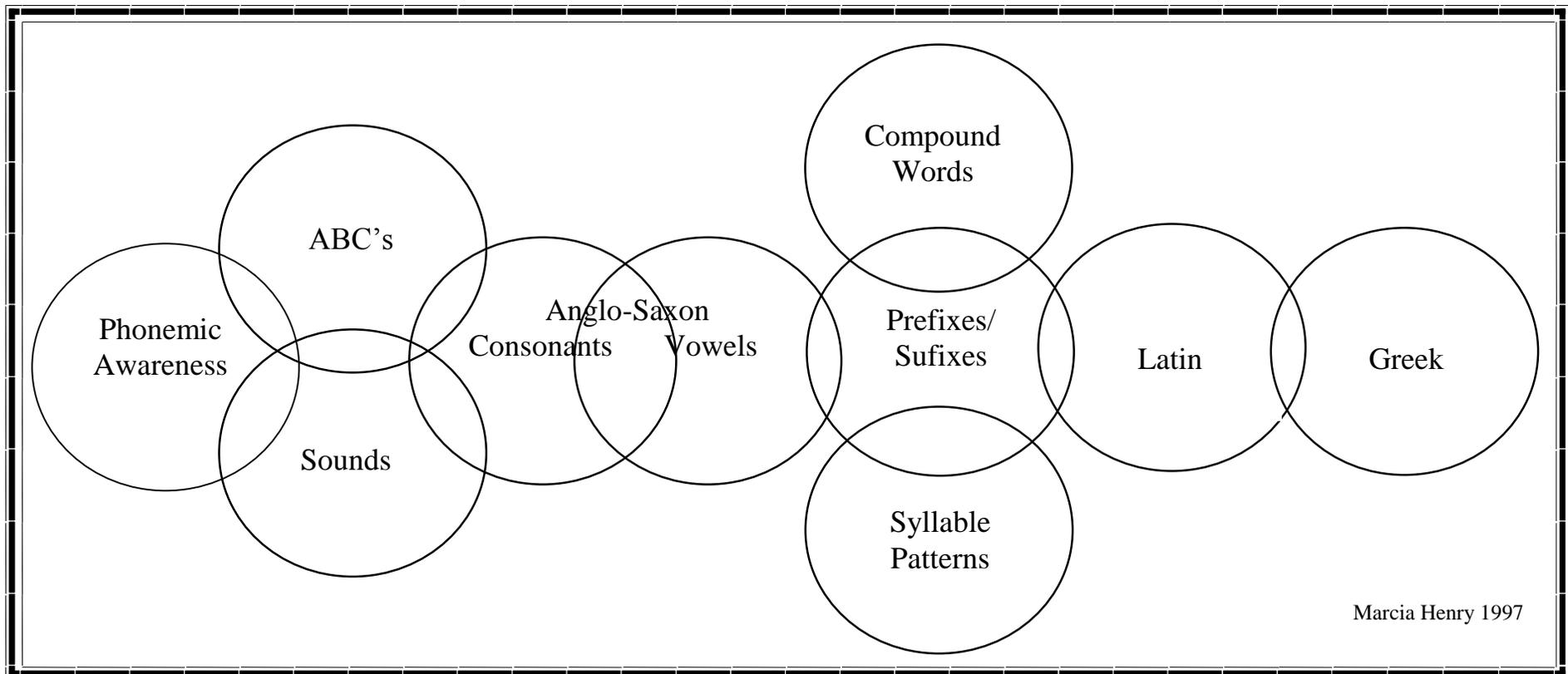
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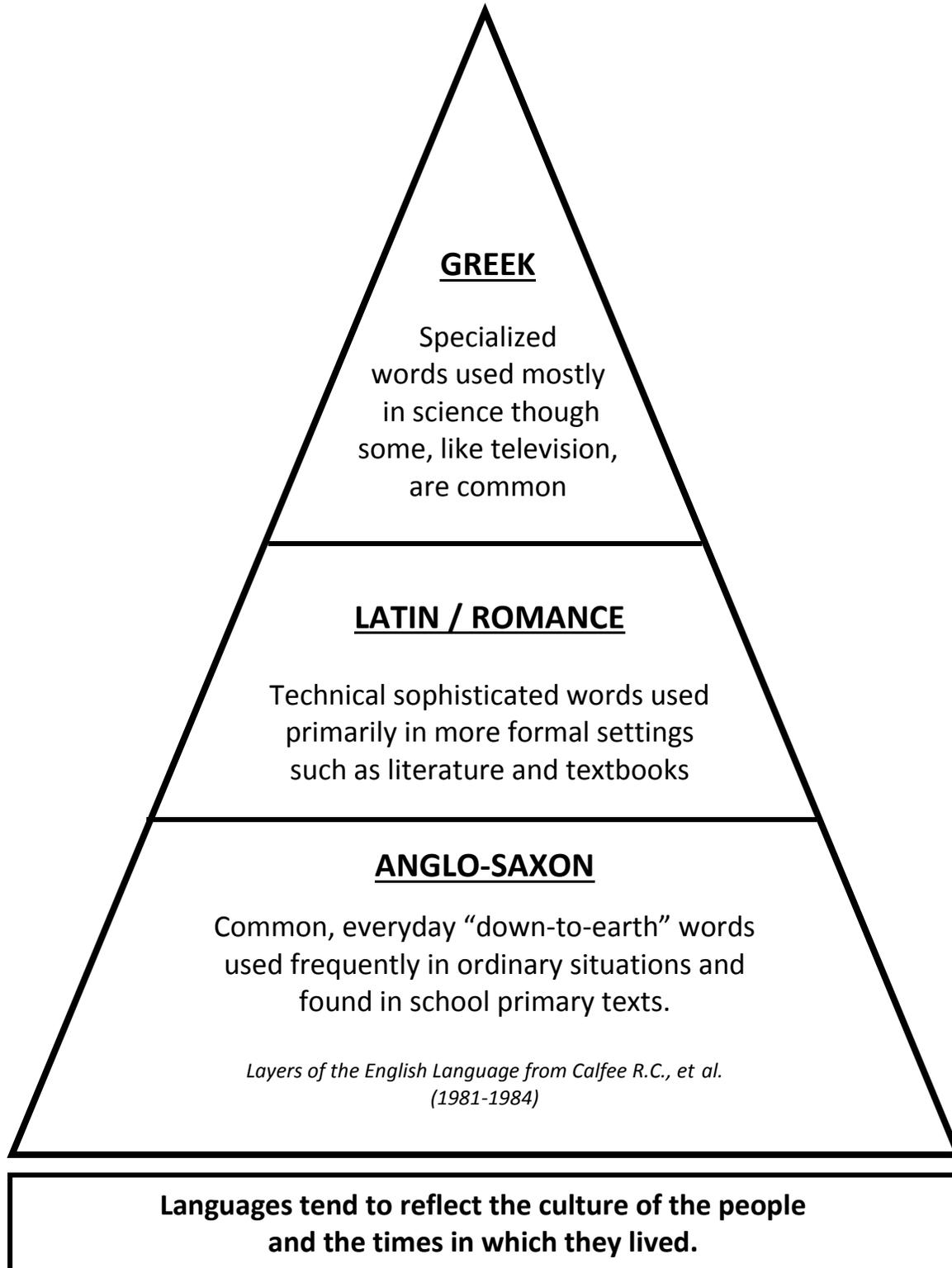
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Layers of Language



Three-Part Drill

Review of Known Concepts

Three-Part Drill with Root Concepts (Root Drill)

Visual: Teacher shows cards

- Students say the root they see; give meaning

Teacher Shows card:

bio

Student: “bio... life”

Auditory: Teacher says roots (Do NOT show cards.)

- Students write the root they hear
(Write in tactile tray, white board)

Teacher “bio”

Student: “b – i – o ... bio”

Alternative (harder):

- give meaning, student writes root

Teacher: ‘life’

Student: “b – i – o ... bio”

Blending (word reading):

- Teacher builds words with roots cards (tele/phone; auto/graph, etc.)

OR

- Teacher shows prepared word lists containing roots

ROOTS

tele	<i>far/distant</i>
phon/phone	<i>sound</i>
gram/graph	<i>writing/drawing</i>
scop/scope	<i>see/watch</i>
micro	<i>small</i>
auto	<i>self</i>
mob/mov/mot	<i>move</i>
bio	<i>life</i>
ology/ologist	<i>study of/one who studies</i>

Words for Blending Practice

telephone	microchip	telex
phonoscope	graphic	autoscope
microgram	phonics	bioscope
biologist	telegram	graph
automat	telescope	telescopic
microscopic	automatic	gram
telethon	graphologist	telegraphic
phonology	phonics	microbiologist
autophonic	microphonoscopic*	
telegramology*	autogramology*	

*pseudowords

Dictation (Spelling)

Word Building

(preparing for spelling)

Easier:

- Teacher gives word; students build with root index cards
 - telephone; autograph; biophone; microgram

Harder:

- Teacher gives root meanings; students build with root index cards
 - “Build the word that means *far see*.” <telescope>
 - “Build the word that means *self writing*.” <autograph>
 - “Build *small life study*” <microbiology*>

*Have students note the *oo* spelling formed by *bio* and *ology*; analyze the sound that spelling would make /oo/ and overlap cards to show only the *o* in *ology*. (Basic phonics skills are necessary to teach to adolescents who lack the underlying structure of language.)

Word Dictation

(spelling)

Use the Auditory portion of the Three-Part Drill to strengthen individual root spelling. Consistent practice spelling individual roots is essential to success spelling whole words.

- Teacher says the word. “telegram”
- Students repeat whole word, pounding each syllable heard “tel/e/gram”
- Students repeat/pounds only the first root “tel/e”
- Students writes root
- Students repeat/pound the next root “gram”
- Students write the next root to complete the word.
- Students read clean copy of each word after all word dictation is completed.



WORD-BUILDER LADDERS

Name: _____

Date: _____

Add prefixes and suffixes to expand the root into as many words as possible.

Fourteen Roots That Unlock 100,000 Words

It has been suggested the following roots provide clues to the meaning of over 100,000 words.

1. **Duc, duce, duct = to lead:** *conduct, deduct, educate, introduce, produce, production, reduction, reducible*
2. **Fac, fact, fic, fect = to make or do:** *fact, faculty, facility, satisfaction, factor, amplification, certificate, affect, defective, magnificent, sufficient*
3. **Cept, cap, ceiv, ceit = to take, seize, receive:** *capable, capsule, captivate, deception, exception, capture, intercept, conception, receptacle, perceptive, receive, deceit, deception*
4. **Fer = to bring, bear, yield:** *refer, reference, confer, conference, suffer, transfer, defer, difference, fertilize, fertilization, coniferous, odoriferous, circumference*
5. **Graph = to write:** *graphite, graphology, paragraph, geography, photograph, bibliography*
6. **Mit, miss = to send:** *mission, missile, admit, admission, commit, dismiss, intermission, remiss, remittance, submit, transmit, permit, permissive*
7. **Ology, ologist = study of, one who studies:** *biology, ornithologist, archeology, geologist, physiology, psychologist*
8. **Pos, pon, pose = to put, place, set:** *compose, composite, dispose, oppose, component, postpone, depose, proposal, exposition, impose, suppose, position*
9. **Plic, ply = to fold:** *implicit, explicit, implication, replicate, complicate, apply, imply, reply, implication*
10. **Scrib, script = to write:** *scribble, describe, conscript, script, inscribe, prescribe, scripture, transcribe, transcript, ascribe, description, inscription*
11. **Sist, sta, stat = to stand, endure:** *persist, consistent, assist, resist, assistant, stamina, constant, circumstance, distant, obstacle, standard,*
12. **Spec, spect, speci = to see, watch, observe:** *spectator, spectacular, respect, spectacle, disrespect, inspector, specimen, special, species, retrospect,*
13. **Ten, tent, tain = to have, hold:** *tenant, tenable, tenacity, tenacious, contents, contented, intent, maintain, retain, retentive, discontented*
14. **Tend, tens, tent = to stretch, strain:** *intend, extend, tense, pretense, tension, intensify, attention, distend, detention, intently, intention*

Building Better Brains!

Ask the Expert by Laurie Wagner, Director of Education

Q: Are children diagnosed with dyslexia destined to struggle with reading their entire lives?

A: Research confirms that effective reading instruction literally reorganizes the brains of struggling readers. Especially effective is the engagement of the visual, auditory, tactile (touch) and kinesthetic (muscle movement) learning pathways. When struggling learners are taught to read using direct, explicit, systematic, multisensory phonics instruction, research using functional MRI (fMRI) brain imaging literally *shows us* that the impact on the brain is significant.

In 1998, Dr. Sally Shaywitz, a leader in the field of dyslexia and reading, released reading research done at Yale University's Center for Learning and Attention. Brain imaging during the reading process through the use of fMRIs explicitly showed that skilled readers consistently use specific portions of the left-brain, with brain activity highly focused in very specific areas during reading tasks. Brain imaging in weak readers shows diffused activity scattered throughout the brain; much less efficient for reading.

Furthermore, studies have shown that instruction using direct, explicit, systematic, multisensory phonics actually *changes* how these weak readers utilize pathways in the brain for reading. This type of instruction significantly enhances students' overall reading accuracy and fluency. The brain activity of the weak readers appears more and more like the brain activity of the skilled readers. These formerly weak readers are developing focused "reading systems" in their brains that were not present before instruction occurred.

Early identification and intervention in kindergarten and grade one using this research-based instruction prevents many at-risk students from ever struggling with reading. This kind of proven, effective instruction for older students who already struggle with reading skills acquisition can reverse the ongoing difficulties, changing those learners into more competent readers. For learning disabled and ADD individuals, these instructional methods give them specific strategies and skills to work effectively with their learning differences, allowing them to become successful readers and spellers, significantly impacting their schoolwork and lifelong success.

Additional studies supporting these results have been conducted in many research facilities, including a team led by Dr. Guinevere Eden, associate professor of pediatrics at the General Clinical Research Center at Georgetown University Medical Center in Washington, D.C., and continues today, constantly refining what we know about how the brain reads.

Laurie Wagner has been the Director of Education for Reading and Language Arts Centers (RLAC) the past 23 years, and has been a professional educator for over 30 years. Laurie is a Master Instructor in Brainspring's accredited multisensory Orton-Gillingham-based reading programs and she developed the reading intervention curricula Foundations for Reading and Spelling (elementary) and Structures for Reading and Spelling (secondary). Contact her at laurie@rlac.com.

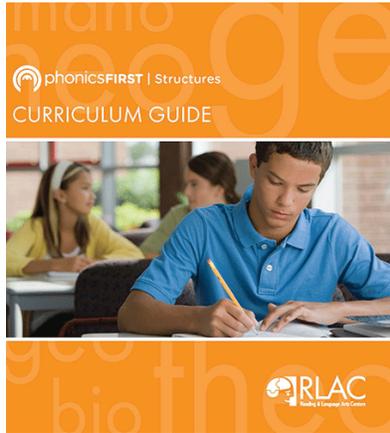


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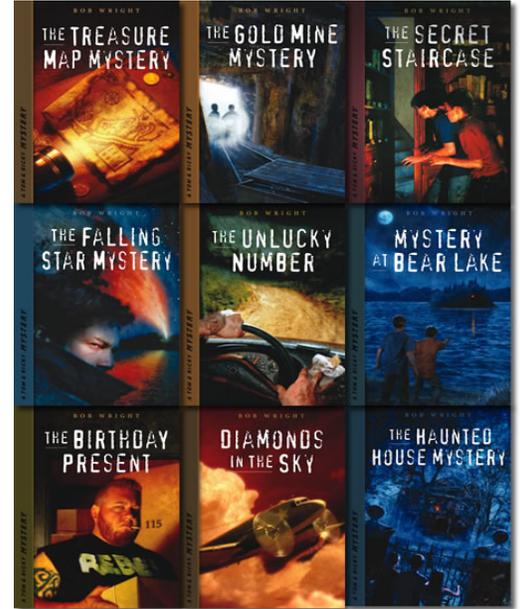
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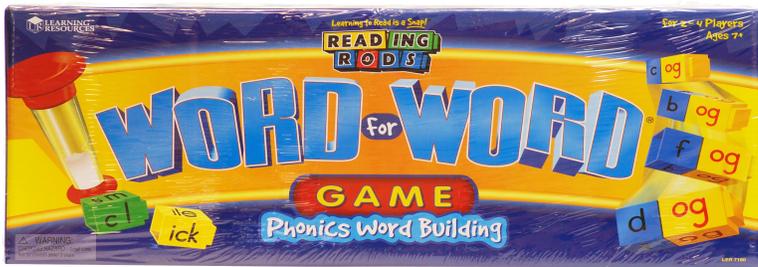
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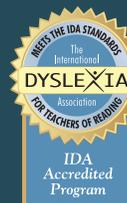
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Phonics First® Primary , 18 hours (the first 3 days of Level I)	
Target Group: K-2 classroom teachers; K-2 resource, special education teachers	
This course provides teachers with a solid understanding of the fundamental components of the <i>Phonics First®</i> multisensory reading and spelling program. Course content includes: alphabet and phonemic awareness strategies; the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words and beginning syllabication for multisyllable words. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to beginning, struggling and learning disabled readers in primary grades.	
Phonics First® Level I , 30 hours	
Target Group: K-3 classroom teachers; K-5 resource and special education teachers	
This comprehensive and highly intensive course provides teachers with the necessary strategies and tools to deliver high-quality <i>Phonics First®</i> lessons. Course content includes: alphabet and phonemic awareness strategies; the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words; syllabication for multisyllable words and guidance for lesson plans and classroom implementation. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to beginning, struggling and learning disabled readers.	
Complete Kit Materials for Primary and Level I:	
Course Materials:	
<ul style="list-style-type: none"> • <i>Phonics First® Curriculum Guide</i> • <i>Phonics First® Course Manual</i> • Classroom <i>Phonics First®</i> Card Pack • 1 lb. Magic Sand® 	<ul style="list-style-type: none"> • Sand Tray with Sand Tray Bag • Answer Board, Marker, Eraser • 1 Box Red Crayons/Red Word Screen • Syllable Division Cards
Post-Course Materials Include a Choice of:	
Small-Group Materials (for up to 10 students)	Classroom Materials (for up to 25 students)
<ul style="list-style-type: none"> • 6 lb. Magic Sand® • 10 Sand Trays with Sand Tray Bags • 10 Answer Boards, Markers, Erasers • 10 Red Word Screens • <i>Phonics First® Syllabication Guide</i> • <i>Phonics First® Stories Set</i> • Classroom <i>Phonics First®</i> Card Pack • Blending Board • <i>Phonics First® Diagnostic Assessment</i> 	<ul style="list-style-type: none"> • 6 lb. Magic Sand® • 6 Sand Trays with Sand Tray Bags • 25 Answer Boards, Markers, Erasers • 25 Red Word Screens • <i>Phonics First® Syllabication Guide</i> • <i>Phonics First® Stories Set</i> • Classroom <i>Phonics First®</i> Card Pack • Blending Board • 2 Boxes Red Crayons

Structures , 30 hours	
Target Group: Grades 6-12 resource and special education teachers	
This course provides easy-to-follow lesson plans, which are flexible for use in a variety of settings. Important multisensory techniques and strategies (neuro-linguistic programming) are an integral part of all lesson parts, further enhancing learning and retention. In addition to the components of the <i>Structures</i> program such as the Anglo-Saxon layer of language, morphological study (Greek and Latin roots and affixes) and higher level spelling rules, teachers leave the course with expertise in the following areas: the three-part drill for structured review; tactile/kinesthetic spelling techniques for phonetic and non-phonetic words; syllabication for multisyllabic words and guidance for lesson plans and classroom implementation. Participants have opportunities for hands-on lesson practice with other participants. Emphasis is on teaching reading to struggling and learning disabled readers.	
Complete Kit Materials	
Course Materials:	
<ul style="list-style-type: none"> • <i>Structures Curriculum Guide</i> • <i>Structures Course Manual</i> • <i>Structures for Syllabication</i> • <i>Structures</i> Card Pack • 1 lb. Magic Sand® 	<ul style="list-style-type: none"> • Sand Tray with Sand Tray Bag • Answer Board, Marker, Eraser • Red Word Screen • 1 Box Red Crayons • Syllable Division Cards
Post-Course Materials:	
Small-Group Materials (for up to 10 students)	
<ul style="list-style-type: none"> • <i>Phonics First® Diagnostic Assessment of Decoding and Encoding</i> • 6 lb. Magic Sand® • 10 Sand Trays with Sand Tray Bags 	<ul style="list-style-type: none"> • 10 Red Word Screens • Blending Board • <i>Structures</i> Card Pack • 10 Answer Boards, Markers, Erasers