



Structured Word Inquiry

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Tuesday, November 23rd, 2021



Lead Changes

Making Leaps & Strides in Education

Rebecca Bush

- 13 years of experience in the field of education
- B.A. from Univ. of California - Berkeley
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- M.Ed. in Advanced Literacy from Concordia Univ. of Texas
- Certified Reading Specialist, Special Education Teacher, & Bilingual Instructor (TEA)
- Certified Academic Language Therapist (ALTA) and Dyslexia Therapist (IDA, TDL&R)



Agenda

What are we going to cover?

- What is the purpose of spelling?
- What are the components of language?
- What is Structured Word Inquiry?
- How can I use it in my classroom?

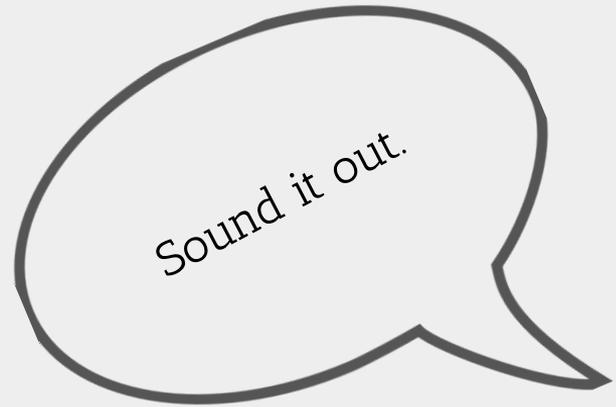
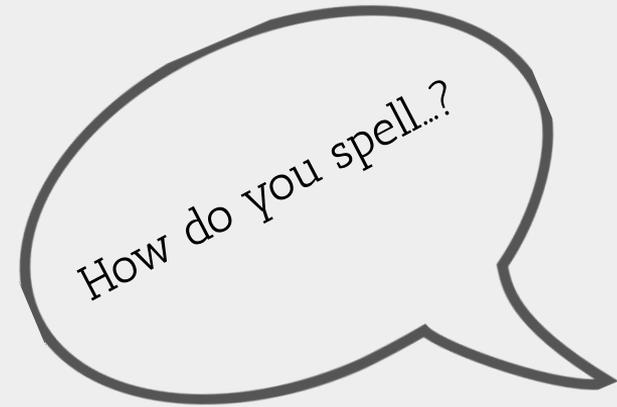
Spelling

What is it, how did it come to be, why should we bother with it, and is it really as confusing as some think?

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We teach our youngest learners that the primary job of spelling is to represent sound.



But is it?



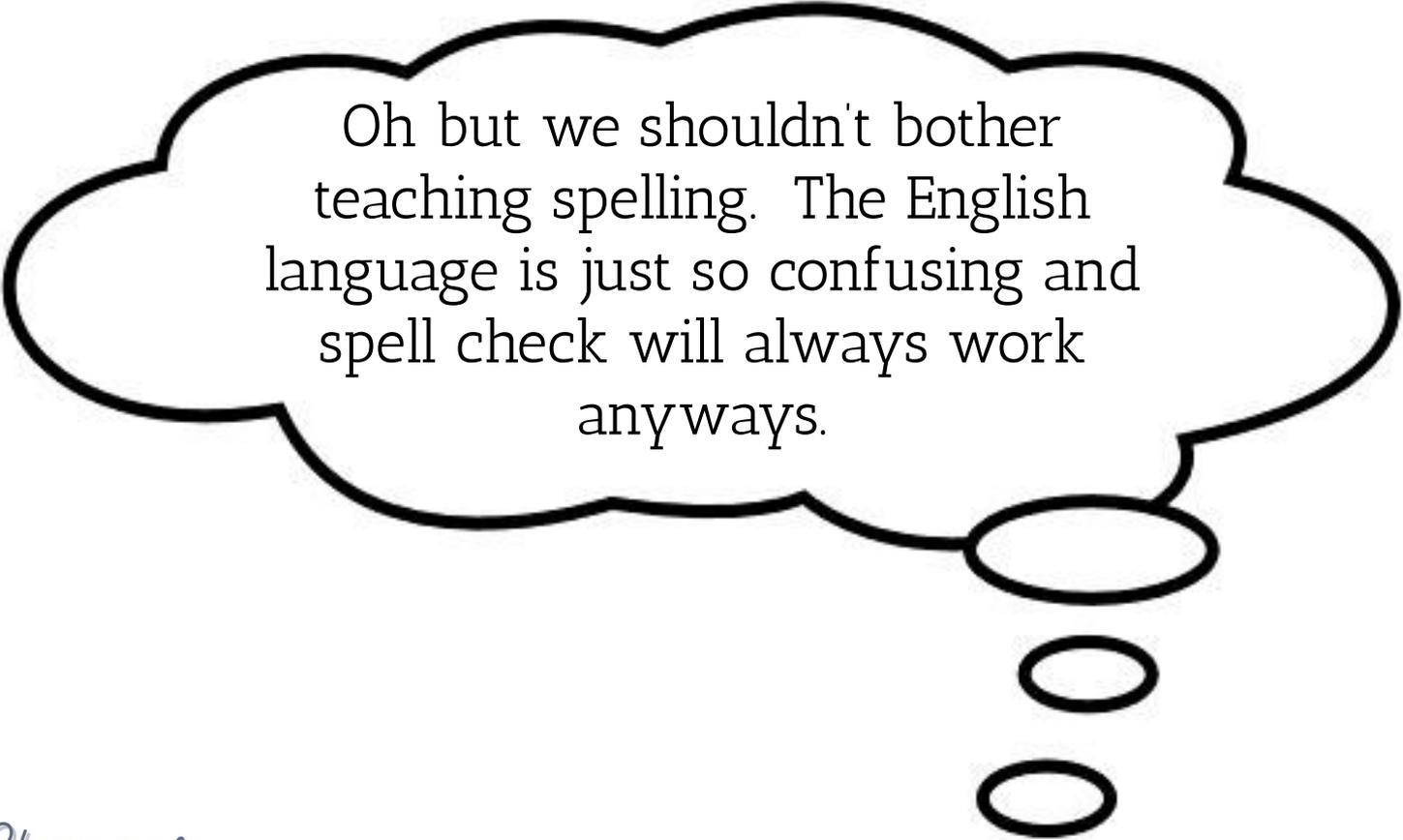
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The primary job of spelling is to convey meaning as quickly and clearly as possible.

toad
towed
toed

prints
prince



Oh but we shouldn't bother teaching spelling. The English language is just so confusing and spell check will always work anyways.

Teacher: "Annabelle, what is your favorite flower?"

Annabelle: "Oh I love Hydrangeas."

Teacher: "Could you spell that word for the class please?"

Annabelle: "Oh I just remembered that I actually love

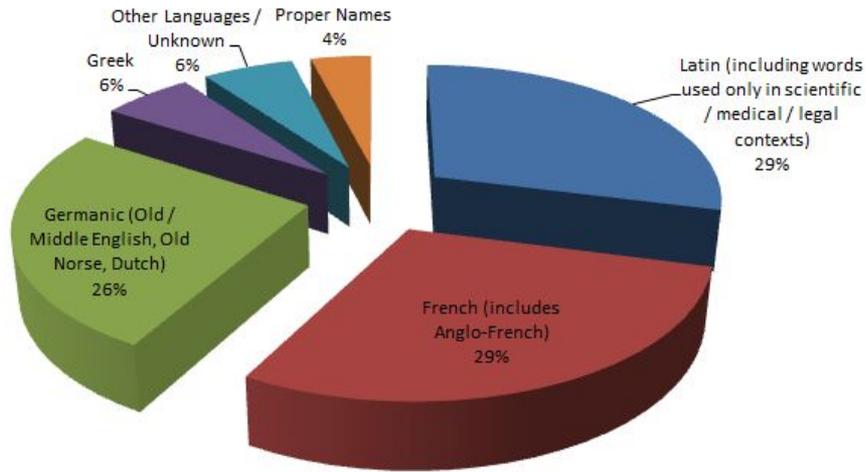
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"When all is said and done, approximately 87% of English words are reliable to read and spell if orthographic patterns have been mastered."

(Hanna et al., 1966)

Origin of English Words



"Spelling is one of the most forgotten aspects of literacy development. In many classroom settings, it is looked at as an afterthought, and instruction is limited to rote spelling drills and memorization."

(Birsh, 2005)

"Spelling and writing are integral parts of literacy instruction and must be included systematically and explicitly in any literacy program. Explicit spelling and writing instruction is even more important for students with dyslexia or other reading difficulties."

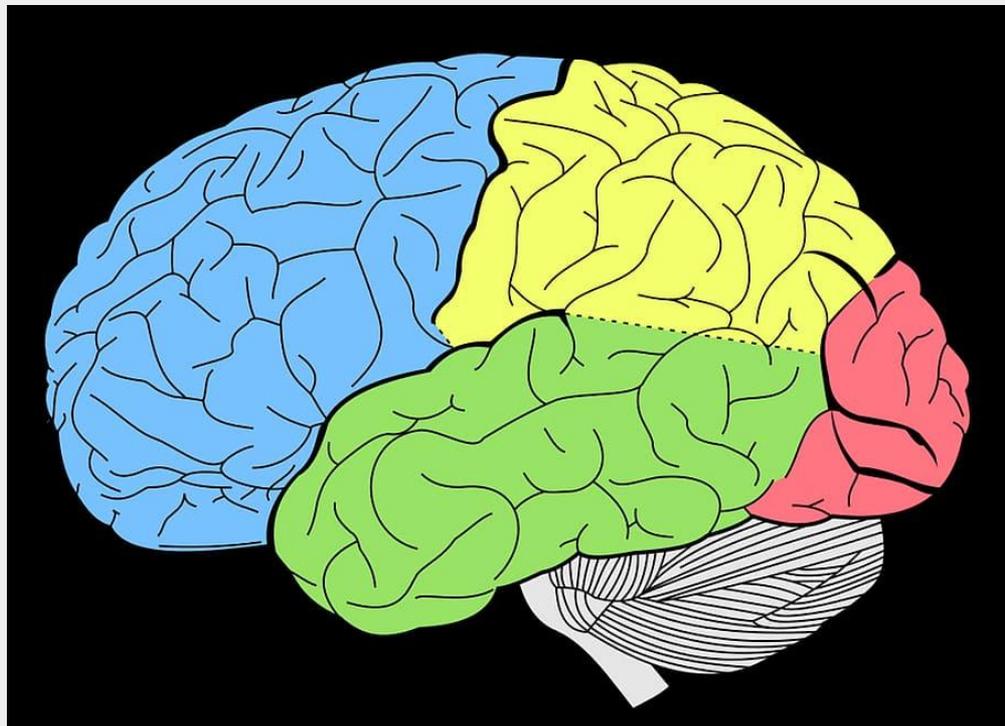
(Institute for Multisensory Education, 2020)

Does spellcheck really always work?

Standard spellcheckers...

- do not recognize phonetically spelled words.
- often do not recognize homophones.
- often do not recognize confusables.
- examine words in isolation.
- do not understand the writer's intent.
- can provide a false sense of security.

Spell cheque will knot find words witch our miss used, butt spelled rite. Spell cheque will knot find words that can effect the deer meaning of the righter's work.



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Components of Language

What are they and how do they impact spelling?

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P-POSSM

Phonology
Pragmatics
Orthography
Syntax
Semantics
Morphology

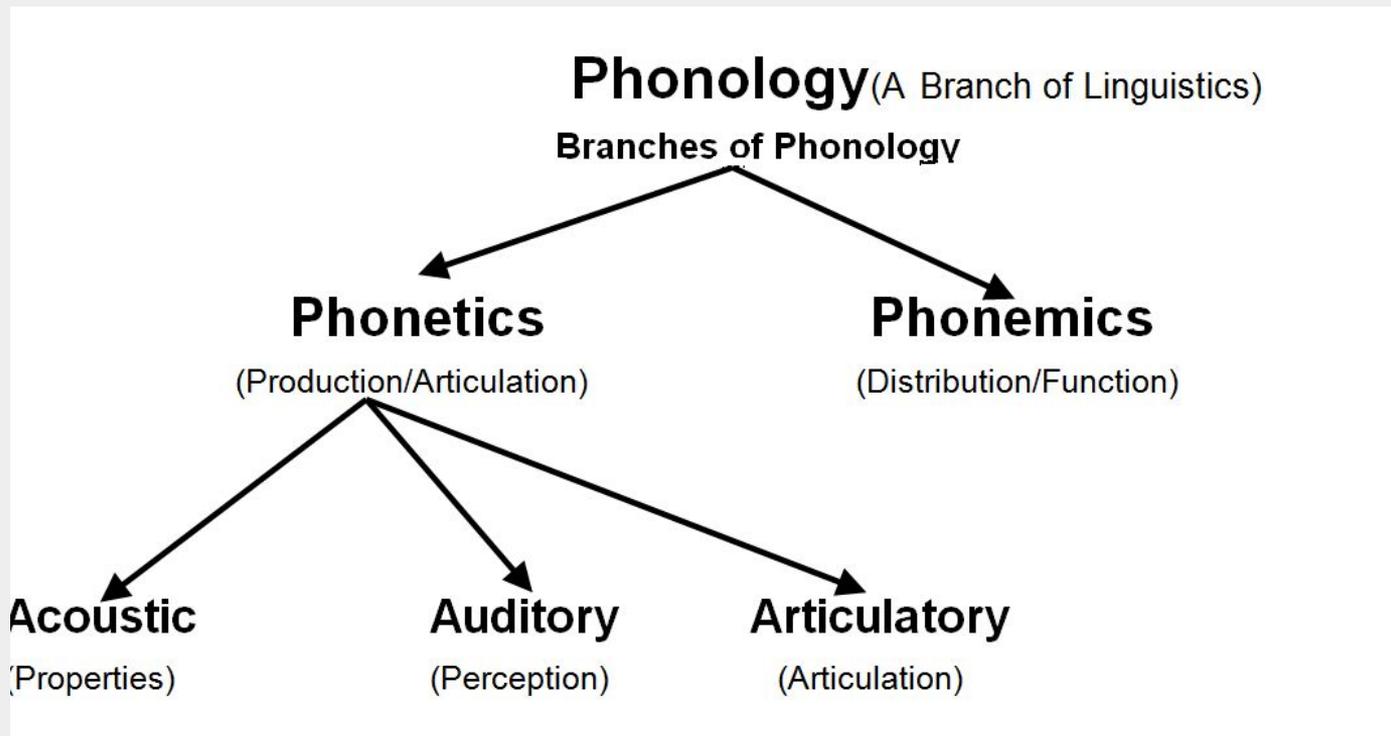


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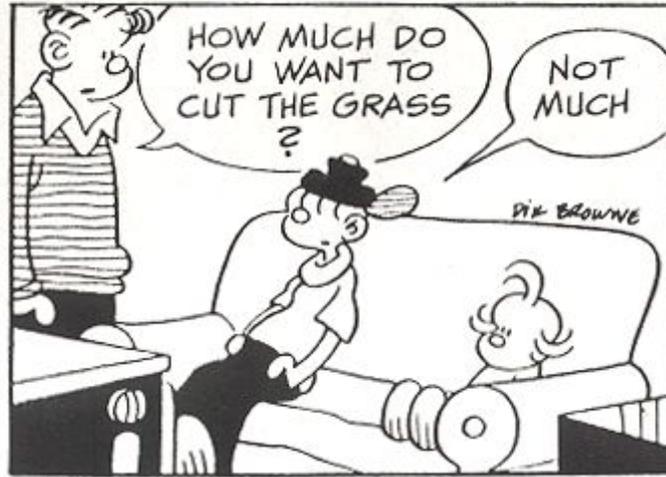
Phonology



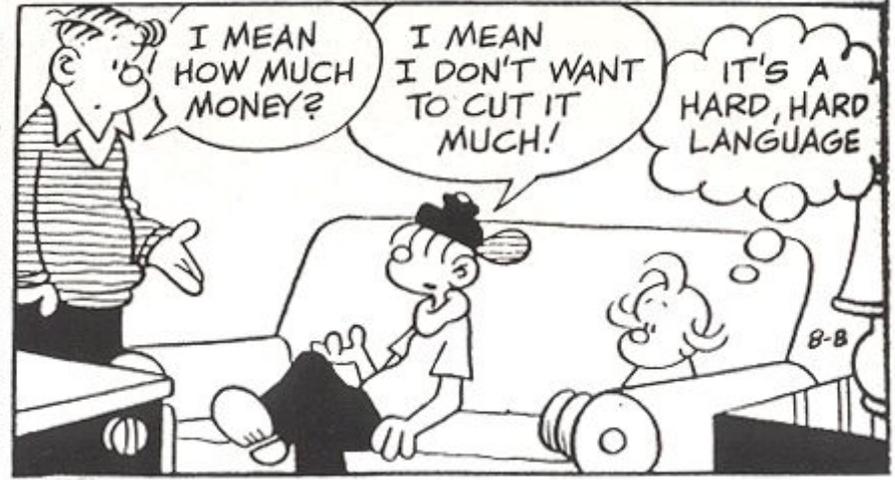


Pragmatics

HI & LOIS



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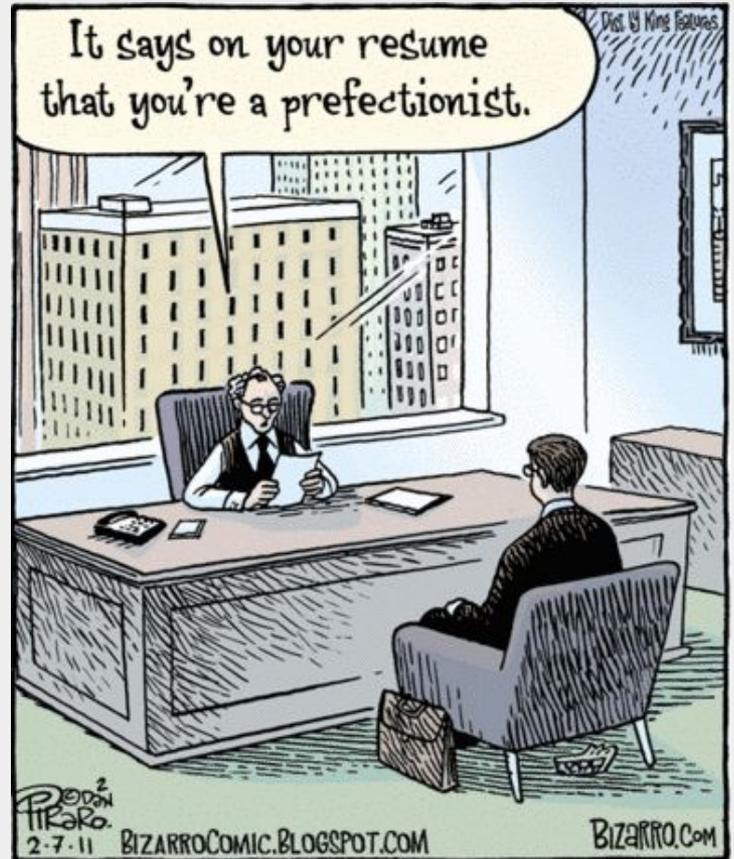


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Orthography

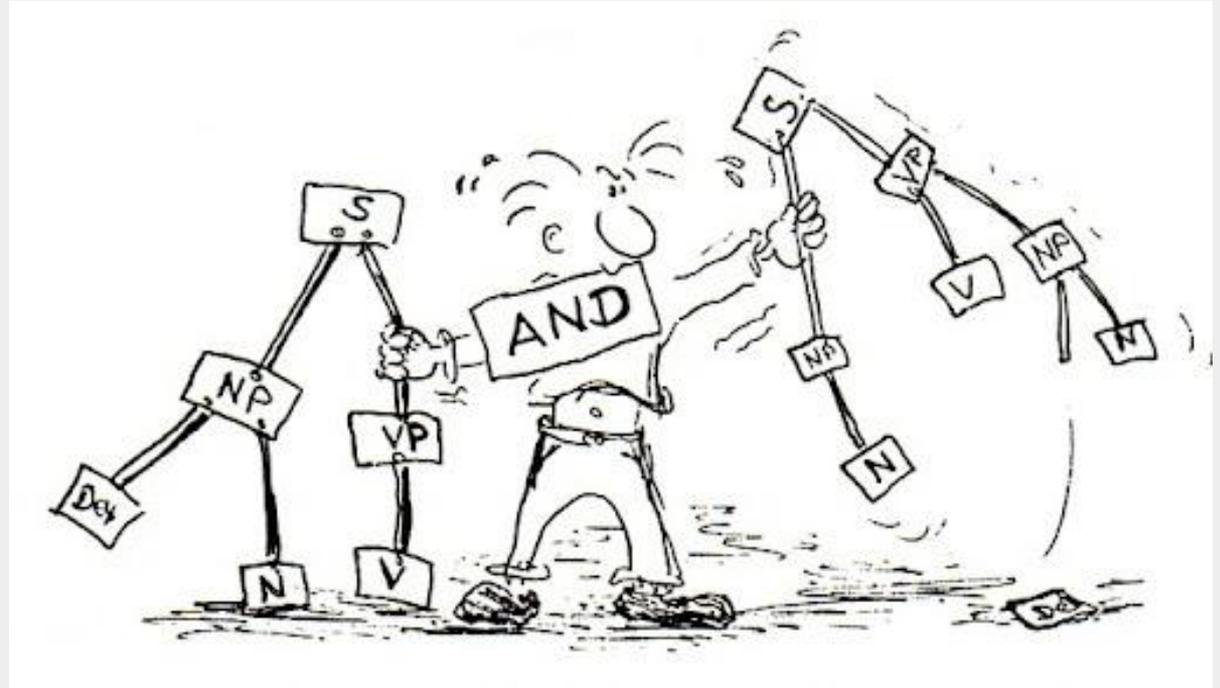


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Syntax

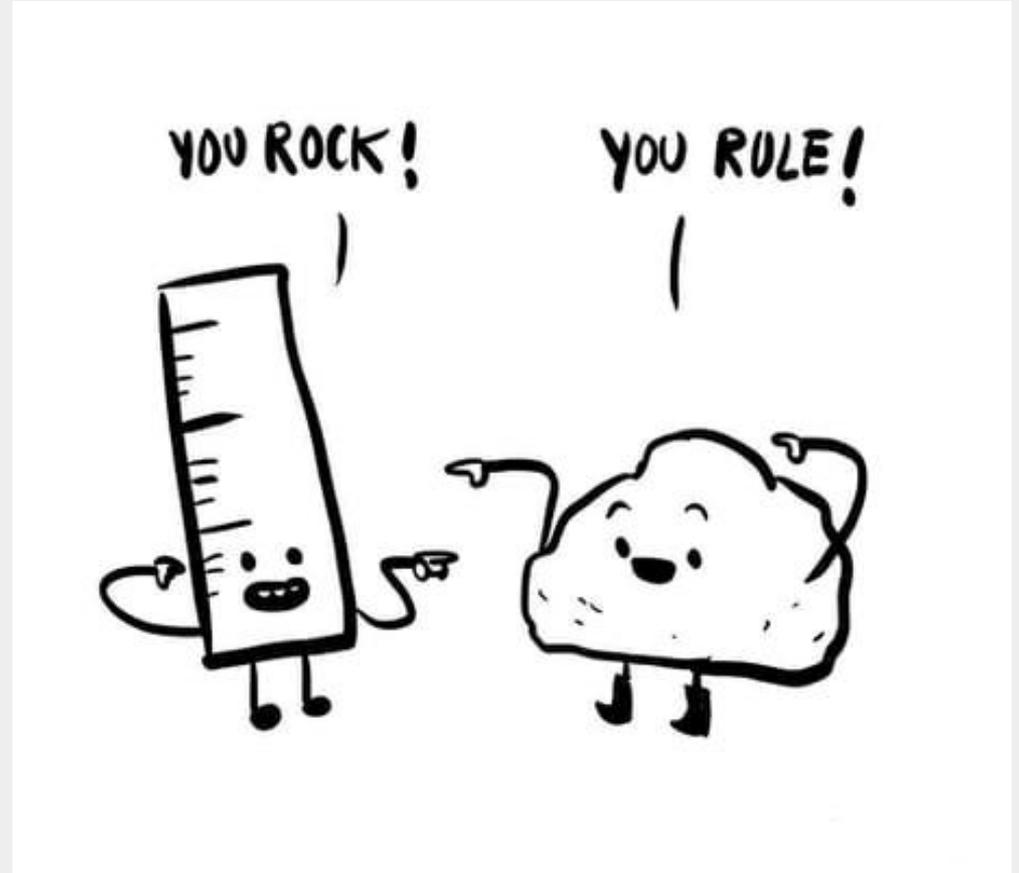


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Semantics



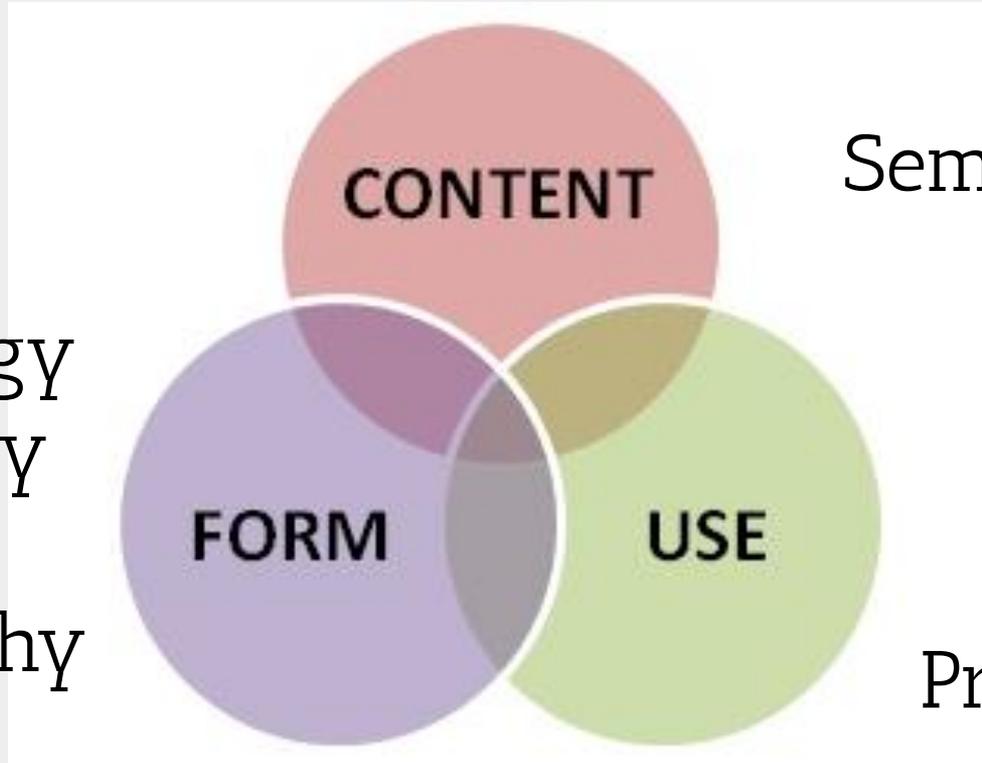


Morphology

morph + ology

morph + o + log + y

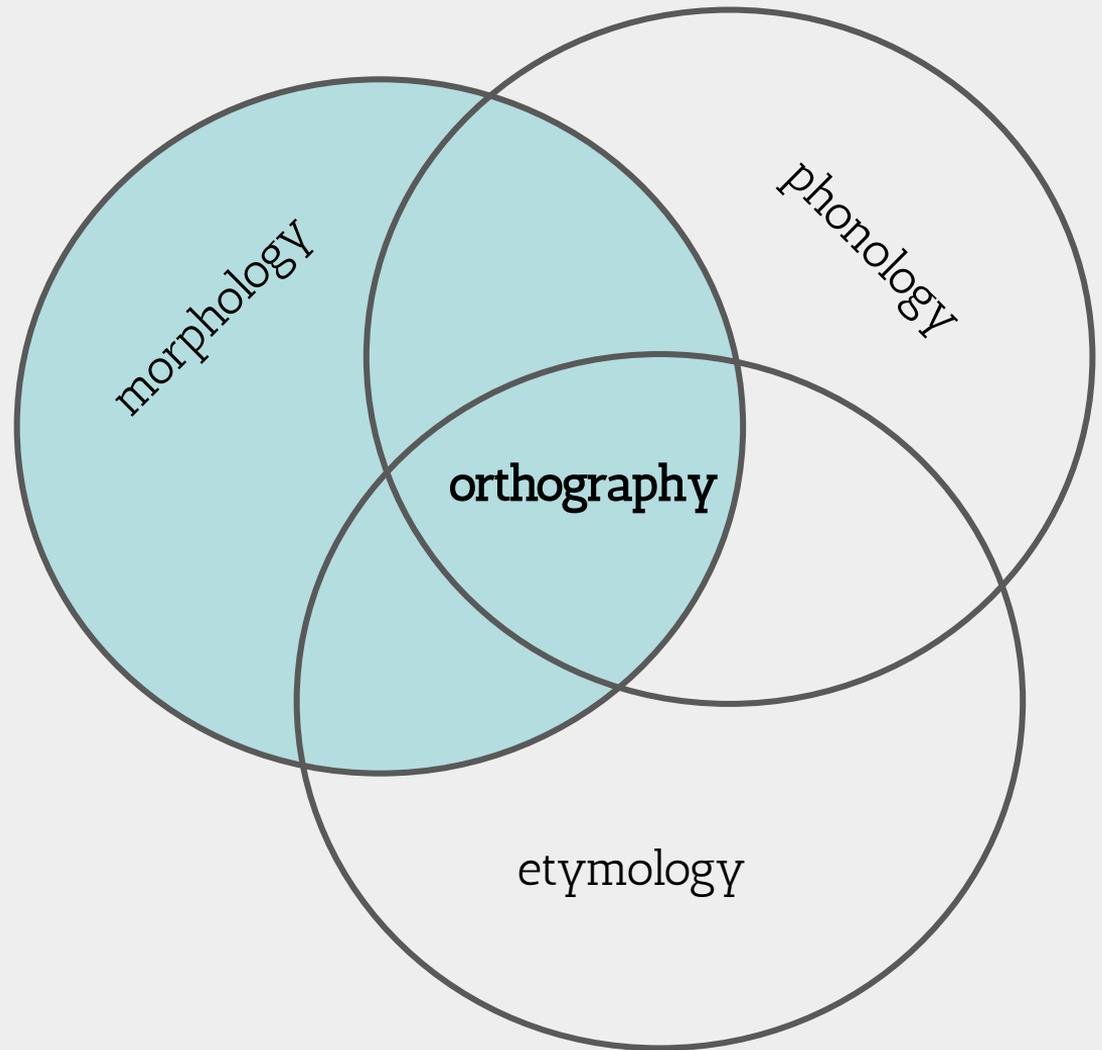
Morphology
Phonology
Syntax
Orthography



Semantics

Pragmatics

The
interrelationship is
the "sweet" spot.



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Structured Word Inquiry

What exactly is it?

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Morphemes



cat + s → cats

Morphemes are the smallest chunks of language that carry meaning.

Pieces of Morphological Awareness

Affixes

Prefixes

unmanageable

Suffixes

Base words

Derivatives

Roots

transmit

Combining Forms

morph - ology

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The Steps of Structured Word Inquiry

Brainstorm the meaning of the word. Find different ways to define, understand, and interpret the word.

Examine the structure of the word.

Explore the etymology of the word.

Make connections.

Represent findings and ask, "what deeper understanding of the word do I now have?"

SWI in Action

What can SWI look like in my classroom?

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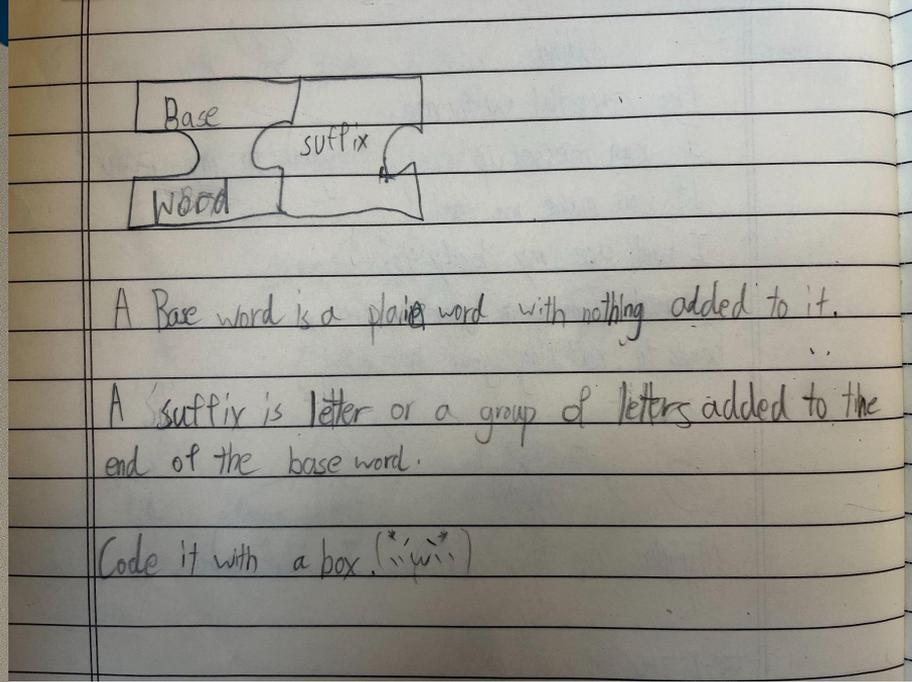
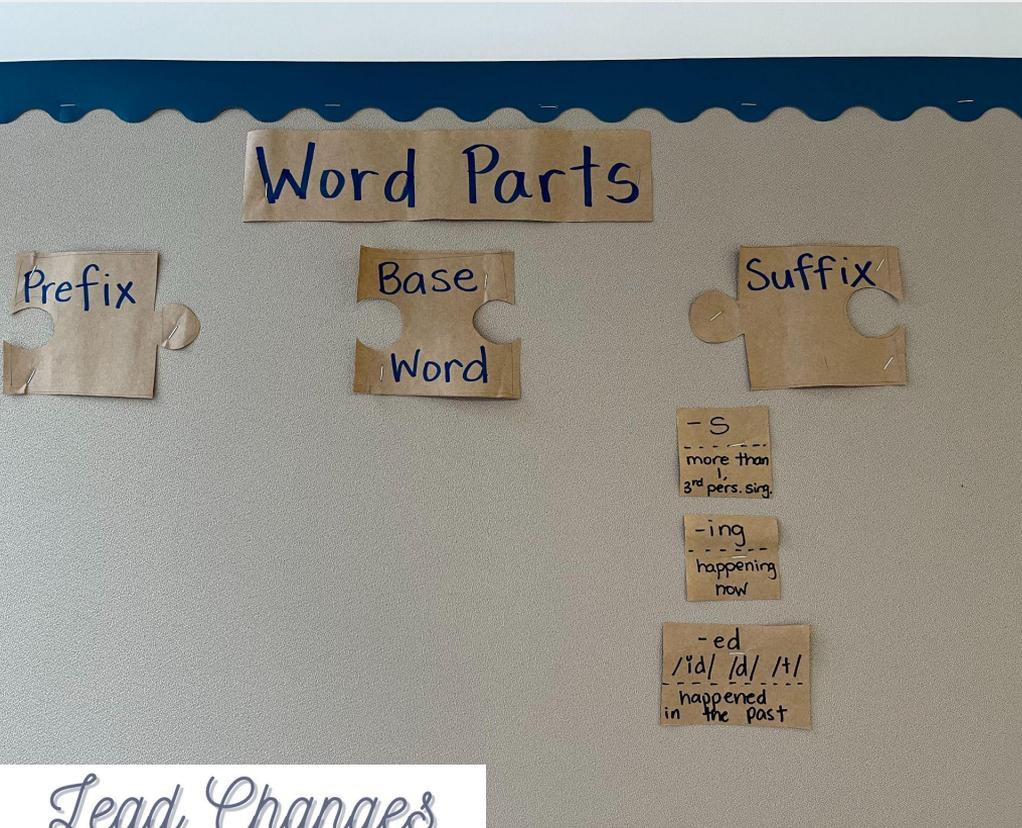
Affixes & Base Words



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Anchor Charts



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Word Matrices

dif in re	fract <i>"break up"</i>	al	s	
		ed ing ory s		
		ion	al	ly
			ary s	
		ious	ness	
		ure	ed ing s	

re de	con	struct <i>"build"</i>	s ed ing ion or		
in	de		ive	ly ity ness	
in ob sub super infra			ure	es ed ing	
				al	ly ism ist

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Word Matrices

en over	joy "a <i>happy feeling</i> "	able ed ing	
		ful ous	ly ness

Word Sums

Synthetic

cat + s → cats

un + manage + able → unmanageable

in + fract + ion + al + ly →
infractionally

I can use my knowledge of morphemes to help me spell derivatives.

Concept(s):

Derivative Chart

Base Word		Suffix		Derivative
	+		→	
	+		→	
	+		→	

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Word Sums

Analytic

cats → cat + s

unmanageable → un + manage + able

infractionally → in + fract + ion + al + ly

Things to Note About Affixes

Prefixes and suffixes cannot be read until they are added to a base word as they're pronunciation changes.

Prefixes can shift their spelling to match the base word.

You cannot change how a suffix is spelled. Always check your joins.

Spelling Rules

Doubling Rule

- o | vowel
 - o | final consonant
 - o | accent
 - o | Vowel suffix
- hop + ing
hopping

Double the **final** consonant!

Changing Rule

- o Consonant
 - o Final **y**
 - o Suffix that doesn't start with **i**
- ory + ed
cried

Change the **final y** to **i**

Dropping Rule

- o Final silent **e**
 - o Vowel suffix
- make + ing
making

Drop the **Final e**!

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Word Families





wat



river



wet



watch



watering



water



watered



waterfall

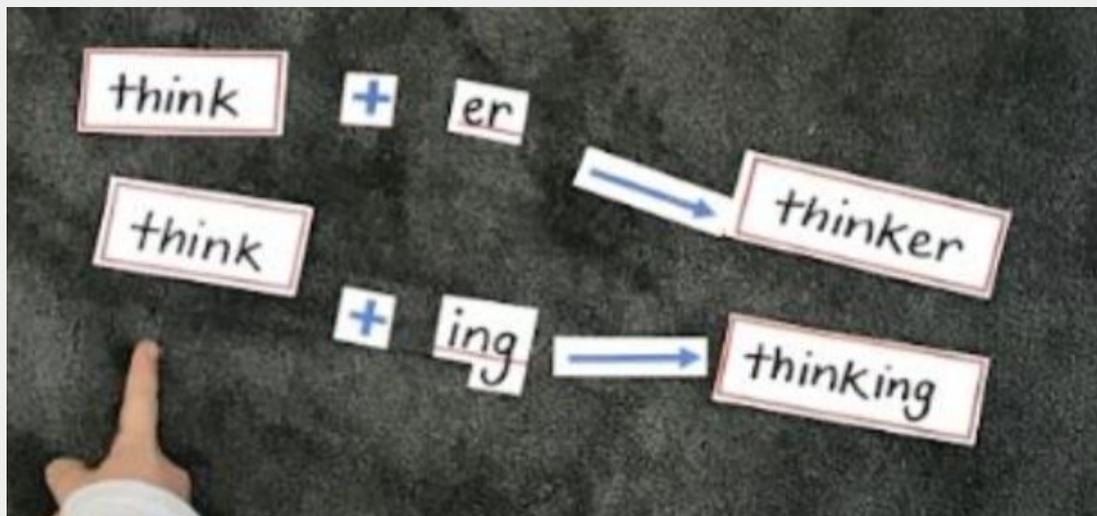
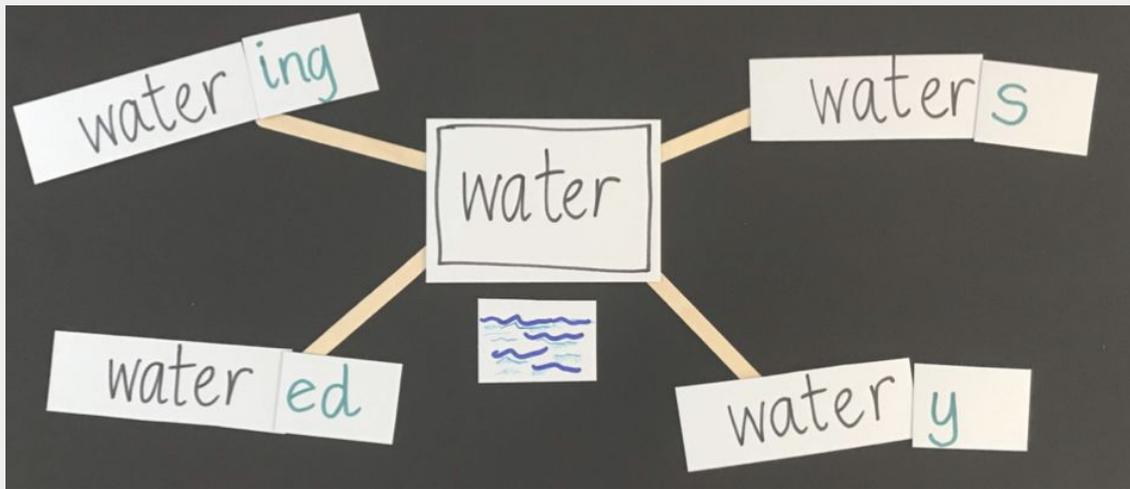


watery



Extension Activities

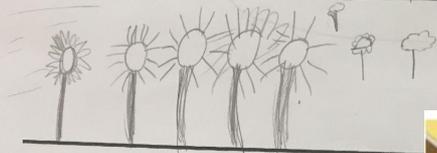






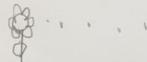
All the plants are Growing

next to each other.



I born plant ing 2 seeds s

2 seeds s are sail ing



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play

playing

played

plays

playful



I like playing.

playful

Investigations

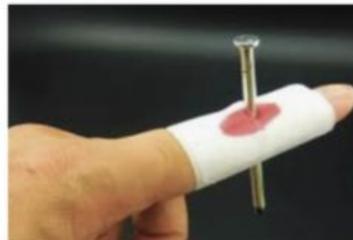
Cut these out and glue them into your 'What's in and what's out' of the word family chart.



tricycle



tripod



trick



triathlon



trilogy ring



trial



trip



triplets

Our hypothesis about the meaning of triangle

<tri> means 3.

What's in - what's out? All these words have <tri> in them. Which ones link in meaning to the <tri> in <triangle>?



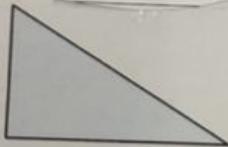
trick



tricycle



tripod



triathlon



trilogy ring



triplets

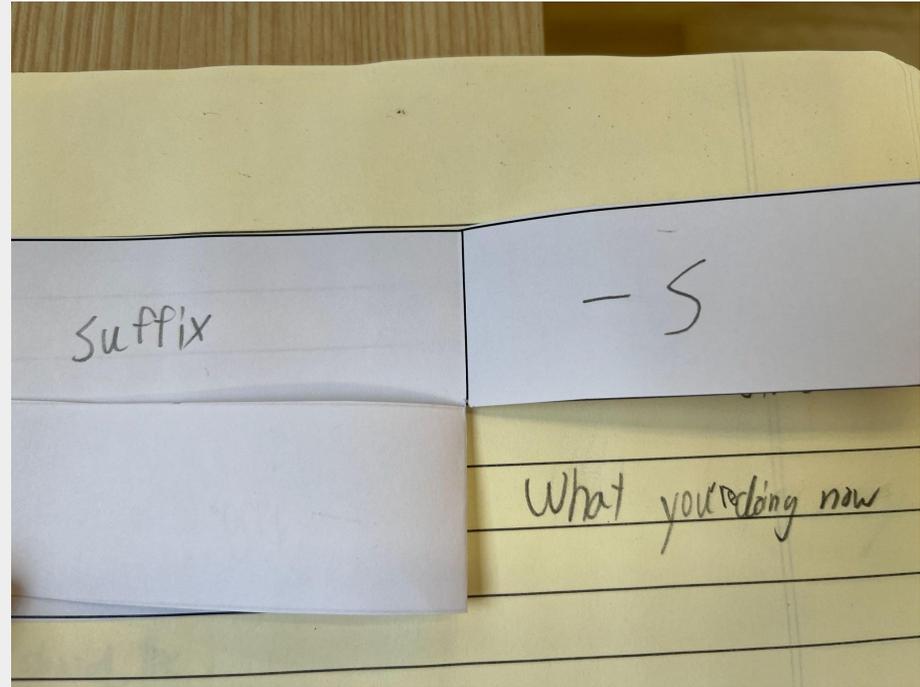
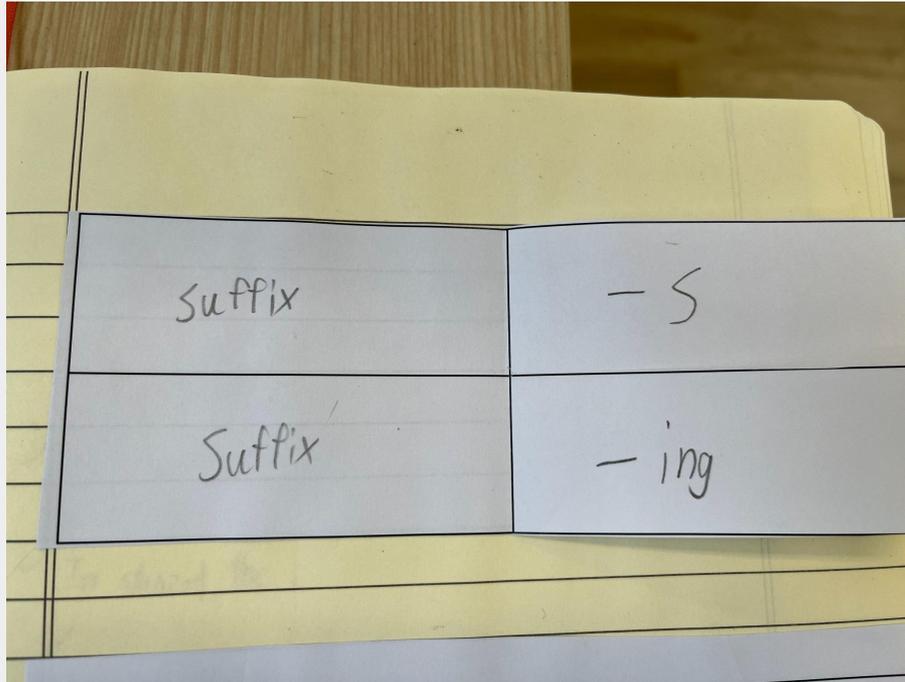


trip



trial

Suffix Work



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November 18th, 2021

I can sort derivatives based on how the suffix -ed sounds.
I can complete sentences with derivatives of the suffix -ed.

/id/ ✓
+ or t

/t/ ✓
voiced n

/d/ ✓
voice d

twisted

asked

yelled

dusted

bumped

turned

handed

passed

snowed

started

missed

cleaned

melted

walked

mailed

needed

picked

screamed

loaded

dressed

prayed

waited

jumped

rained

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I can write derivatives with the suffix -ed. I can think about what sound the suffix makes when it is added to the base word.

/ɪd/ /ɛd/	/d/	/t/
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

Vocabulary Work

I can use suffixes to “upscale” my word choice.

Base word: law

Suffixes:

I can use my knowledge of suffixes and Latin / Greek roots to determine the meaning of new words

(real or nonsense). I can also make up new words using my morphological awareness.

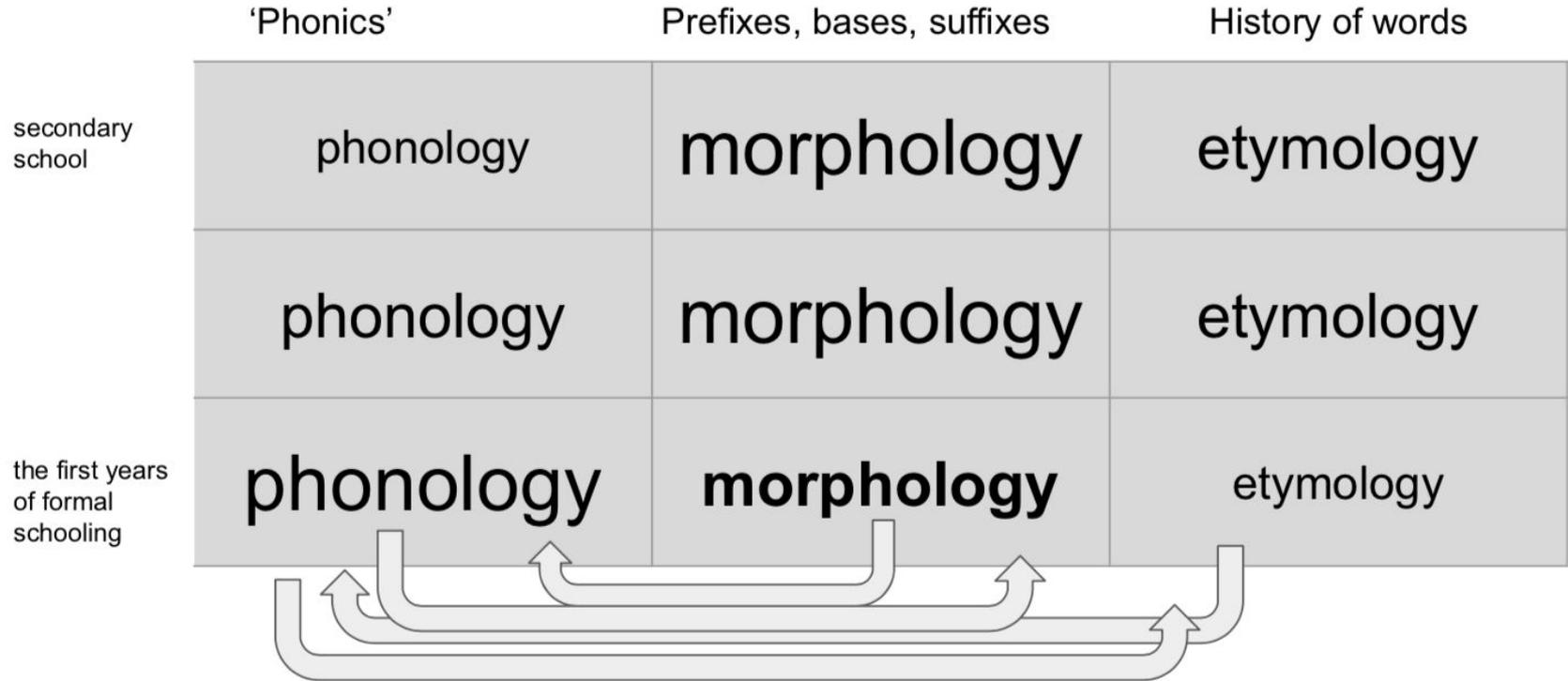
anthropology

photophobia

microphobia

*monophosology

Pace and Intensity Increase with Age and Stage



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www.leadchanges.com