

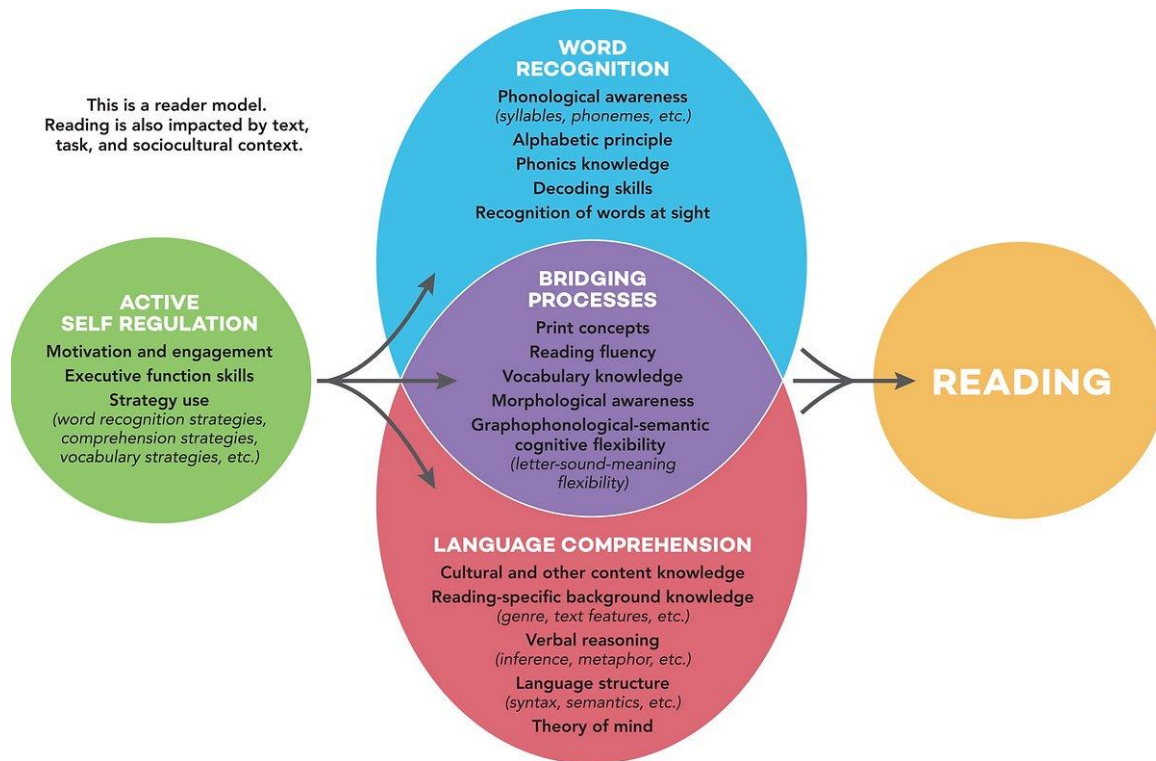
# Spellbound: The Fascinating World of Spelling and Language

Katie Squires

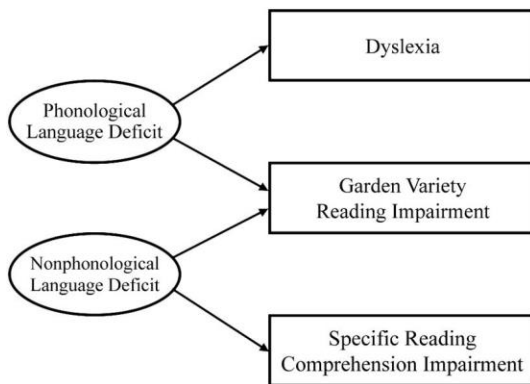
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## Some models we will be discussing:

Active View of Reading (Duke & Cartwright, 2021)

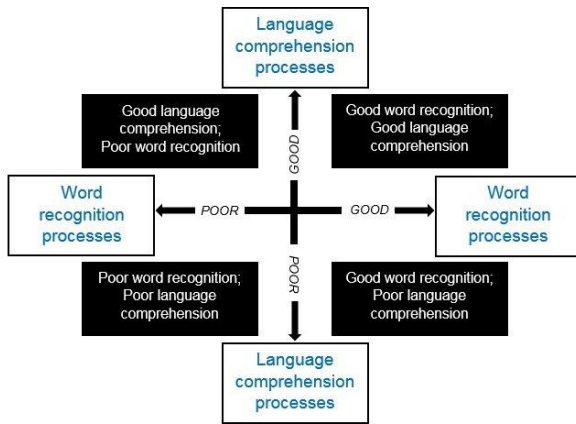


Phonological and Nonphonological Language and Literacy (Werfel & Krimm, 2017)

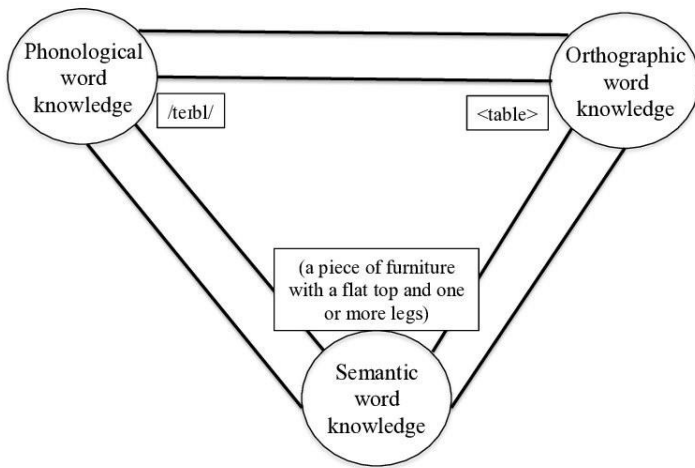


(Hoover & Gough, 1990)

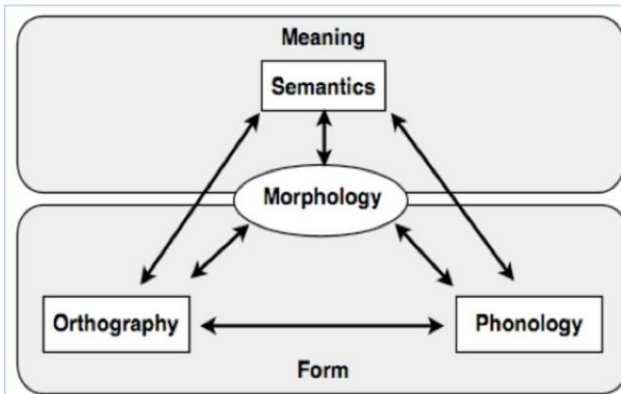
The Simple View of Reading



Lexical Quality Hypothesis (Perfetti, 2007)



Morphology as the binding agent (Kirby & Bowers, 2017)



## Links discussed:

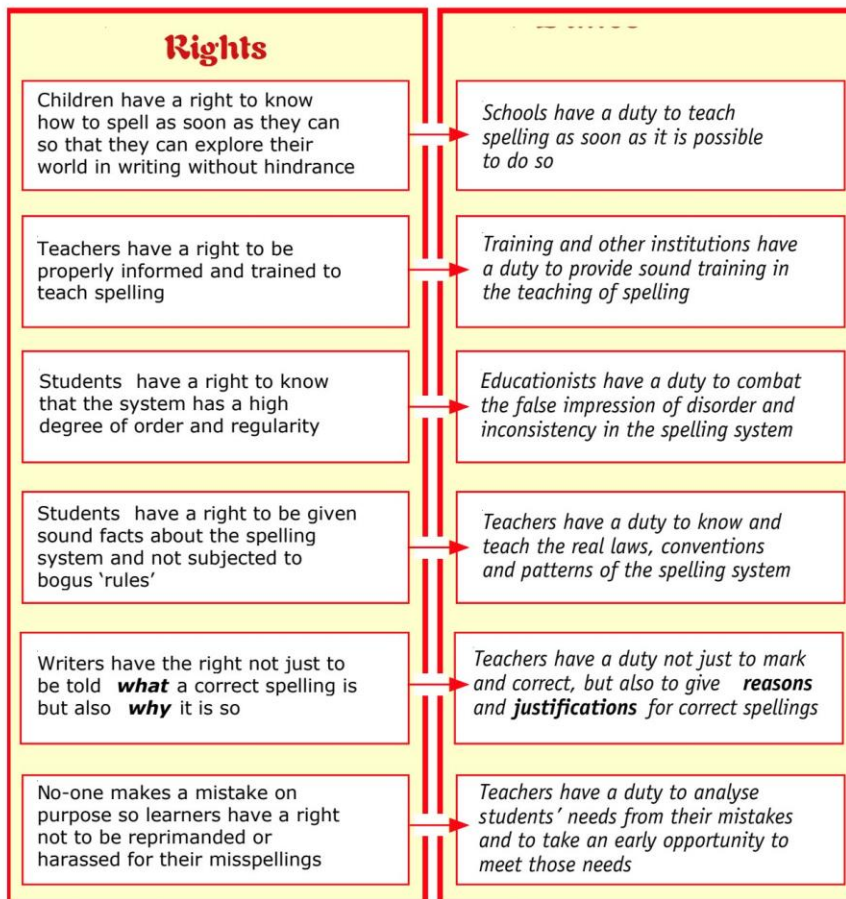
- ★ ESSA Key Issues: <https://www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf>
- ★ Dear Colleague Letter on Dyslexia: <https://ctserc.org/documents/resources/OSERS-Dyslexia-DCL.pdf>
- ★ Video about brain differences: <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-inside-the-dyslexic-brain>

## Warning signs of dyslexia:

- Delayed speech
- Mixing up the sound and syllables in long words
- Chronic ear infections
- Stuttering
- Constant confusion of left versus right
- Late establishing a dominant hand
- Difficulty learning to tie shoes
- Trouble memorizing their address, phone, or alphabet
- Can't create words that rhyme
- Trouble recognizing letters of alphabet
- A close relative with dyslexia
- Dysgraphia
- Letter or number reversals continuing past the end of first grade
- Extreme difficulty learning cursive
- Terrible spelling - inconsistent – may do OK on weekly test, but doesn't transfer to written work
- Show, choppy, inaccurate reading:
  - Guesses based on shape or content
  - Skips or misreads prepositions
  - Ignores suffixes
- Can't sound out unknown words – takes a long time to add words to sight word vocabulary
- Teachers may say they are lazy, unmotivated
- Students may be able to decode certain words, but cannot spell the same word
- Difficulty telling time on a clock with hands
- Trouble memorizing multiplication tables, sequence of steps, directionality

- Difficulty finding the correct word when speaking
- Extremely messy bedroom, backpack, and desk
- Dreads going to school
- Limited vocabulary
- Extremely poor written expression
- Extreme difficulty in mastering a foreign language
- Difficulty reading printed music
- Difficulty organizing and managing time
- Poor grades
- May drop out of high school

## A Speller's Charter



(TBox2.online)

#### 4 Questions for Understanding a Spelling: (Bowers, 2022)

1. What is the sense and meaning of your word?
2. How is it constructed?

Identify any bases or affixes with a word sum.

3. What related words can you find?

Morphological relatives: Words that share a historical root and a base.

Etymological relatives: Words that share a historical root.

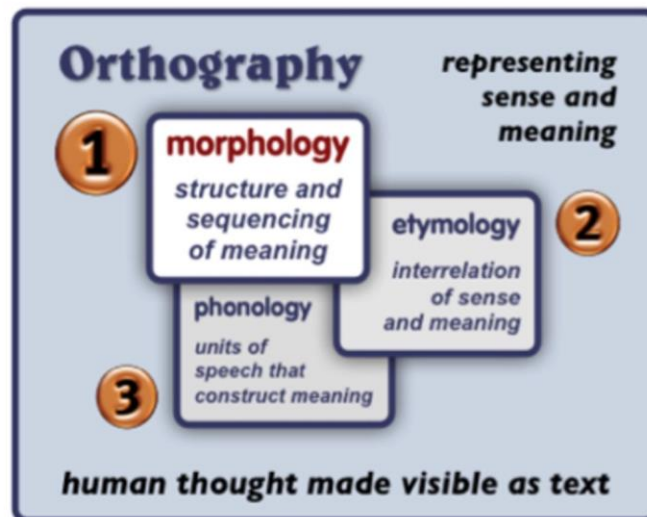
4. How are the graphemes functioning in your word?

Check that they function across the morphological family.

Study how etymology accounts for the graphemes in your word.

Note any phonological and non-phonological functions of the graphemes in your word.

### Model of English orthography from [Real Spelling](#)



# Morphemic Elements Chart

Affixes					Bases		
Prefixes	Suffixes		Connecting Vowel Letters		Free	Bound	Twin
	Consonant	Vowel	Latin origin	Greek origin			
in- re- sub- un-	-less -ment -s -ly	-ate -ion -ed -al	-l- -u- -e-	-o-	please act desk sphere	ject rupt struct hap	duct/duce script/scribe mit/miss spend/sponse

**Tools:**

To find word's history: <https://www.etymonline.com/>

Matrix Builder: <http://www.neilramsden.co.uk/spelling/matrix/>

To find related words: <http://www.neilramsden.co.uk/spelling/searcher/index.html>

Things to buy to help you learn more about English orthography:

Smaller versions of suffix checkers here:

<https://mbsteven.edublogs.org/store/>

Sue Hegland's book: [https://www.amazon.com/Beneath-Surface-Words-English-Spelling/dp/057832671X/ref=sr\\_1\\_1?crid=2NQSBD0I4BXA9&dib=eyJ2IjoiMSJ9.5pIRtGEs1s-kbPFxVmbS\\_g.-yGIsW4EX2lylcYVc\\_ghJ9xMlfUdDg5Pcl0mexN9FqU&dib\\_tag=se&keywords=sue+hegland+beneath+the+surface+of+words&qid=1716906137&srefix=sue+heg%2Caps%2C112&sr=8-1](https://www.amazon.com/Beneath-Surface-Words-English-Spelling/dp/057832671X/ref=sr_1_1?crid=2NQSBD0I4BXA9&dib=eyJ2IjoiMSJ9.5pIRtGEs1s-kbPFxVmbS_g.-yGIsW4EX2lylcYVc_ghJ9xMlfUdDg5Pcl0mexN9FqU&dib_tag=se&keywords=sue+hegland+beneath+the+surface+of+words&qid=1716906137&srefix=sue+heg%2Caps%2C112&sr=8-1)

Gail Venable's book: [https://www.amazon.com/Backpocket-Words-Sharing-Essence-Spelling/dp/1940722101/ref=pd\\_bxgy\\_thbs\\_d\\_sccl\\_1/142-3014351-9108469?pd\\_rd\\_w=lpfVK&content-id=amzn1.sym.c51e3ad7-b551-4b1a-b43c-3cf69addb649&pf\\_rd\\_p=c51e3ad7-b551-4b1a-b43c-3cf69addb649&pf\\_rd\\_r=SJXZTZ9HA6WYA6RRDNY8&pd\\_rd\\_wg=lsh27&pd\\_rd\\_r=6c251d62-9501-46b0-8893-f47312421e2a&pd\\_rd\\_i=1940722101&psc=1](https://www.amazon.com/Backpocket-Words-Sharing-Essence-Spelling/dp/1940722101/ref=pd_bxgy_thbs_d_sccl_1/142-3014351-9108469?pd_rd_w=lpfVK&content-id=amzn1.sym.c51e3ad7-b551-4b1a-b43c-3cf69addb649&pf_rd_p=c51e3ad7-b551-4b1a-b43c-3cf69addb649&pf_rd_r=SJXZTZ9HA6WYA6RRDNY8&pd_rd_wg=lsh27&pd_rd_r=6c251d62-9501-46b0-8893-f47312421e2a&pd_rd_i=1940722101&psc=1)

Pete Bowers' book: <https://www.wvced.com/product/teaching-how-written-word/>

Tool Box: <https://www.tbox2.com/>

Use the **Word Matrices** to create **Word Sums** to reveal the underlying structure of a complex word. Make only single, complete words from a matrix. Only build words you can use in a sentence. You don't have to take an element from every column of a matrix, but you must not "leapfrog" over a column. Watch the joins! Sometimes changes happen when you add a suffix.

as con re		<b>sign</b>  <i>"mark, symbol, omen"</i>	al		ing	
			ate		ure	s
re			de		ed er ing ment	

sign + al --> signal

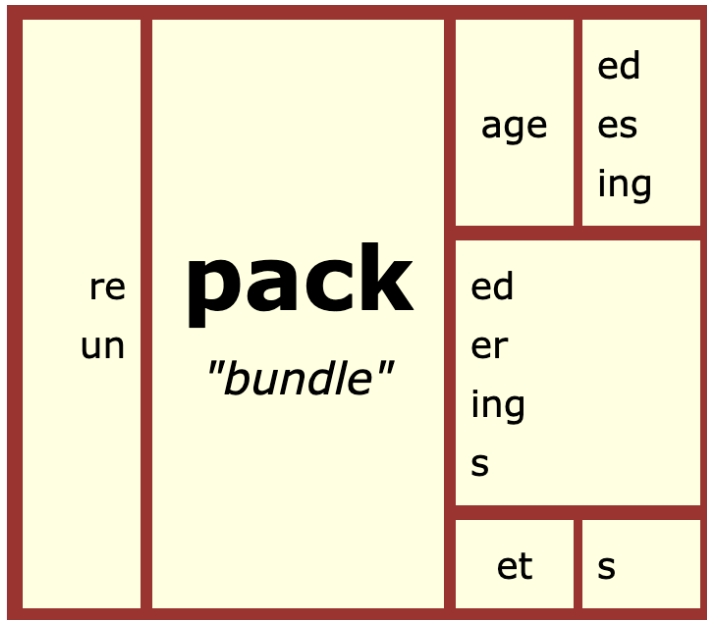
Why is there a <g> in sign?

What happened to the <e> in signature?

Why does <assignment> have two <s>?

What do you notice about the sound the <s> makes in resign vs assign?





re+ pack + age + es--> repackages

Why can't you just add an <s> to <repackages>?

Why is it acceptable to add an <s> to <packs> and <packets>?

What is the final, non-syllabic <e> doing at the end of <package>?

**The <i>/<y> conventions:**

cry	es
reply	ing
	ed

cry + es --> \_\_\_\_\_

cry + ed --> \_\_\_\_\_

cry + ing --> \_\_\_\_\_

reply + es --> \_\_\_\_\_

reply + ed --> \_\_\_\_\_

reply + ing --> \_\_\_\_\_

Based on the evidence above, what is a good reason to not change a <y> to <i>?

\_\_\_\_\_

Study these words. What is another good reason to keep a <y> inside a word during suffixing?

enjoy + ed --> enjoyed

icy/i + er --> icier

society/i + es --> societies

family/i + ar --> familiar

alley + s --> alleys

angry/i + ly --> angrily

happy/i + ness --> happiness

destroy + s--> destroys

employ + er --> employer

dictionary/i + es--> dictionaries

pry/i + es--> pries

pry+ing--> prying

carry/i + age --> carriage

monkey + s--> monkeys

buy + ing--> buying

pay + ment--> payment

vary/i + able --> variable

vary + ing--> varying

Based on the evidence above, what is a good reason to not change a <y> to <i>?

\_\_\_\_\_

**Find the suffixing patterns with reverse word sums.**

Use the big suffix checker to help you prove the suffixing changes. Circle the base of the complex word. Show the replaced single, silent <e>. Check the joins! Was a silent <e> dropped, a consonant doubled, or a <y> changed to <i>? Show changes in your word sum to the right of the complex word.

Examples:

(lazy) --> laze / y
(hopping) --> hop(p) + ing
(speedier) --> speed + y/i + er

lonely --> \_\_\_\_\_ business --> \_\_\_\_\_

reaction --> \_\_\_\_\_ fries --> \_\_\_\_\_

been--> \_\_\_\_\_ misbehaves--> \_\_\_\_\_

amazing--> \_\_\_\_\_ making--> \_\_\_\_\_

monkeys--> \_\_\_\_\_ unpleasantly--> \_\_\_\_\_

enlarges--> \_\_\_\_\_ marriage--> \_\_\_\_\_

stopping--> \_\_\_\_\_ feature--> \_\_\_\_\_

## Find the Common Base

Find the base that connects each group of 3 words. Remember, words are only connected by a base if they are also connected in meaning! Write the word sum in the box below each word and give the base for each group of words in angled brackets in the base column. Provide the orthographic denotation for the base in quotations. Write “free” for bases that can form words on their own. Write “bound” for bases that cannot stand alone. The first one is an example.

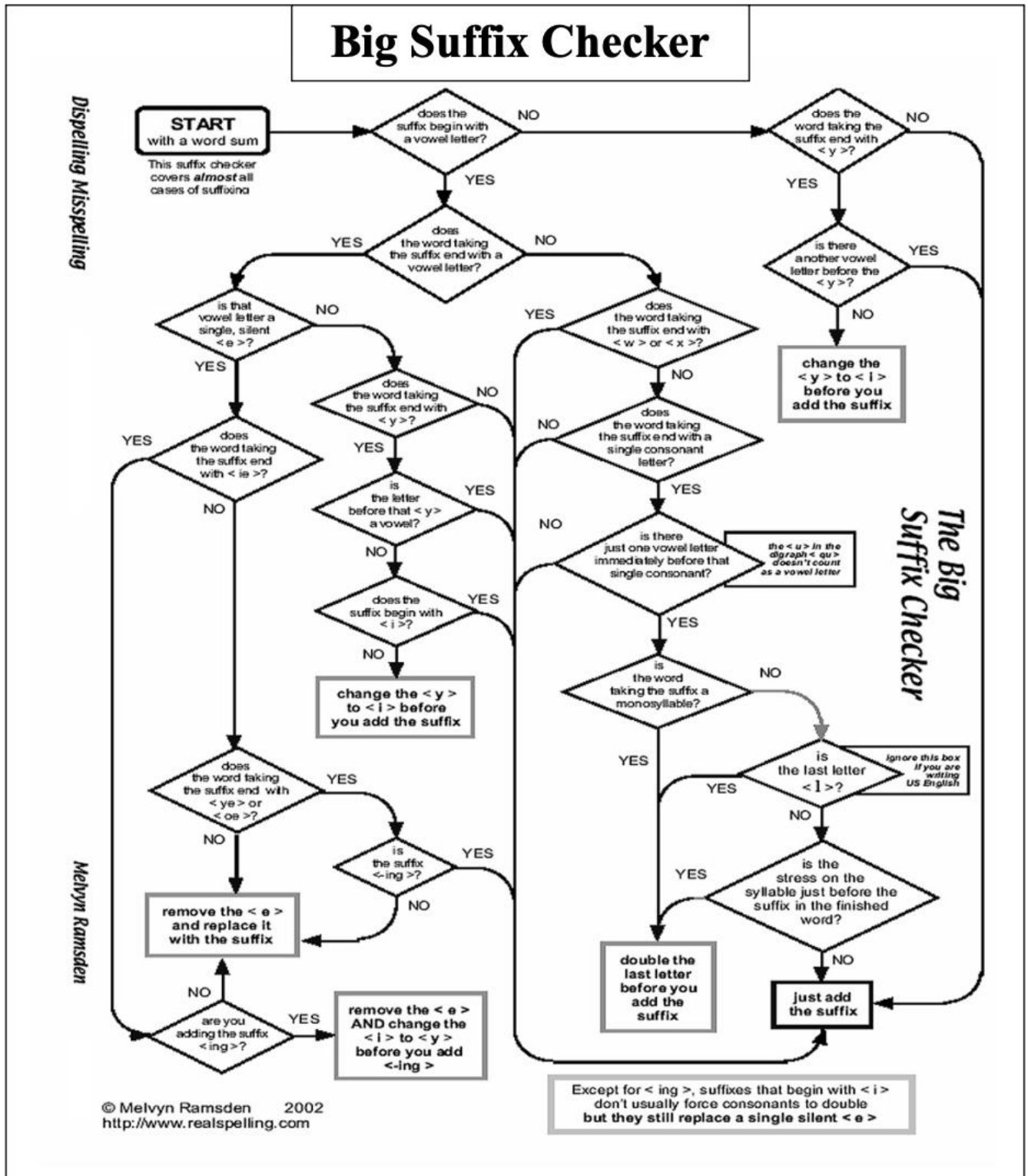
<b>starring</b>	<b>starstruck</b>	<b>stars</b>	<base> “orthographic denotation”	free or bound?
Star(r) +ing	Star + struck	Star + s	<star> “celestial body”	free
<b>interrupt</b>	<b>disruption</b>	<b>erupt</b>	<base> “orthographic denotation”	free or bound?
<b>originate</b>	<b>aboriginal</b>	<b>origins</b>	<base> “orthographic denotation”	free or bound?
<b>density</b>	<b>densely</b>	<b>condensation</b>	<base> “orthographic denotation”	free or bound?
<b>discussed</b>	<b>repercussion</b>	<b>concussion</b>	<base> “orthographic denotation”	free or bound?

<b>science</b>	<b>conscious</b>	<b>scientific</b>	<b>&lt;base&gt; “orthographic denotation”</b>	<b>free or bound?</b>
<b>happy</b>	<b>perhaps</b>	<b>happen</b>	<b>&lt;base&gt; “orthographic denotation”</b>	<b>free or bound?</b>
<b>vacation</b>	<b>vacuum</b>	<b>evacuation</b>	<b>&lt;base&gt; “orthographic denotation”</b>	<b>free or bound?</b>
<b>dictionary</b>	<b>contradiction</b>	<b>verdict</b>	<b>&lt;base&gt; “orthographic denotation”</b>	<b>free or bound?</b>
<b>equitable</b>	<b>equinox</b>	<b>inadequate</b>	<b>&lt;base&gt; “orthographic denotation”</b>	<b>free or bound?</b>

Appendix 2:

**"The Big Suffix Checker" from Real Spelling (Ramsden, 2001)**

I did not use the "Big Suffix Checker", until children became familiar smaller flow charts that focus on a specific pattern like the example on the previous page. This flow chart deals with virtually all English suffixing patterns and would be introduced near the end of the intervention to consolidate the patterns we had already studied. With practice, my grade four class regularly used this tool independently.



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