

Advanced Word Reading - Reading Notes and Warm-Up

(1) O'Connor & Vadasy Ch. 5

Why is letter-sound correspondence alone not enough to decode the word “disheartened”? ... Because regular decoding would include the /sh/ digraph.

Affixes: prefix, suffix

Inflectional suffix: do not change the grammatical class of the word (like adding an “s” to the end of the word); changes from singular to plural for nouns, changes the tense for verbs, and changes the comparison for adjectives (e.g., big, biggest)

Derivational suffixes: change the meaning of the word more dramatically than inflectional suffixes (like adding “ing” or “ness” or “ion”)

The difference is NOT always clear-cut. “ing” can be either inflectional or derivational, for instance. Both change the meanings of words in predictable ways.

Morphemes are important for two purposes:

1. parsing words into parts when reading, thus speeding word recognition
2. helping us with clues about unknown words

Why do we test with pseudowords (nonsense words)?

- Because to do so requires complete reliance on decoding skills.
- They cannot guess the word.

All THREE are important:

1. Letter-sound correspondence
2. Digraphs
3. Morphemes

Instruction in morphology improves...

1. Word reading
2. Reading comprehension
3. Vocabulary
4. Spelling

Tips for teaching morphemes:

1. Teach both inflectional and derivational **morphemes**, but start with inflectional first

2. Teach them in ways so that they have to actively make decisions about **spelling** and decoding (if you give the word blocks of the same **spelling**, they tend to use “auto-pilot” and not really learn)
3. Explicitly teach rules (e.g., “-ian” is a suffix that forms person words; “-ion” is for words about other things, like feelings or events); include **syllabication** + affixes rules
4. Include multiple and varied procedures during learning trials:
 - a. Subtract affixes
 - b. Add affixes
 - c. Count morphemes in multi**morphemic** words
 - d. Generate different words with the same stem
 - e. Say whether words that share a phonological stem are related
5. Explicitly teach that **morphemes** have meanings. Don't have them scan for **morphemes** without directly teaching the meaning for that morpheme
6. Teaching **morphemes** in a game context can increase motivation and intrinsic motivation to learn

Children can benefit from instruction in **morphology** alongside phonological instruction.

(2) Carnine et al. Ch. 15

Structural analysis = **morphemic analysis**

Towards the end of the beginning stage of reading, more emphasis should focus on forming words by adding affixes to base (root) words

The **systematic order** in which we introduce prefixes and suffixes depends on:

- 1) how many common words have these affixes
- 2) separating common affixes so they are not confused

Inflection is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical forms. Nouns are inflected in the plural, verbs are inflected in the various tenses, and adjectives are inflected in the comparative/superlative.

Task analysis for teaching suffixes:

1. Introduce suffix in isolation (M-L-T with the sound and the meaning)
2. Practice the suffix in isolation for several sessions (M-L-T)
3. Introduce words containing that suffix in the context of word-lists
 - a. First list: 6 words – first three have known roots and the target suffix; two have known roots and previously taught suffixes; one more has known root and target suffix. Root words are underlined for all six words. Student first reads list by reading the root first, and

then reading the whole word. Next, student reads whole list without reading just the root first.

- b. Second list: 6 words – three have target suffix, other three are previously taught suffix; all roots are known; order is mixed; student reads whole word

Example list: - est

List 1	List 2
<u>big</u> gest	softest
<u>fast</u> est	funny
<u>hot</u> est	smartest
<u>hot</u> ter	hopping
<u>mad</u> dest	better
<u>hop</u> ping	smallest

4. Teach reading of that type of word in the context of a passage or story

Some affixes can be decoded regularly (e.g. ist, un). Some affixes have multiple pronunciations (ed --- hopped, leaned, batted). Some affixes have irregular pronunciations (e.g., ion, re, pro)

Teach multisyllabic words to secondary students using the same format.

Teach **spelling** rules:

- “If double letters come next, say the sound. If a single letter comes next, say the name.” This helps with the difference between “hopped” and “hoped.” (for CVC vs. CVCe words)
- Also for CVCe words, “When you add an ending that begins with a vowel, you drop the e from the end of the first word.” Example: tape + ed = taped, not tapeed.

Warm-up activity:

Construct two-word discrimination lists. Assume that the students know all single letters; the letter combinations and suffixes *ar*, *ee*, and *ea*; and the endings *-er*, *-ing*, *-ed*, and *-est*. The teacher is introducing words that end in *-le*.

List 1	List 2
