A student asks..., 

“ I just want to know, **who** is responsible for this???”

**As it Turns Out…. Many People**

**Which words are misspelled?**

1. accommodate
2. receive
3. occurred
4. definitely
5. pharoah
Answers

1. Accommodate (ad+ commodus to +make fit)
2. Receive (re+capio - to take back)
3. Occurred (ob+curre - to run toward, appear)
4. Definitely - (de + finis - boundary limit)
5. Pharaoh
6. Misspelled

How Do You Spell?

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________

Answers

1. separate (se+parare - prepare apart)
2. government
3. a lot
4. deductible
5. sincerely

Sincerely

“Linguistic Legends” include...

- During the Renaissance, Spanish sculptors used wax to cover imperfections (a sculpture sin cera)
- Pottery that wouldn’t hold water unless repaired with wax
- In 1870 people wrote letters to one another, tie a string around them and seal the ends of the string with wax. When friends were “open hearted” they would fold the letter instead and leave out the wax and write the word sincere
- Oldest version - Roman market vendors would call out “honey sin cera” meaning pure honey with no wax
- ** In actuality - first recorded in 1530 from Latin sincerus, meaning clean or pure

Source: www.grammarphobia.com
The Benefits of a Layered Language....

vocabulary

❖ “The richness of the English vocabulary and the wealth of synonyms means that English speakers can draw shades of distinction unavailable to non English speakers” (Bryson)
❖ According to Charlton Laird, English is the only language that has or needs a book like Roget’s Thesaurus.
❖ Enhanced ability to express oneself verbally or in writing

What makes spelling in English so challenging?

- Languages like Spanish and Finnish use consistent single letters or letter combinations to represent the sounds of their languages (gato - dog) (sekunti - second)
- English words are spelled according to both their sounds (phonemes), ie /b/ and their meaningful parts (inspect)
- This may make it more challenging for spelling but gives clues as to meaning - (credit - incredulous) it may sound different but if you can identify the root you can piece together the meaning

Source: Louisa C. Moats, How spelling supports Reading, American Educator, 2005/06

English: a stress-timed language

Laughter in English

<table>
<thead>
<tr>
<th>word</th>
<th>origin</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cockle</td>
<td>German</td>
<td>to laugh in a loud, unpleasant way, like the loud noise a chicken makes</td>
</tr>
<tr>
<td>cachinnate</td>
<td>Latin</td>
<td>to laugh loudly or immediately</td>
</tr>
<tr>
<td>cackle</td>
<td>author</td>
<td>to laugh loudly with pleasure or because you are amused</td>
</tr>
<tr>
<td>chuckle</td>
<td>French</td>
<td>to laugh quietly</td>
</tr>
<tr>
<td>guffaw</td>
<td>Scots</td>
<td>to laugh readily</td>
</tr>
<tr>
<td>snicker</td>
<td>imitating sound</td>
<td>to laugh in a quiet, unpleasant way, especially at something disrespectful or at someone’s problems or mistakes</td>
</tr>
</tbody>
</table>

Source: English Language: A grammar by Ingrid Pfeiffer-Milroy and Kristina Brook, 2006
So how regular is English spelling?
According to Hanna, Hanna, Hodges and Rudorf,

- 50% of all English words can be spelled accurately based on letter-sound correspondence
- Another 34% would only have 1 error based on letter-sound correspondence (usually a vowel)
- Many more words could be accurately spelled given their origin and or meaning... leaving
- Only 4% of English words truly irregular!

Why use the history of English to teach spelling?

- Alleviates perception that English is unpredictable
- Reduces notion that spelling is about rote memorization and not reason (Moats)
- Engages students!

Source: http://www.readingrockets.org/
Old English - 450 AD - 1100 AD

- Germanic tribes
- Angles, Saxons, and Jutes push out the Celts
- Anglo-Saxon becomes predominant and focuses on everyday life
- Anglo-Saxon words tend to be short, common words
- Compound words (shipyard)
- Often non phonetic spelling (mother, laugh)

According to Nist, “English remains Anglo Saxon at its core: in terms of its stress, pitch and vocabulary. No matter whether a man is American, British, Canadian or Australian 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.”

Anglo Saxon - Reflecting Daily Life

Most of our regular sound symbol correspondences come from Anglo-Saxon (almost all consonant spelling)

Ironically, most of irregular spellings come from Anglo Saxon as well (Moats)
Beowulf

Anglo-Saxon influences (20%)

- 1 syllable words
- Number 1-100
- Basic color words
- Simple body parts
- Most sight words
- Most vowel teams
- Short words with silent letters (doubt, know)
- Anglo-Saxon word construction is where we get our spelling rules...

Anglo Saxon Word Construction

Five forms of word construction

- Base word
- Base word + base word (compound word - overflow)
- Prefix + base word (midnight, unfair)
- Base word + suffix (helping, bigger, jumped)
- Prefix + base word + suffix (understanding)

Source: Walter E. Dunson, School Success For Kids with Dyslexia

Anglo Saxon word??

A few clues.......

- Silent letters (know, wrist, climb, ghost)
- Consonant digraphs (thick, ship, church, whale)
- Consonant blends (splash, sister, blubber)
- Vowel digraphs (shear, rain, knead, outcome, moon)
- K in short words (kill, kind)
- Ng (sing, song)
- Double consonants (rabbit, mitten)
- ild/old words (wild, old)
- c-le words (bubble, drizzle)

Source: vcedconsulting.com
Anglo Saxon Spelling Rules

- The F, L, S rule (cliff, swell, glass)
- The k/-ck rule (park, speck)
- The ch/-tch rule (bench, latch)
- The ge/-dge rule (large, pledge)
- The doubling rule (swimming)
- The drop e rule (exhaling)
- The y rule (happiness)

Source: Walter E. Dunson, School success for Kids with Dyslexia

Middle English (1150-1500)

- 1066 - William the Conqueror - The Norman conquest - considered the transition point to Middle English
- Norman - language closely related to French
- More than 10,000 French words passed into English of which 75% are still in use (Claiborne, 1983)
- Upper classes spoke French, everyone else - English
- Many words today come from the Romance languages (Latin influenced - France, Italy, Portugal, Spain and Romania)
- Latin affixes greatly enhances vocabulary

Late Middle English (1422-1500)

- Written word becomes more important
- Gutenberg first to develop the printing press (1452) in Europe
- 1476 William Caxton sets up first printing press in England
- Printing encourages new spelling conventions (gost - ghost)

Chaucer - Middle English
**Latin influences (60%)**
- Words are usually multisyllabic
- Usually contain root and/or prefix
- The root usually gets the stress (in/cred/ible)
- Schwa - an unaccented vowel sound
- Most common vowel sound in English - often found in prefixes and suffixes (defend, nation)

Source: Marcia Henry, *Words*

**Latin - word construction**

**Five Forms of Word Construction**
- Prefix + root (report)
- Root + suffix (nation)
- Prefix + root + suffix (complicate)
- Prefix + root + connective + suffix (interruption)
- Root + connective + suffix (graduate)

Source: Walter E. Dunson, *School Success for Kids with Dyslexia*

**Chameleon Prefixes**
Latin prefixes that change based on the roots they to which they are attached

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-ac</td>
<td>accelerate</td>
</tr>
<tr>
<td>con-col</td>
<td>combine</td>
</tr>
<tr>
<td>dis-dif, di</td>
<td>diverse</td>
</tr>
<tr>
<td>ex-ef, e</td>
<td>effort</td>
</tr>
<tr>
<td>in-il, ir, im</td>
<td>impossible</td>
</tr>
<tr>
<td>ob-oc, of, op</td>
<td>oppose</td>
</tr>
<tr>
<td>sub-suc, suf, sug, sup, sur, sus</td>
<td>suspend</td>
</tr>
</tbody>
</table>

Source: Walter Dunson, *School Success for kids with Dyslexia*

**Latin Word?**
A Few Clues...
- Words with root + prefix + suffix - (reflector)
- Words that contain -ct or -pt (respect, conduct)
- Words with double consonants as a result of a chameleon prefix (illegible)
- Words that contain ti, si, and ci (station, illusion, magician)
- Words with connectives i, u, ul (mania, graduate, residual)
Modern English (1500-Present Day)

Often divided into three periods:

A. Early Modern English (1500-1650)
B. Authoritarian English (1650-1800)
C. Mature Modern English (1800-1920)

The Great Vowel Shift

- Occurred between 14th and 16th centuries
- Most significant sound change in the history of the English language
- Major change in the pronunciation in the English language
- Impacted long vowel sounds - produced higher in the mouth
- House /hoos/ - house=/hose/ - house=/house/

Modern English

- As printing became more common in the 1500s-classically trained scholars brought in more Latin and Greek based words
- During the Renaissance, there was a renewed interest in Latin and Greek culture and, with the advancement of scientific discoveries, Greek words were being used (atmosphere, gravity)
- During and after the Renaissance, English adopted words from many other languages (ie banana- Spanish, raccoon - Algonquin, pretzel - German, tycoon - Japanese)

Shakespeare

- Born in 1564 - died in 1616
- Tremendous influence on modern English
- Thought to have added 2-3,000 new words/phrases to the English language
- "In a pickle " (The Tempest)
- "Wild goose chase "(Romeo and Juliet)
- "Catch a cold "(Cymbeline)
- Max Muller estimates that Shakespeare used 15,000 words in his plays and that many of them he originated by merging existing words and anglicising words from other languages
Shakespearean words

Bedazzled - (Taming of the Shrew)
Scuffle - (Antony and Cleopatra)
Uncomfortable - (Romeo and Juliet)
Fashionable (Troilus and Cressida)
Multitudinous - (Macbeth)
New - fangled - (Love’s Labor Lost)

Shakespeare Insult Generator

http://insult.dream40.org/

The Evolution of writing - from Old English to Modern English

1. The serene Old English Tongue was quaint
2. The gun was spoken in Middle English Tongue
3. The swise to speak this Late Modern English Tongue
4. Then she went to speak this Late Modern English Tongue
**Greek Word?**

A Few Clues...

- Used in science, math and medicine
- Made of two parts called combining forms (auto + graph)
- Must be attached to at least one other combining form to be considered whole
- Connective - o - (photograph)
- Combining form + combining form (telephone)
- Combining form + connective + combining form (thermostat)
- Syn - works like a chameleon prefix (syl - syllable, sym - symbol, sys - system)

**Greek Spelling Patterns**

- Middle y - /i/ - (cyclone)
- Ph = /f/ - (photograph)
- ch = /k/ - (anchor)
- K in longer words - (kilometer, kinesthetic)
- Th in longer words (athlete, thyroid)
- Silent initial p - (pneumonia, psychology)
- Silent m - (mnemonic)
- Ending -ic (chronic music)

Source: Walter Dunson, School Success For Kids with Dyslexia
Word Sort

Sort the following words by their origin

<table>
<thead>
<tr>
<th>Anglo Saxon</th>
<th>Latin</th>
<th>Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthday</td>
<td>spectator</td>
<td>autograph</td>
</tr>
<tr>
<td>plank</td>
<td>delicious</td>
<td>pseudonym</td>
</tr>
<tr>
<td>lightning</td>
<td>projection</td>
<td>octopus</td>
</tr>
<tr>
<td>thimble</td>
<td>universe</td>
<td>chronic</td>
</tr>
<tr>
<td>windmill</td>
<td>interrupt</td>
<td>gym</td>
</tr>
<tr>
<td>night</td>
<td>aqueduct</td>
<td>monopoly</td>
</tr>
</tbody>
</table>

Scavenger Hunt

1. Find 3 Anglo Saxon words
2. Find 2 Anglo Saxon compound words
3. Find 1 Greek derived word
4. Find 1 Latin-based word with a root and a suffix
5. Find 1 word with a schwa
6. Find 2 Anglo Saxon words with a base word and suffix
7. Find 2 vce syllables
8. Find 2 words with c-le syllables
9. Find 2 Anglo Saxon sight words
10. Find 3 words with vowel teams
**Answers**
(some will vary)

1. catch, eyes, blade, boy
2. Jabberwock, bandersnatch, outgrabe
3. Gyre, harumphing
4. Frabjous
5. Rested, beamish
6. Bite, time, came, wabe
7. Whiffling, burbled, chortled
8. Thought, come, eyes
9. Joy, dead, head

**In the Classroom**

- Can start as early as Kindergarten
- Depending on grade - general to detailed overview of history
- Connect spelling patterns, conventions as students progress (Anglo-Saxon (K-2), Anglo-Saxon/Latin (3-4), Latin/Greek (5+))
- Can start with pictographs and move toward phonetic writing

**English as a Language Sandwich**

* Borrowed: 10%
  * Greek: 10%
  * Latin: 60%
  * Anglo-Saxon: 20%

**Before Letters.....**

- Before phonetic writing - pictograms/ideograms
- Sumerian, Egyptians

[HIEROGLYPHIC ALPHABET]

https://www.penn.museum/cgi/hieroglyphsreal.php
Where to Start??

In "How Spelling Supports Reading", Louisa Moats suggests the following scope and sequence...

Kindergarten -
- Phonemic awareness skills
- Familiarity with alphabet
- Letter name identification
- Letter-sound correspondence

Grade 1

Anglo-Saxon regular consonant and vowel phoneme and grapheme correspondence
- Spelling by explicit phoneme-grapheme mapping

Phonemic Awareness

How to use Elkonin Boxes
1. Pronounce a target word slowly, stretching it out by sound.
2. Ask the child to repeat the word.
3. Draw “boxes” or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme.
4. Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, math has three phonemes and will use three boxes. /m/ /a/ /θ/
5. Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

The example below shows an Elkonin box for the word “sleep,” which consists of three phonemes (sounds): /s/ /li/ /p/.

Source: [http://www.readingrockets.org/strategies/elkonin_boxes](http://www.readingrockets.org/strategies/elkonin_boxes)

Grades 1-3: Irregular Anglo-Saxon Words

- Instruction should begin early but not before regular-letter sound correspondence
- Multisensory techniques (sand/salt tray, clay, matt)
- Mnemonics (should - sh - Oh you lucky duck!)
- Group with other words with similar patterns (ie, rough, tough, enough)
- Trace, cover, copy
- 3-5 words per week
Grade 2

- More complex Anglo-Saxon spelling
- Spelling of sounds according to position within word (k/-ck)
- Inflected endings (-s, -ed, -ing)
- Introduce spelling conventions for endings
- Guided discovery (what do you notice?, Yahoo/Boo Hiss)

Guided Discovery

<table>
<thead>
<tr>
<th>Yahoo</th>
<th>Boo Hiss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cringe</td>
<td>1. dodge</td>
</tr>
<tr>
<td>2. large</td>
<td>2. fudge</td>
</tr>
<tr>
<td>3. change</td>
<td>3. trudge</td>
</tr>
<tr>
<td>4. charge</td>
<td>4. ledge</td>
</tr>
<tr>
<td>5. siege</td>
<td>5. badge</td>
</tr>
<tr>
<td>6. singe</td>
<td>6. sludge</td>
</tr>
</tbody>
</table>

Grade 3

- Multisyllabic words
- Anglo Saxon Syllabication
- Compound words (i.e., backbone, birthday)
- Schwa (helmat)
- Additional Anglo Saxon suffixes and prefixes (-en, -ly, -y, -ful, -less, and -ness)
- Anglo/Saxon/Latinate prefixes and suffixes (pre-re, sub, mis, un)
- 6 syllable types (open, closed, vce, r-control, vowel team, c-le)

Grade 4: Latin-based prefixes and roots

- Roots can be studied in families
- Helps to develop a larger vocabulary
- Stability of morphemes helps with recall and recognition

 eject (to throw, hurl)
**Grade 4**

*Schwa*

- Most notable feature of Latin words - schwa
- Neutral vowel sound - found in unstressed syllables
- Most common vowel sound in English
- Often found in prefixes and suffixes
- Can make short /u/ or short /i/ sound (alone, basket, prediction)
- Important to English because it is a stress-timed language - a series of stressed and unstressed syllables - in conversation or text.

**Grade 5-6**

*More Complex Latin Forms*

- Content area words (subtraction, extracted)
- Chameleon prefixes - prefix changes depending on root, (in- impossible, illegible, irregular)

**Middle School**

- Greek combining forms
- Lindamood ending grid

**Benefits of Teaching Word Origins**

- Shows students how words are related - reduces memory load
- Allows students to anticipate meaning
- It's efficient!
- Can fundamentally change how students view the English language
“English is a language where you can read the history of a people in every single sentence.”

- Dr. Jennifer Paxton

Our Marvelous Native Tongue

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

Claiborne, 1983

Resources
- https://www.englishclub.com/history-of-english/
- http://www.childrensuniiversity.manchester.ac.uk/
- https://www.Vceduconsulting.com
- Speech to Print, Louisa Cook Moats, 2000
- How Spelling Supports Reading, Louisa Cook Moats, 2005
- Unlocking Literacy, Marcia K. Henry, 2003
- Unlocking Literacy, Morphemes Matter, Marica Henry 2014
- Words, Marcia K. Henry, 2010
- The Mother Tongue, Bill Bryson, 1990
- School Success for Kids with Dyslexia & Other Reading Difficulties, Water E. Dunson, Ph.D., 2013