

How Did We Get Here?

Word Origin and English Orthography

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AOGPE Conference
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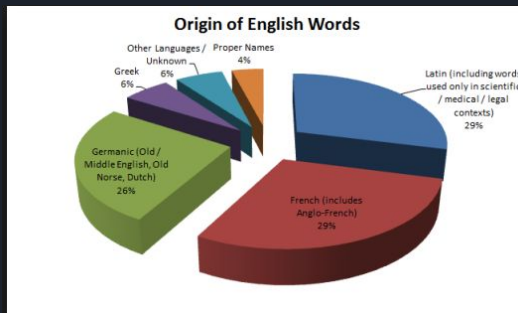
A student asks...

“ I just want to know,

who is responsible

for this???”

As it Turns Out.... Many People



Which words are misspelled?

1. accomodate
2. recieve
3. occurred
4. definately
5. pharoah

Answers

1. Accommodate (ad+ commodus to +make fit)
2. Receive (re+capio - to take back)
3. Occurred (ob+currere - 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



Laughter in English



word	origin	meaning
cackle	Germanic	to laugh in a loud, unpleasant way, like the loud noise a chicken makes
cachinnate	Latin	to laugh loudly or immoderately
chortle	author (Lewis Carroll)	to laugh loudly with pleasure or because you are amused
chuckle	French	to laugh quietly
guffaw	Scots	to laugh noisily
snicker	imitating sound	to laugh in a quiet, unpleasant way, especially at something disrespectful or at someone’s problems or mistakes

What makes spelling in English so challenging?

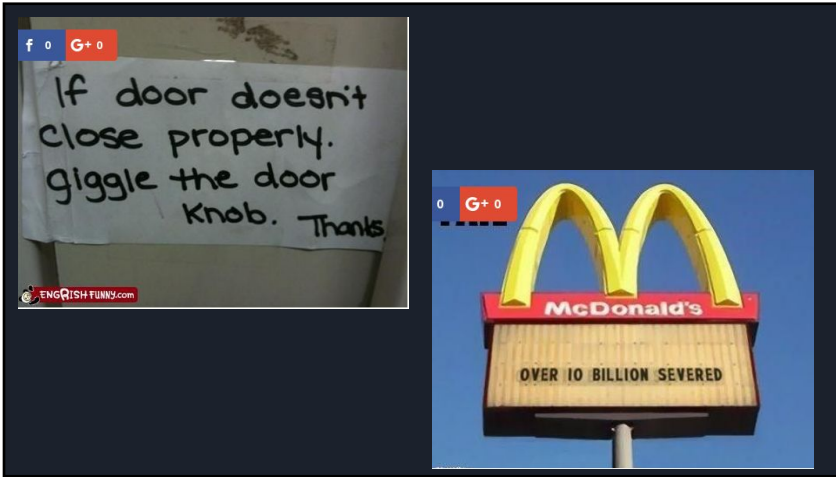
- Languages like Spanish and Finnish use consistent single letters or letter combinations to represent the sounds of their languages (gato - dog) (sekunti - second)
- English words are spelled according to both their sounds (phonemes), ie /b/ and their meaningful parts (inspect)
- This may make it more 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





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!

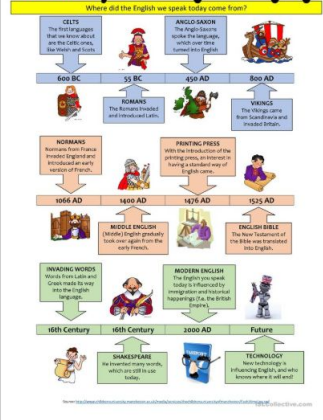
Why use the history of English to teach spelling?

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

TIMELINE OF THE ENGLISH LANGUAGE

Source: <http://www.readingrockets.org/>

The History of the English Language



Old English - 450 AD - 1100 AD

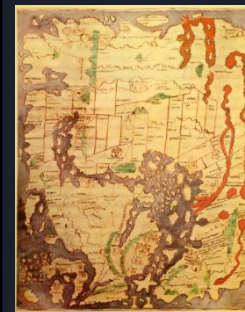
- Germanic tribes
- Angles, Saxons, and Jutes push out the Celts
- Anglo-Saxon becomes predominant and focuses on everyday life
- Anglo-Saxon words tend to be short, common words
- Compound words (shipyard)
- Often non-phonetic spelling (mother, laugh)

And when I sawgh he wolde never fine
 To reden on this cursed booke al night,
 Al soðeinly three lewes have I plisht
 Out of his booke right as he redde, and eke
 I with my fist so took him on the cheeke
 That in oure fir he fil bakward adown.
 And up he sterte as dooth a wood leon
 And with his fist he smoot me on the heed
 That in the floor I lay as I were deed.
 And when he swagh how stille that I lay,
 He was agast, and wolde have fled his way.
 Till atte laste out of my swough I braide:
 "O hastou slain me, false thief?" I saide,
 "And for my land thus hastou mordered me?
 Er I be deed yit wol I kisse thee."

Anglo Saxon - Reflecting Daily Life

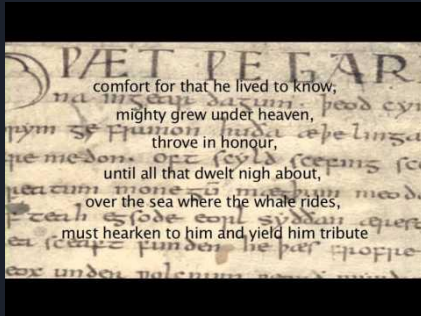
According to Nist, "English remains Anglo Saxon at its core: in terms of its stress, pitch and vocabulary. No matter whether a man is American, British, Canadian or Australian he still : *loves his mother, father, brother, sister, wife son, and daughter; lifts his hand to his head, his cup to his mouth, 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



- 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 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)

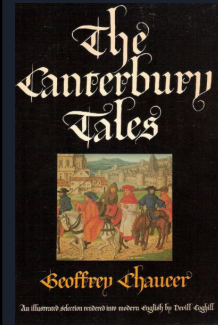
Source: vcedconsulting.com

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)



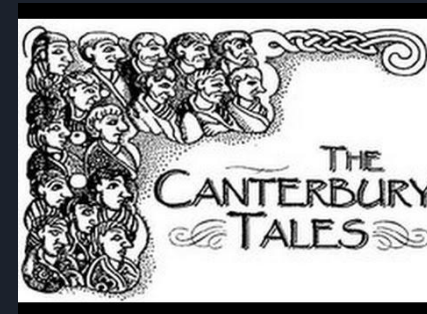
- 1066 - William the Conqueror - The Norman conquest - considered the transition point to Middle English
- Norman - language closely related to French
- More than 10,000 French words passed into English of which 75% are still in use (Claiborne, 1983)
- Upper classes spoke French, everyone else - English
- 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

(ad -ac + celer+ ate =accelerate)
→

- ad -- ac, af, ag, al, an, ap, ar, as, at
- con -- col, com, co, cor
- dis -- dif, di (divergent)
- ex -- ef, e (effort)
- In -- il, ir, im (impossible)
- ob -- oc, of, op (oppose)
- sub -- suc, suf, sug, sup, sur, sus (suspend)



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)

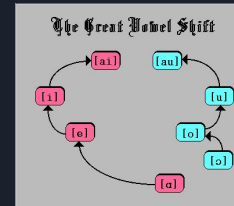


Modern English (1500-Present Day)

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=/nose/ - 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!

Brought to you by PlayingWithPlays.com

Column 1	Column 2	Column 3
artless	base-court	apple-pie
lawdy	barf-foaming	baggage
brabbering	beef-witted	baronals
boorless	beetle-headed	bladder
churlish	boil-brained	hoar-pie
cockered	clapper-clawed	hogbar
clouted	clay-brained	bow-belly
craven	coward-kissing	cadaver-dimmed
curstish	crook-pated	clank-dish
daunkish	dismal-dreaming	clotpole
dismbling	dizzy-eyed	coscomb
droning	dolphin-eared	codpiece
errant	drum-bellied	death-taken
fawning	earth-vening	dewberry
fobbing	elf-skinned	dog-dragon
froward	fox-kidneyed	fox-vesash
frothy	fox-soaked	fire-gill
gleeking	gap-mouthed	foot-licker
goutish	gap-bitten	foxtrotter
gorbellied	golly-falsh	gilder
hemp-tongued	fool-born	godsend
infections	fool-gurgled	haggard
herring	guts-grinding	harry
hogger-headed	half-faced	hedge-pig
lumpish	harry-witted	horse-beast
man-mourning	hedge-horn	hugger-mugger



Just take one word from Column 1, then Column 2, and then Column 3. Put some bitterness in the way you say it, with a nice scowl too...and maybe some evil eyes, yeah...that will work! And if you have a sword, point that at them too!!!!



Shakespeare Insult Generator

<http://insult.dream40.org/>

The Evolution of writing - from Old English to Modern English

This chart shows samples of the changes in English. #1 is Old English or Anglo-Saxon (circa 450-1066 CE), #2 is Middle English (circa 1066-1450 AD), #3 is Modern English from about the time of Shakespeare. #4 is another sample of Modern English, but it is more recent than #3.

- 1 Ðan the ðifre Old Angliſh Tunzan eode frefcan
- 2 Than she gan to-spaken bis Middle Englyſſhe Tongue
- 3 Then she wente to spake this Early Modern Engliſh Tongue
- 4 Then she went to speak this Late Modern English Tongue

Word Sort

Sort the following words by their origin

monopoly	plank	universe	night
delicious	projection	pseudonym	chronic
spectator	lightning	interrupt	gym
autograph	thimble	octopus	
birthday	windmill	aqueduct	



Anglo Saxon	Latin	Greek
birthday	spectator	autograph
plank	delicious	pseudonym
lightning	projection	octopus
thimble	universe	chronic
windmill	interrupt	gym
night	aqueduct	monopoly

Lewis Carroll

JABBERWOCKY

"Down fellig, and the dilly toves
Did gee and gunkle in the woves:
All minny were the boogymes,
And the moore rather outgrabe:

"Bowen the Jabberwock, my weef!
The paws that bite, the claws that catch!
Bowen the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand,
Long into the manxome for he sought—
So would he by the Titanian tree
And stood awhile in thought.

And, as in a flash thought he stood,
"The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!"

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Calabish Bael!
He shall lie by yonder white mead."

"Down fellig, and the dilly toves
Did gee and gunkle in the woves:
All minny were the boogymes,
And the moore rather outgrabe:



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



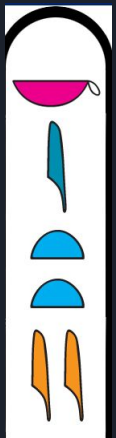
Borrowed: 10%
Greek: 10%
Latin: 60%
Anglo-Saxon: 20%

Before Letters.....

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



<https://www.penn.museum/cgi/hieroglyphsreal.php>



Where to Start??

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

Kindergarten -

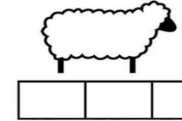
- Phonemic awareness skills
- Familiarity with alphabet
- Letter name identification
- Letter - sound correspondence

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, *wish* has three phonemes and will use three boxes. /w/, /i/, /sh/
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 "sheep," which consists of three phonemes (sounds): /sh/ /ee/ /p/

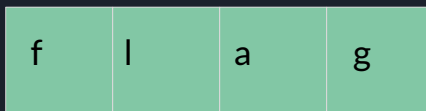


Source: http://www.readingrockets.org/strategies/elkonin_boxes

Grade 1

Anglo-Saxon regular consonant and vowel phoneme and grapheme correspondence

- Spelling by explicit phoneme - grapheme mapping



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

Yahoo

1. cringe
2. large
3. change
4. charge
5. siege
6. singe

Boo Hiss

1. dodge
2. fudge
3. trudge
4. ledge
5. badge
6. sludge

Grade 3

- Multisyllabic words
- Anglo Saxon Syllabication
- Compound words (ie backbone, birthday)
- Schwa (hel/mæt)
- 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

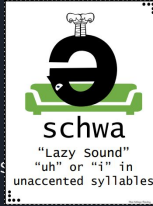
- ❖ Roots can be studied in families
- ❖ Helps to develop a larger vocabulary
- ❖ Stability of morphemes helps with recall and recognition



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

Entire Ending Grid

-a	-on	-an	-ous	-al	-ent	-ence	-o	-ate
-ia	-ion	-ian	-ious	-ial	-ient	-ience	-io	-iate
-tia	-tion	-tian	-tious	-tial	-tient	-tience	-tio	-tiate
-cia	-cion	-cian	-cious	-cial	-cient	-cience		-ciate
-sia	-sion	-sian						
-gia	-gion	-gian	-gious					

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://wiki.kidzsearch.com/wiki/English_language
- <https://www.englishclub.com/history-of-english/>
- <http://www.childrensuniversity.manchester.ac.uk/>
- <https://nextstepenglish.com/evil-synonyms-words-to-describe-bad-people/>
- <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