EVERYTHING—EVERYWHERE—ALL AT ONCE

Integration of Morphology and Etymology into a Typical Slingerland Auditory Lesson

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Simplicity Principle
Vousden, 2011 (pp. 40-41)

✸ "… learning to read could be interpreted as a search for patterns in the orthographic to phonological translation language… ."

✸ According to Ehri (1992, 1998)…these patterns act as the basis of the links between the orthographic and phonological representations of words…

   ○ The patterns form the basis for later automatic sight reading— *orthographic mapping*—when skilled readers can automatically access pronunciations without *[consciously^NCW]* resorting to the slower decoding processes characteristic of beginning, *[or struggling^NCW]*, readers—or when they encounter unfamiliar, not-yet-learned words.

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Triple Word Form Theory: Phonology—Orthography—Morphology (Berninger et al., 2003)

◆ Learning to read and write words is a process of increasing awareness and coordination [integration] three *different* types of word forms and their parts:

   ▶ Phonological Awareness ➜ speech sounds-phonemes
   ▶ Orthographic Awareness ➜ graphemes that spell phonemes
   ▶ Morpheme Awareness ➜ morphemes—meaningful units—that are made up of graphemes that represent phonemes or speech sounds

◆ Multidisciplinary evidence for triple word form theory continues to accumulate.

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Orthographic Mapping
How Sight Word Representations Are Formed
Linnea Ehri—1998, 2002, 2014, 2018

◆ **The most complete current theory of how children form sight word representations has been developed by Linnea Ehri.**

✧ The theory begins: "The process at the heart of sight word learning is a connection-forming process.

✧ Connections are formed that link <u>individual written words</u> to their <u>pronunciations and meanings</u> in memory. "

◆ **The distinctive contribution of the theory is that it describes what <u>kinds of connections</u> are most likely used to remember sight words:**

Sight word reading <u>must</u> involve remembering the <u>letters in the words</u>; these are the distinctive features that make one word different from another.

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Instead of arbitrary connections between visual features and meaning, Ehri (2018) proposes a different theory:

✧ "… pronunciations of words are the **anchors for written words in memory.** Readers learn sight words by forming connections between letters seen in spellings of words and <u>sounds detected in their pronunciations already present in memory</u>.

✧ "When readers learn sight words, they look at the spelling, pronounce the word, <u>and</u> analyze how the graphemes match up to phonemes in that word. Reading the word a few times secures its connections in memory."

✧ For a reader with well developed phonemic awareness, the <u>phonological structure</u> of a word, which is already known, serves as a mnemonic for remembering the letters in its spelling.

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On the Path to Orthographic Mapping...

As children's increasingly developed phonemic skills lead to more detailed analysis of the internal structure of words in print, they begin to acquire increasingly explicit and more fully <u>specified orthographic representations</u>.

However, if their phonetic skills do not develop, their orthographic representations are likely to remain incompletely specified, and they will be inaccurate readers and poor spellers.

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Breaking News from Linnea Ehri: 3.14.2022
Evidence-Based Approach-Teaching Vocabulary
How to "Get to KNOW" a Word

1. <u>Pronunciation</u>—Hears [A] <u>and</u> Pronounces [K-m]
   PHONOLOGICAL—speech sounds
2. <u>Definition</u>—Picture [V] or Verbal [A or A-V]
   MORPHOLOGICAL—semantics-meaning
3. <u>Spelling</u>—seeing sequence of graphemes/morphemes
   that <u>spell</u> the word [V]
   <u>ORTHOGRAPHIC</u>—graphemes associated with speech sound [V]
   ICING ON THE CAKE—FOR BEST RESULTS
4. Stop!
TAKE THE TIME: SYSTEMATICALLY DECODE THAT WORD! [A-V-K]

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Novel or Unfamiliar Words Require <u>Intentional</u> Analysis
Jeannine Herron, 2021—May 9, 2022, <<u>spelltalk@lists.learningbydesign.com</u>>

✴ "… analysis of the <u>phonological and orthographic structure</u> of words continues as an **intentional process** until neural pathways become **so practiced that they are 'automatically travelled**— (not intentionally or consciously)."

✴ "When new words are encountered or spelled, the analysis of their structure is **intentional**, so the processes continue, some automatic, some conscious."

✴ It is the <u>phoneme-grapheme links</u> and the <u>orthographic mapping</u> of **recognized words** that becomes <u>automatic through practice</u>.

✴ Until they are "mapped," **novel—new** words continue to need **structural** analysis: **phonological**, orthographic, <u>and</u> **morphological**.

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When Slower is Faster…

✦ "Despite poor decoders' general lower decoding efficiency, as reflected by <u>longer processing times</u> in recognizing real words and pseudo-homophones, they spend <u>far less time</u> than their peers <u>when encountering a novel word</u> to be decoded.

✦ This suggests they may experience **fewer opportunities to practice their decoding skills** when provided with the same amount of reading material.

✦ More importantly, this processing difference seems to have <u>a long-term consequence</u>: the time a student spends decoding a novel word predicts the rate of decoding growth among middle grade students.

✦ When slower processing translates into more opportunities to practice, it will probably lead to faster development in decoding."

Wang, Z., Sabatini, J., & O'Reilly,T. (2020) When Slower is Faster: Time Spent Decoding Novel Words Predicts Better Decoding and Faster Growth, *Scientific Studies of Reading, 24:5*, 397–410, DOI: 10.1080/10888438.2019.1696347. To link to this article: https://doi.org/10.1080/10888438.2019.1696347

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Words of Wisdom from a Wise Teacher

"Speed is not the road to success.

Careful practice is the road to speed."

—Beth H. Slingerland

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Triple Word Form Theory
Phonology—Orthography-Morphology
Berninger et al.—2003

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Phonological Awareness ➡ speech sounds-phonemes

Orthographic Awareness ➡ graphemes that spell phonemes

Morpheme Awareness ➡ morphemes—meaningful units—that are made up of the same $250^{+/-}$ graphemes that represent the same $44^{+/-}$ phonemes or speech sounds
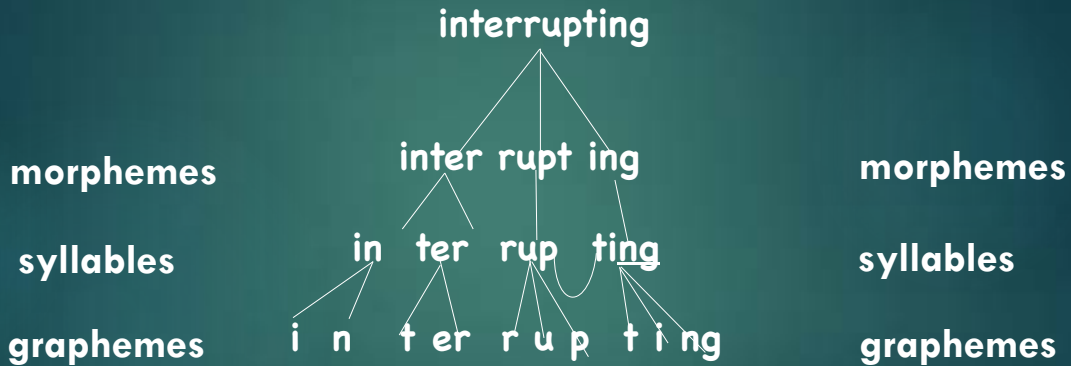
Multidisciplinary evidence for triple word form theory continues to accumulate.

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Word Reading:
Multiple Levels of Analysis
(Dehaene, 2009)

interrupting

morphemes — inter rupt ing — morphemes

syllables — in ter rup ting — syllables

graphemes — i n t er r u p t i ng — graphemes

Stripped of irrelevant features (e.g., font, case, and size), the letter string is broken down into elementary components (e.g., graphemes [e.g., single letters, digraphs], syllables, and morphemes) that will be used by the rest of the brain to compute sound and meaning.   **13**

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Morphology and Semantics
Sue Hegland
https://learningaboutspelling.com/
Beneath the Surface of Words

When we ignore morphology and etymology in our instruction, the clues to comprehension that are embedded in the writing system are hidden from view.

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Successful Problem-Solvers Develop Confidence in Their Competence
Dweck, C. (2006). Mindset:*The New Psychology of Success*

✴ Students who are successful problem-solvers develop <u>confidence in their competence</u> (i.e., a positive mindset <u>to solve problems</u>.

✦ This confidence motivates them to tackle the challenge of solving problems of all kinds—<u>with and without assistance</u>.

✦ These are the students who **choose** to use strategies <u>independently and functionally</u> in and out of school.

➢ People with <u>fixed</u> mindsets **tend only to tackle tasks they already know** how to do.

➢ People with <u>growth</u> mindsets **are more likely to tackle challenging tasks and less familiar, or unique (unknown), tasks.**
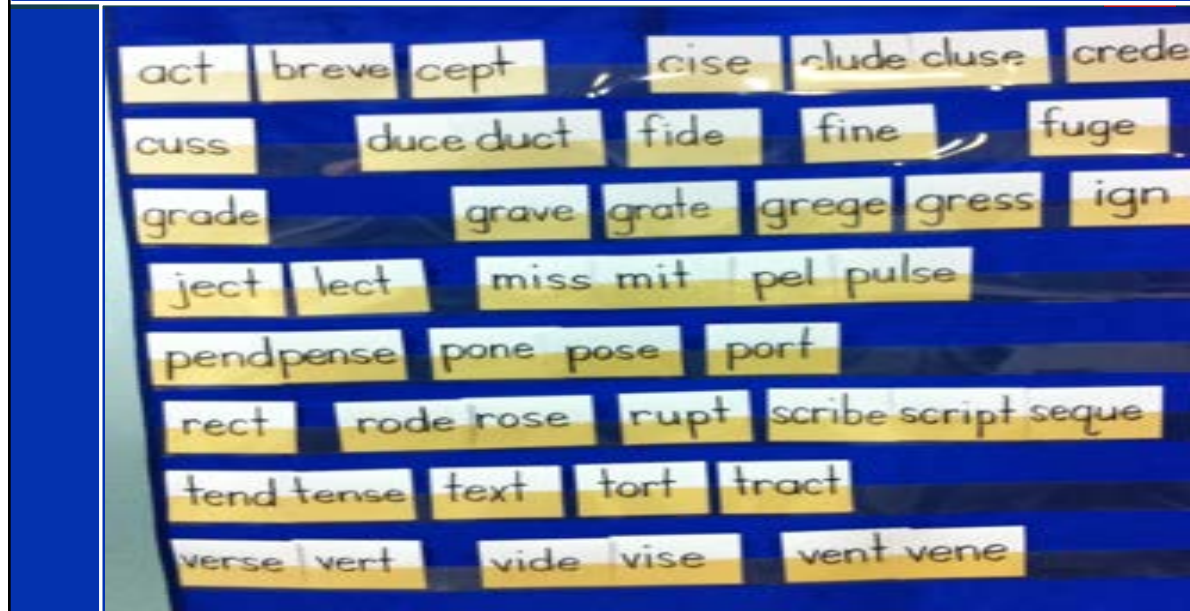
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PREFIXES

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BASE ELEMENTS

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SUFFIXES
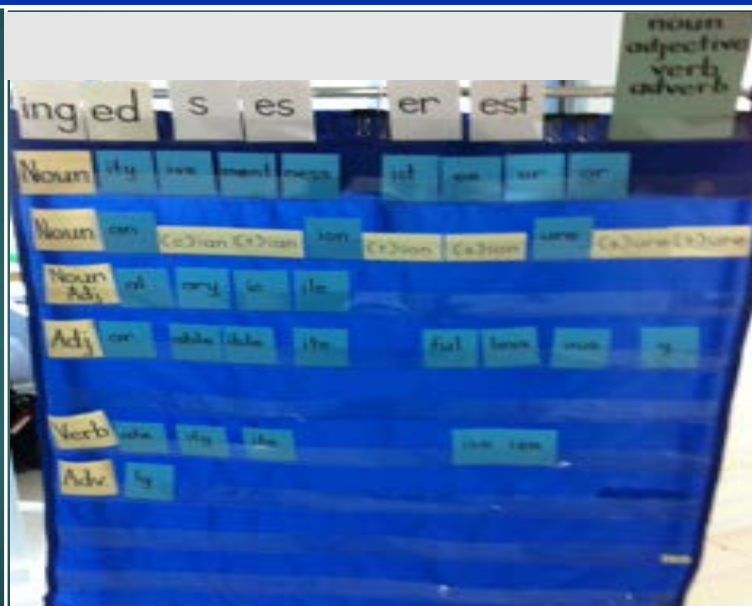
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Some Parting Themes to Contemplate

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BIG IDEAS

Understanding is cumulative!!!
Integration is a key ingredient!!!

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A Thought to Ponder…

Until you are willing to be confused about what you already know, what you know will never become wider, bigger or deeper."

-Milton Erikson

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Unlocking Potential

"Continuous effort—not strength or intelligence— is the key to unlocking our potential."

Black Elk

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What Makes Learning Stick?

Practice Makes Permanent

Be certain that what you practice <u>IS</u> what you want to become permanent.

—Joyce Steeves—another wise teacher

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Words of Wisdom from a Wise Teacher

"We can never teach them all there is to know, but we CAN teach them to think."

—Beth H. Slingerland

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???Teaching Reading Is Rocket Science???

✴Donald N. Langenberg, a physicist whose work was involved with "rocket science," served as a past president of the American Association for the Advancement of Science and led the University System in the state of Maryland to national renown.

✴He was also a member of the National Reading Panel (2000).

✴After reading Louisa Moats' "Teaching Reading Is Rocket Science," he indicated his dissatisfaction: "Teaching reading is actually <u>much harder</u> than rocket science," he proclaimed.

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