

# Wasatch Reading Summit

Scott Mills

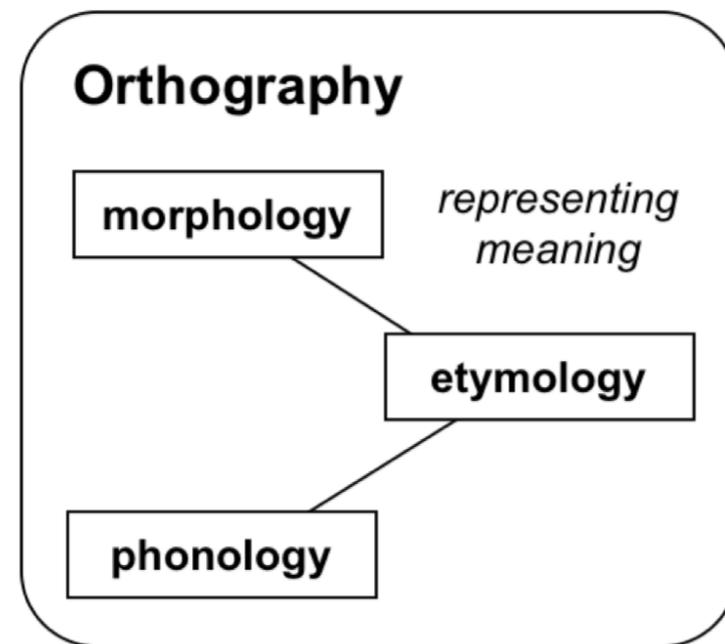
“Had I flip-flopped? That is what it would have been called in politics. But in science, it is called an evolution of understanding.”

*Chad Myers, CNN Meteorologist*

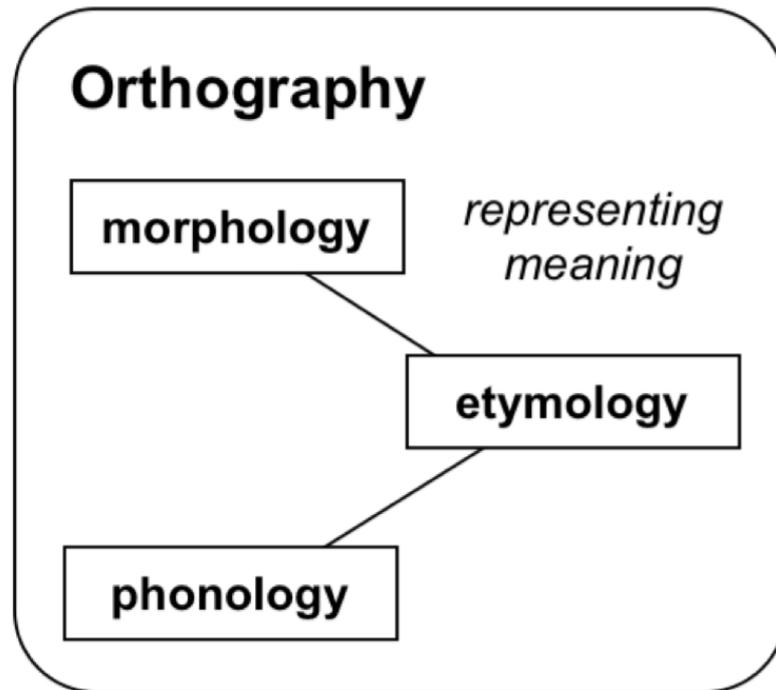
**English spelling is \_\_\_\_\_**

# English spelling includes:

- patterns to be discovered, not memorized
- structures that can be studied and understood (stars, rocks, numbers, music)



# The Four Questions



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1. What does the word mean?
2. How is the word built? (morphology)
3. What are its relatives? (etymology)
4. What aspects of phonology impact meaning?

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# What is a morpheme?

## Education:

*"The smallest **meaningful** unit in a language"*

In education, we think of meaning as  
'*having a definition*'

How would you define:

*the*

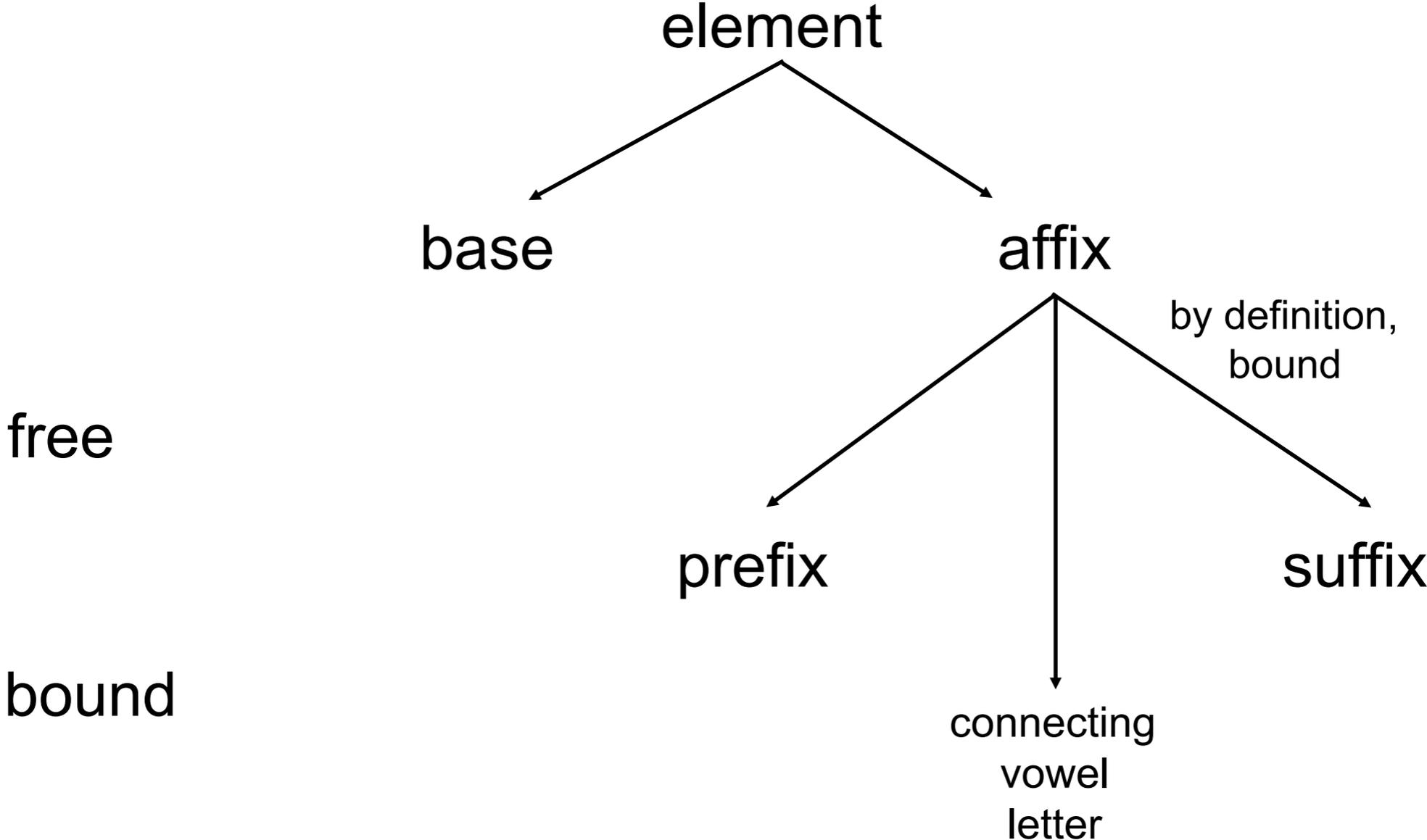
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## Linguistics:

*"The minimal distinctive unit of grammar...the smallest **functioning** unit"*

We can define units of grammar in terms of  
their functions.

# Constructing meaning



# Constructing meaning

**Synthesis:** Putting elements together.

mean + ing + ful → meaningful

**Analysis:** 'Loosening' words into their constituent morphemes.

meaningful → mean + ing + ful

# Student Work

7-6-18

1. **struct** + **ure** → structure
2. **in** + **struct** + **ion** → instruct ion
3. **de** + **struct** + **ion** → destruction
4. **constructed** → con + struct + ed
5. **constructing** → con + struct + ing
  
6. **e** + **rupt** → erupt
7. **e** + **rupt** + **ion** → eruption
8. **inter** + **rupt** → interrupt
9. **interrupted** → inter + rupt + ed
10. **disrupting** → dis + rupt + ing

1.  builds a **structure**.
2. He builds many **structures**.
  
3. The volcano will erupt tomorrow.
4. Yesterday, the volcano erupted.

# **3 Suffixing Conventions**

## Criteria

1. swim + ing → swimming
2. plant + ed → planted
3. run + ing → running
4. jump + ing → jumping
5. sum + ary → summary
6. speed + y → speedy
7. dim + ly → dimly
8. plug + ed → plugged
9. walk + er → walker

Double the consonant if:

1. the suffix has an initial vowel letter

2. there is one consonant letter finally in the base

AND

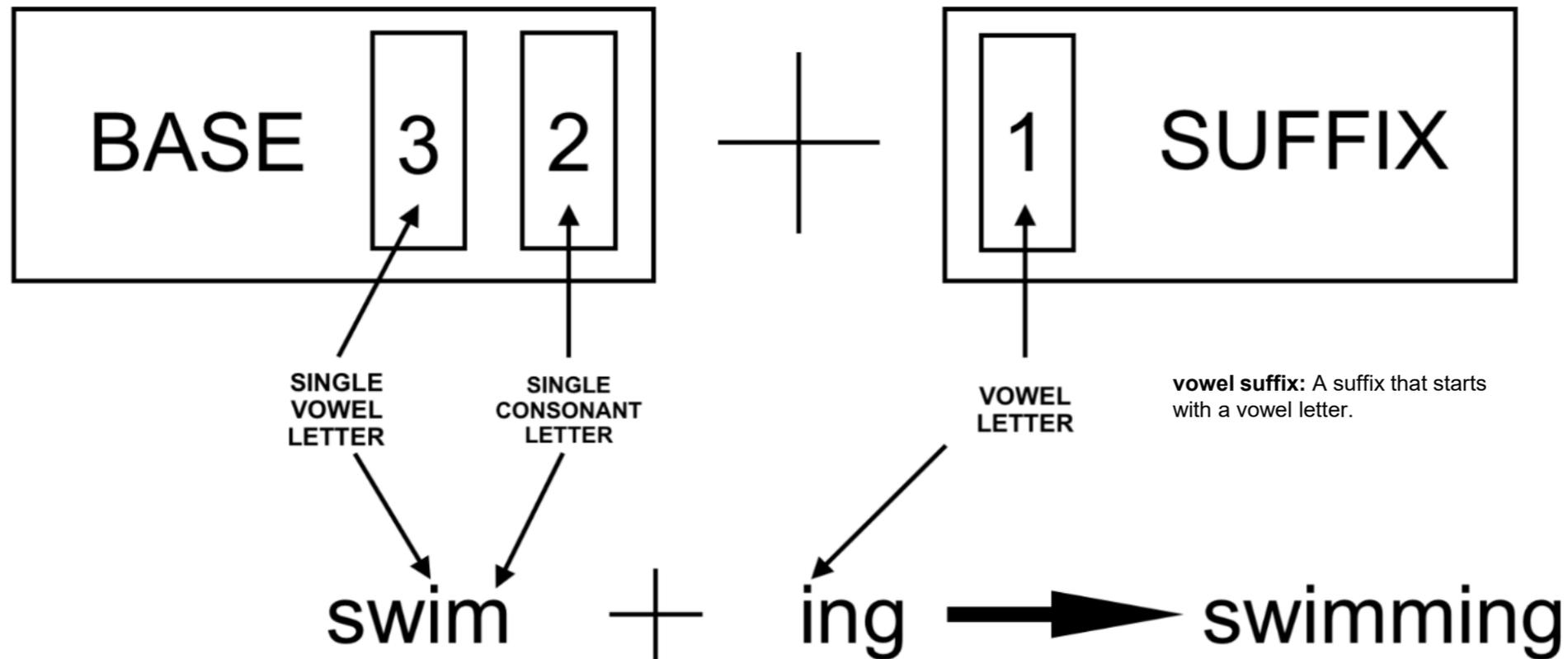
3. a single vowel precedes that consonant

## Suffixing Convention #1

### Consonant Doubling

#### Criteria

- 1) the suffix has an initial vowel letter
- 2) there is only one consonant letter in the final position in the base
- 3) there is just one vowel letter preceding that final consonant letter



## Criteria

10. happy + ly → happily

11. plenty + ful → plentiful

12. lazy + ly → lazily

13. play + ful → playful

14. key + ed → keyed

15. cry + es → cries

16. cry + ing → crying

17. fly + ing → flying

18. any + thing → anything

19. hay + wire → haywire

20. toy + boat → toyboat

Change <y> to <i> **UNLESS:**

1. the <y> is part of a digraph:

<ay> <ey> <oy> <uy>

2. the final synthesis will include a double <i>

3. the elements are forming a compound word

## Suffixing Convention #2

**Change <y> to <i> UNLESS:**

- 1) the <y> is part of a digraph: <ay>, <ey>, <oy>, <uy>
- 2) the final synthesis will include a double <i>
- 3) the elements are forming a compound word

1

happy + ly → happily  
plenty + ful → plentiful  
lazy + ly → lazily

play + ful → playful  
key + ed → keyed

2

cry + es → cries  
cry + ed → cried  
cry + ing → crying

fly + es → flies  
fly + ing → flying

3

happy + ly → happily  
plenty + ful → plentiful  
lazy + ly → lazily

any + thing → anything  
hay + wire → haywire

## Criteria

21. love + ly → love ly

22. love + ing → love ing

23. create + ed → create ed

24. care + ing → care ing

25. care + ful → care ful

Replace a single, final, non-syllabic <e> if:

- the suffix is a vowel suffix
- in suffixing, a <y> usually acts as a vowel

**single, final, non-syllabic <e>**: Has multiple functions depending on where it surfaces. It may have more than one function in a single word.

### Suffixing Convention #3

#### **Replace a single, final, non-syllabic <e>:**

If the base element has a single, final, non-syllabic <e>, then a vowel suffix will replace it.

A vowel suffix is a suffix that has an initial vowel letter: <-ed>, <-ing>, <-y>...(in suffixing, the <-y> usually acts as a vowel).

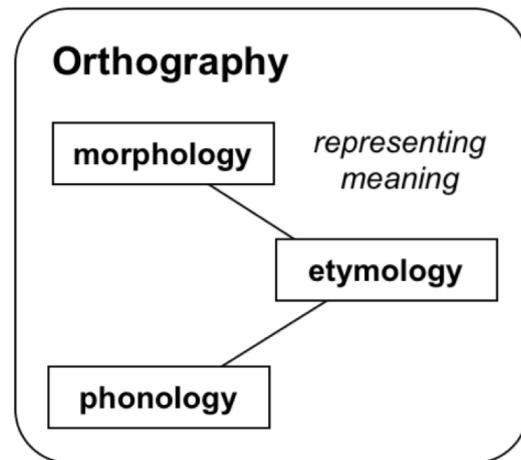
love + ly → lovely  
love/ + ing → loving  
love/ + ed → loved

care + ful → careful  
care/ + ing → caring  
care/ + ed → cared

create/ + ing → creating  
create/ + ed → created  
create/ + ion → creation

**Info Graphics for Educators**

## The four questions:



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1. What does the word mean?
2. How is the word built? (morphology)
3. ~~What are its relatives? (etymology)~~
4. What aspects of phonology impact meaning?

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## What is etymology?

- The history of a word
- The denotation of a word family
- Where did the word come from?
- What is its story?

The Online Etymology Dictionary  
[www.etymonline.com](http://www.etymonline.com)

## Why is etymology important?

- Is one of three structural frameworks informing orthography.
- Clarifies the identity of morphemes.
- Can often account for patterns that phonology alone cannot.

Why is *they* spelled with an <ey> instead of an <ay>?

Why is there an <ey> digraph instead of an <ay> digraph surfacing word final in the lexeme *they*?

they

1. *they*: third person plural pronoun.

2. free base:  
they -> they

3. they, them, their

4. <ey> -> /eɪ/

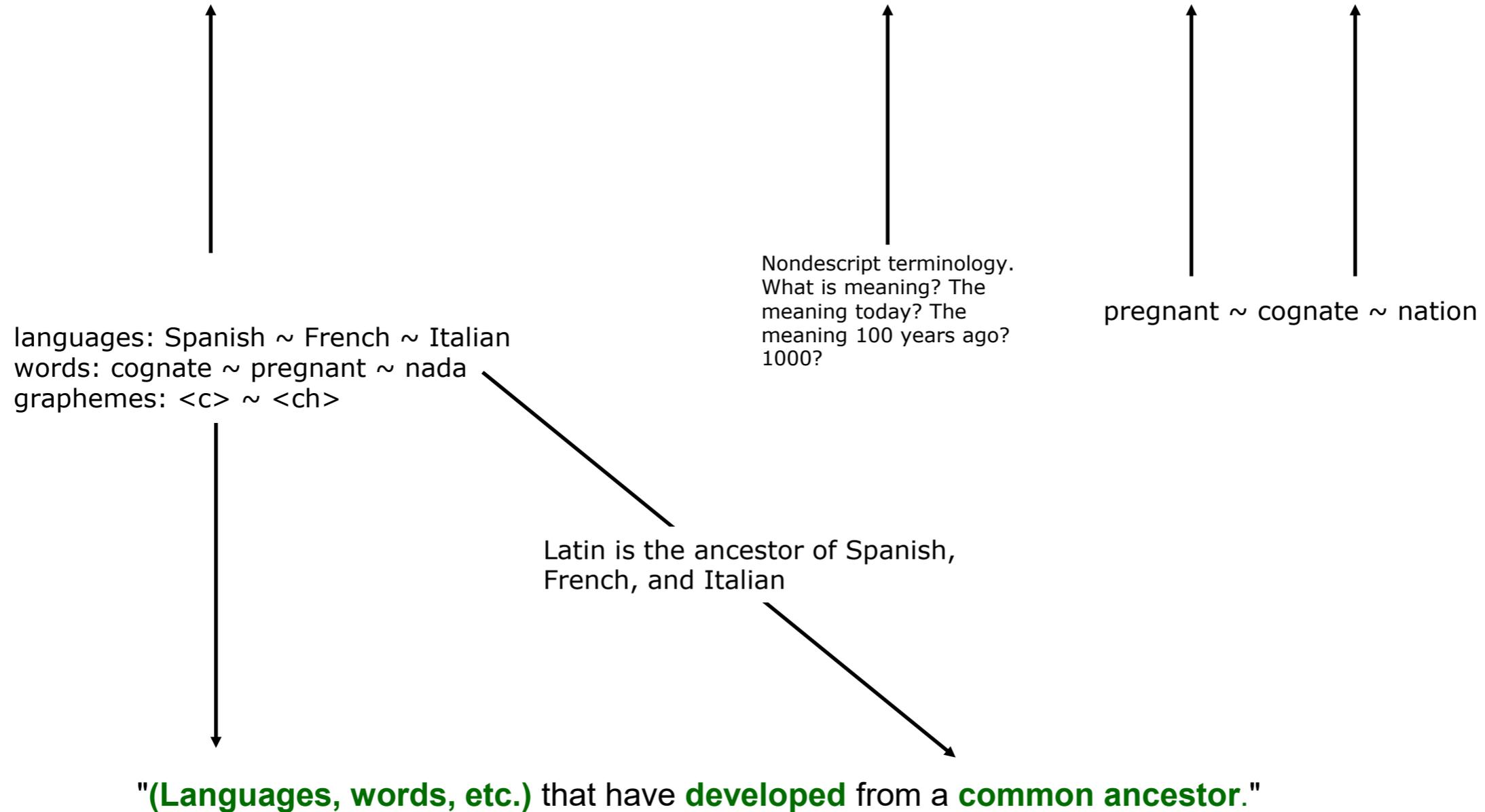
If we only look at the surface, phonology-first approach, *they* would appear to be a word needing to be memorized, an exception to a rule. However, when we analyze the word's structure and history, we see the connection it bears to *them* and *their*. Those connections guide the spelling toward an <ey> digraph, rather than an <ay> digraph.

they  
them  
their

# What is a cognate?

Definition from popular website  
for English Learners

"**Words** in **two languages** that share a **similar meaning, spelling, and pronunciation.**"



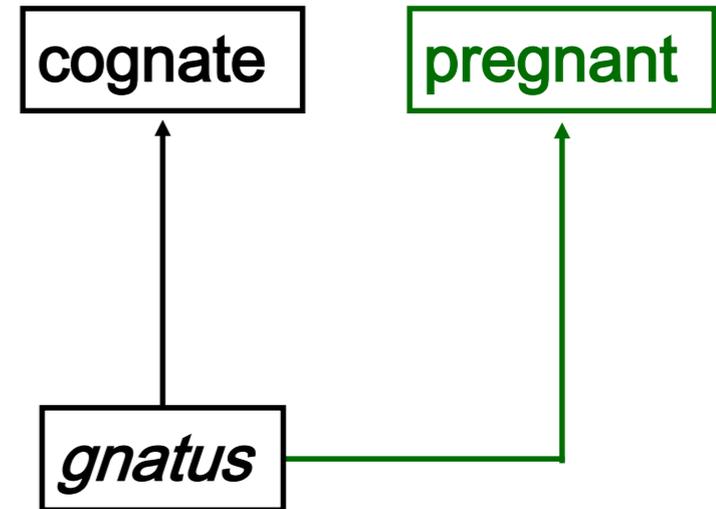
Definition from Linguistics: The Concise Oxford  
Dictionary of Linguistics (2 ed.)

How do I know *they, them, and their* are relatives?

They share a common ancestor, or  
root .

cognate -> co + gn + ate

Latin: gn **at**us "born"



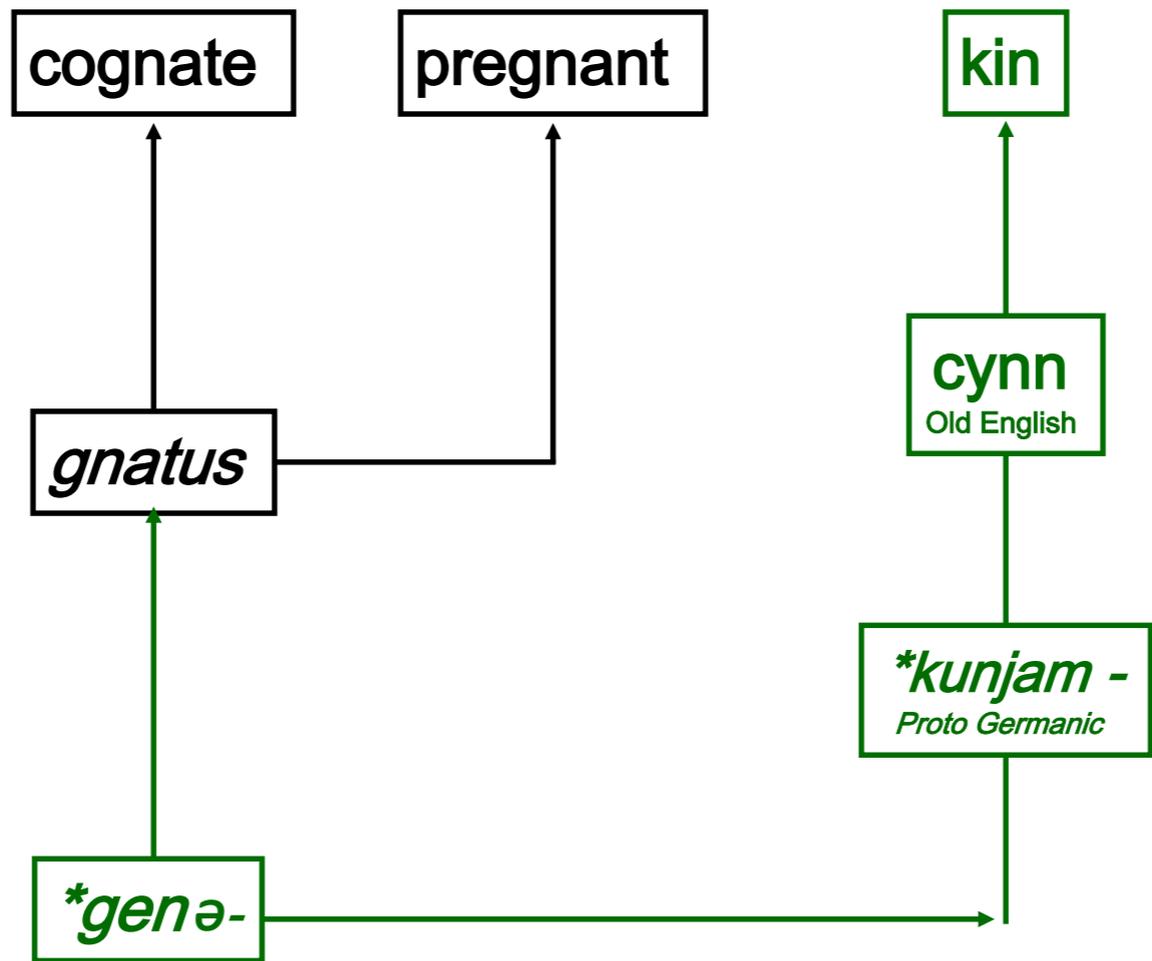
*Pregnant* and *cognate* are cognates because they share a linguistic bloodline: *gnasci*.

Before Romans (who spoke Latin) and Greeks (who spoke Greek), there were the Indo-Europeans (~4000 BCE).

The language they spoke was not written, but Sir William Jones, a philologist in the 1800s noticed that several languages all seemed to have connections to a common ancestor.

Through comparative linguistics, scientists have been able to reconstruct the roots of this ancestral language. *Proto-Indo-European*, or *PIE*.

\**genə-*, also \**gen-*, Proto-Indo-European root meaning "give birth, beget," with derivatives referring to procreation and familial and tribal groups.

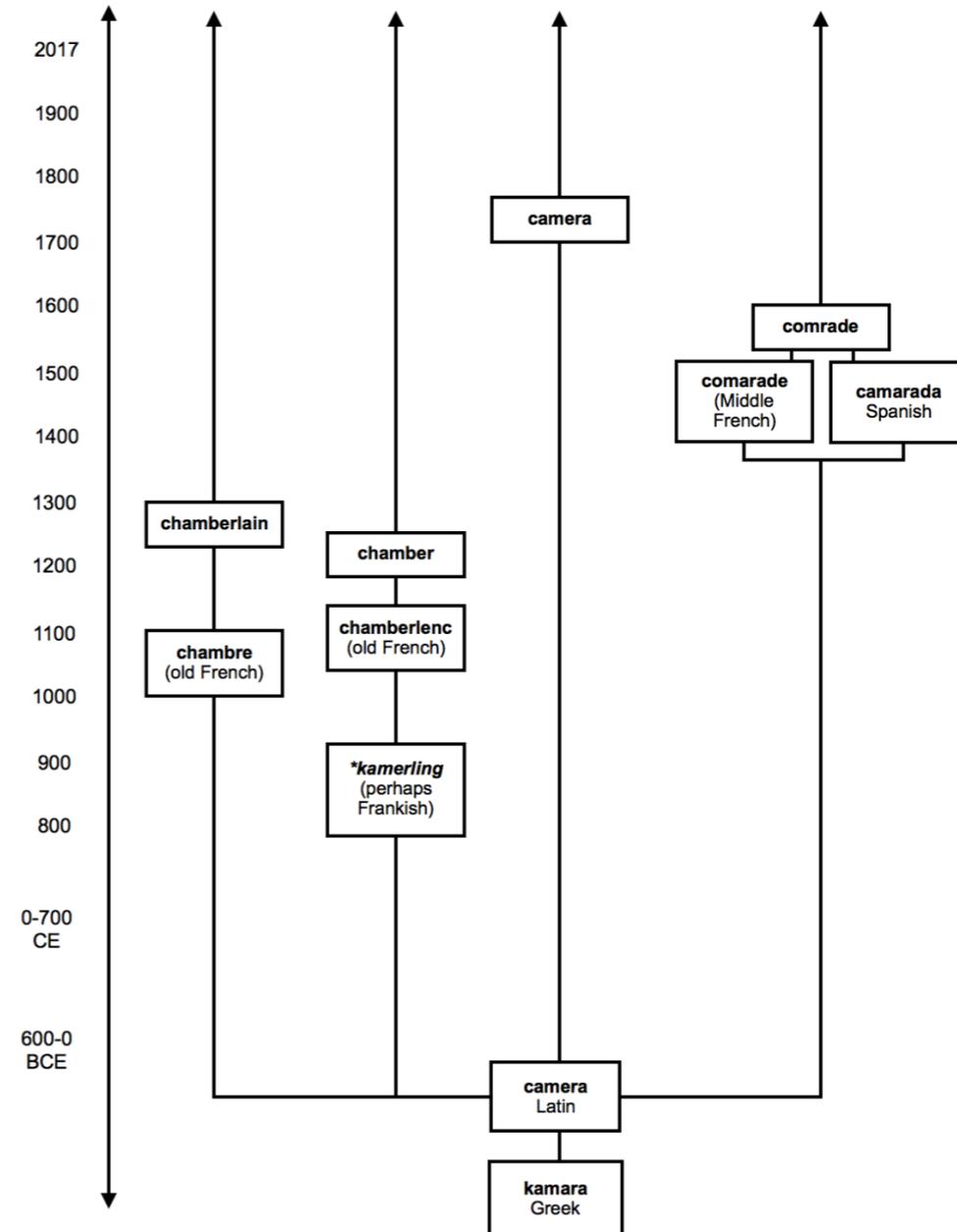


Objective: The students will use [etymonline.com](http://etymonline.com) to investigate cognates.

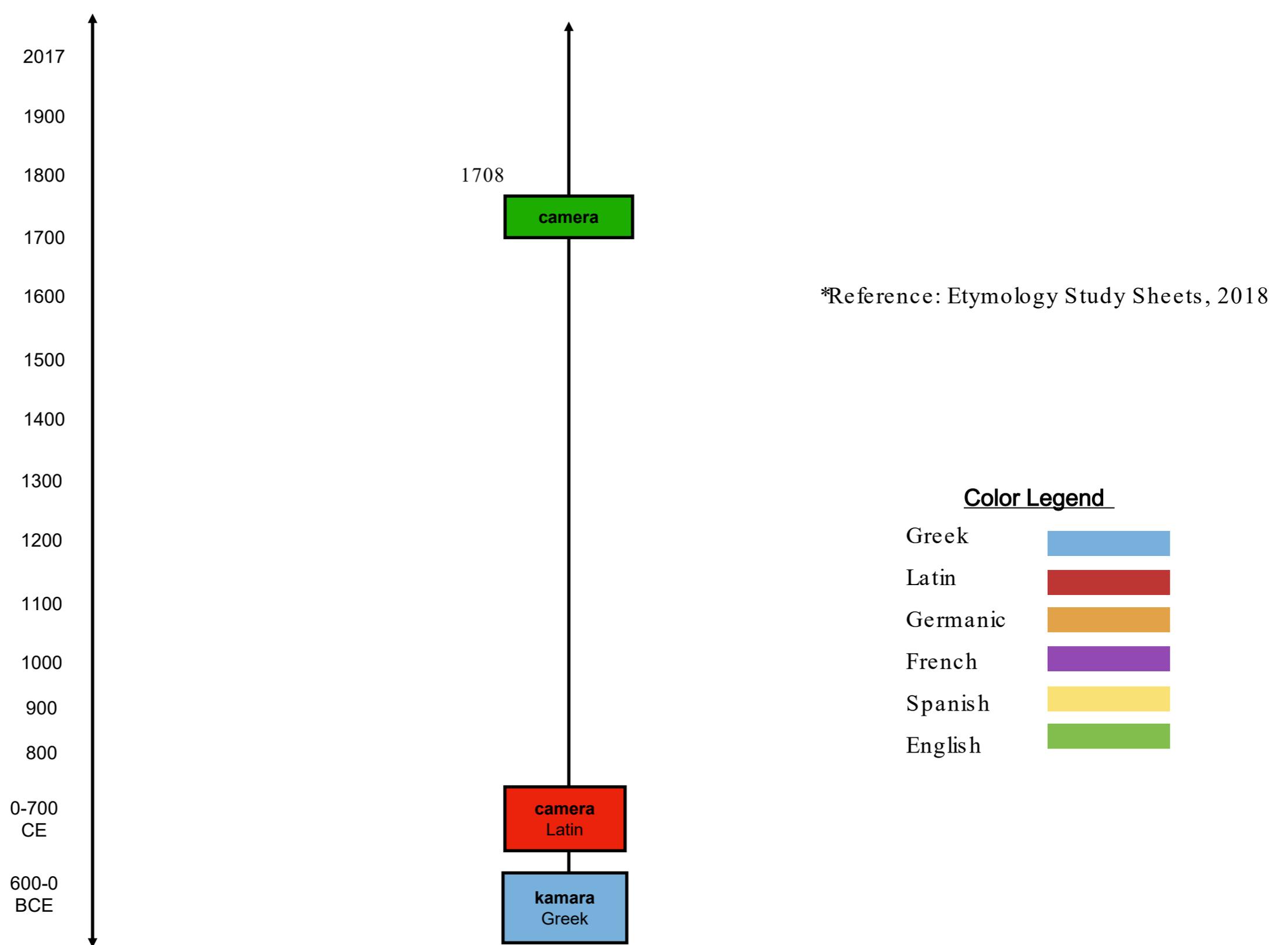
- camera (n.)**  
 1708, "vaulted building; arched roof or ceiling," from Latin *camera* "a vault, vaulted room" (source also of Italian *camera*, Spanish *camara*, French *chambre*), from Greek *kamara* "vaulted chamber, anything with an arched cover," which is of uncertain origin.
- chamber (n.)**  
 mid-13c., etymologically "person who manages a chamber or chambers," but by the time the word reached English it had evolved to describe an important royal officer of various duties, such as "one who attends a king or person of high rank in his or her private chamber," and especially "keeper of the treasure-chamber;" from Old French *chamberlenc* "chamberlain, steward, treasurer" (Modern French *chambellan*), from a Germanic source (perhaps Frankish *\*kamerling*; compare Old High German *chamarling*, German *Kämmerling*), from Latin *camera* "chamber, room" (see camera) + Germanic diminutive suffix *-ling*.
- chamberlain (n.)**  
 c. 1200, "a room in a house," usually a private one, from Old French *chambre* "room, chamber, apartment" (11c.), from Late Latin *camera* "a chamber, room" (see camera).
- comrade (n.)**  
 1590s, "one who shares the same room," hence "a close companion," from Middle French *camarade* (16c.), from Spanish *camarada* "chamber mate," or Italian *camerata* "a partner," from Latin *camera* "vaulted room, chamber" (see camera).

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\*The words from this exercise came from social studies content on exploration in my class.



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# Answer Key

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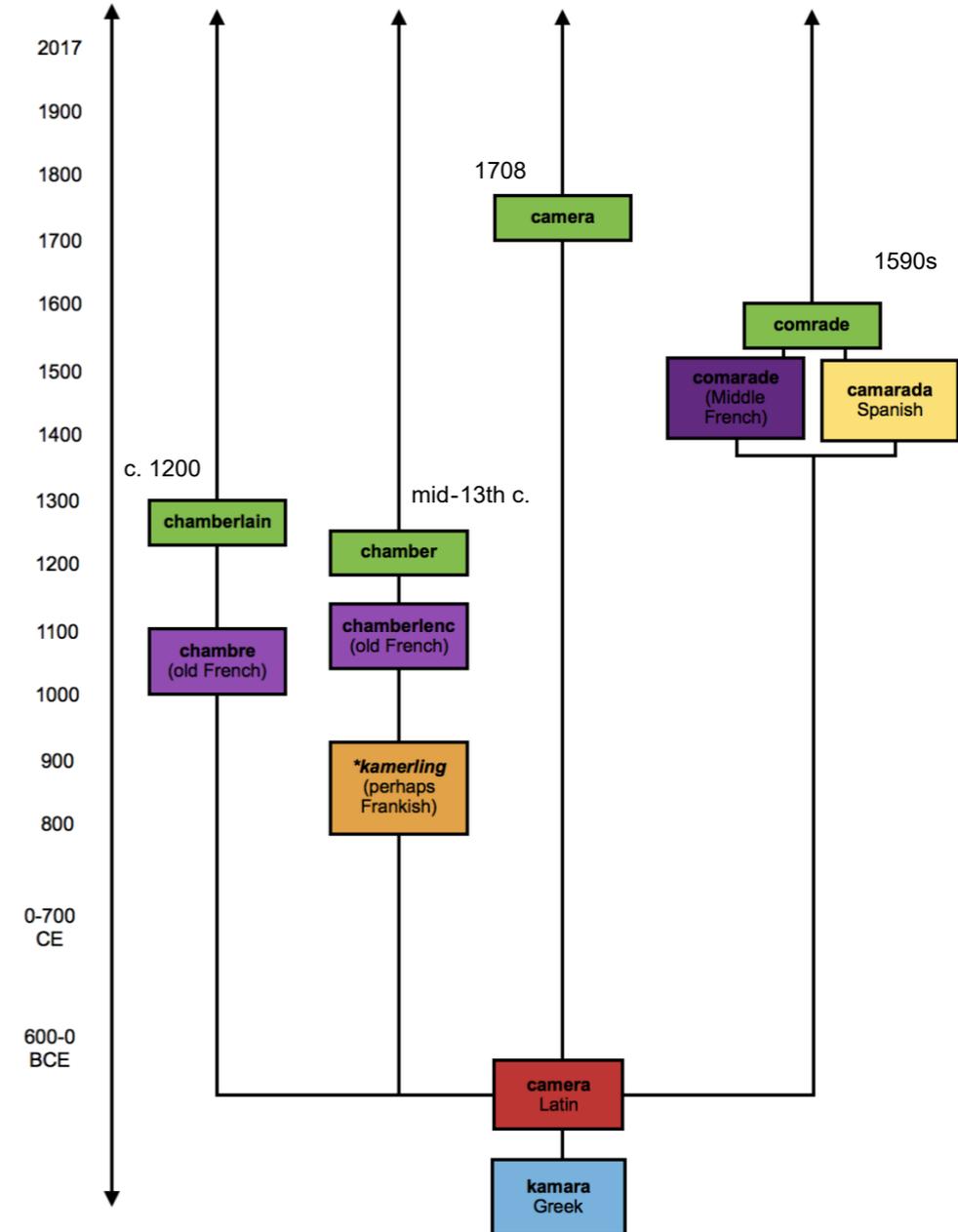
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Germanic	<span style="background-color: #DAA520; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>
French	<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>
Spanish	<span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>
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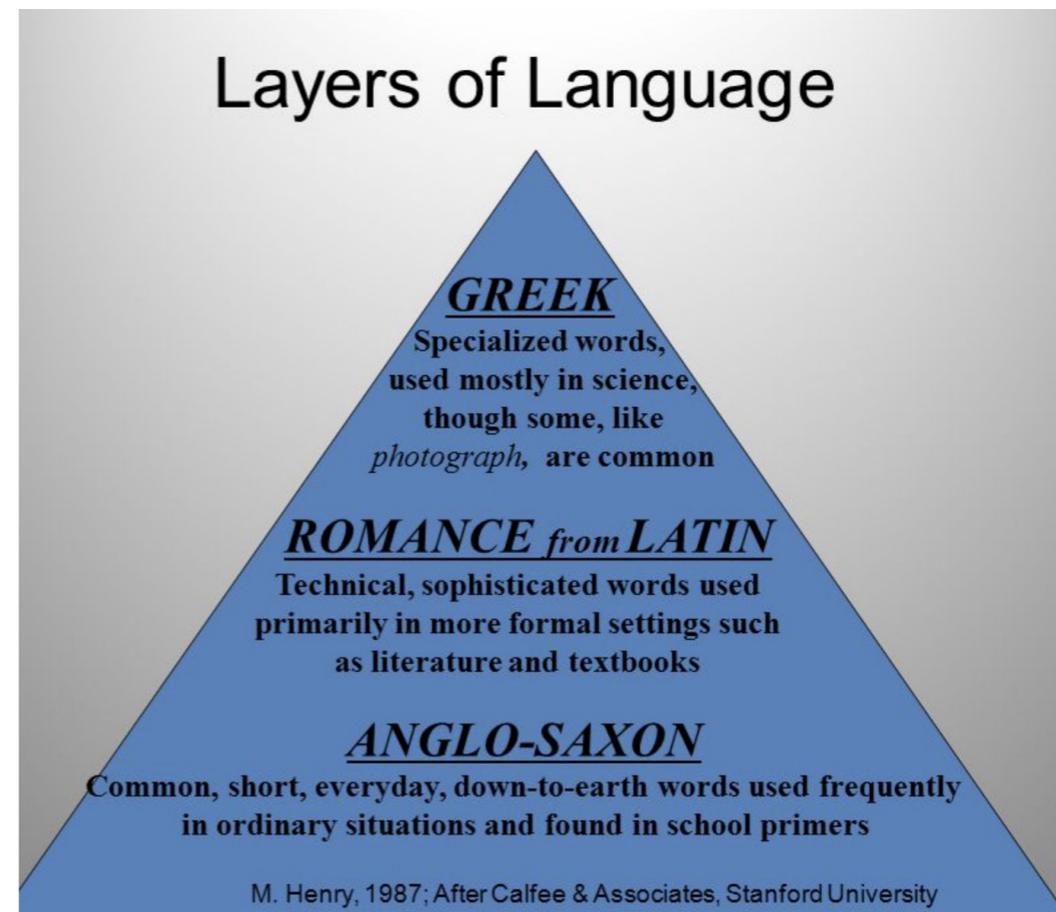
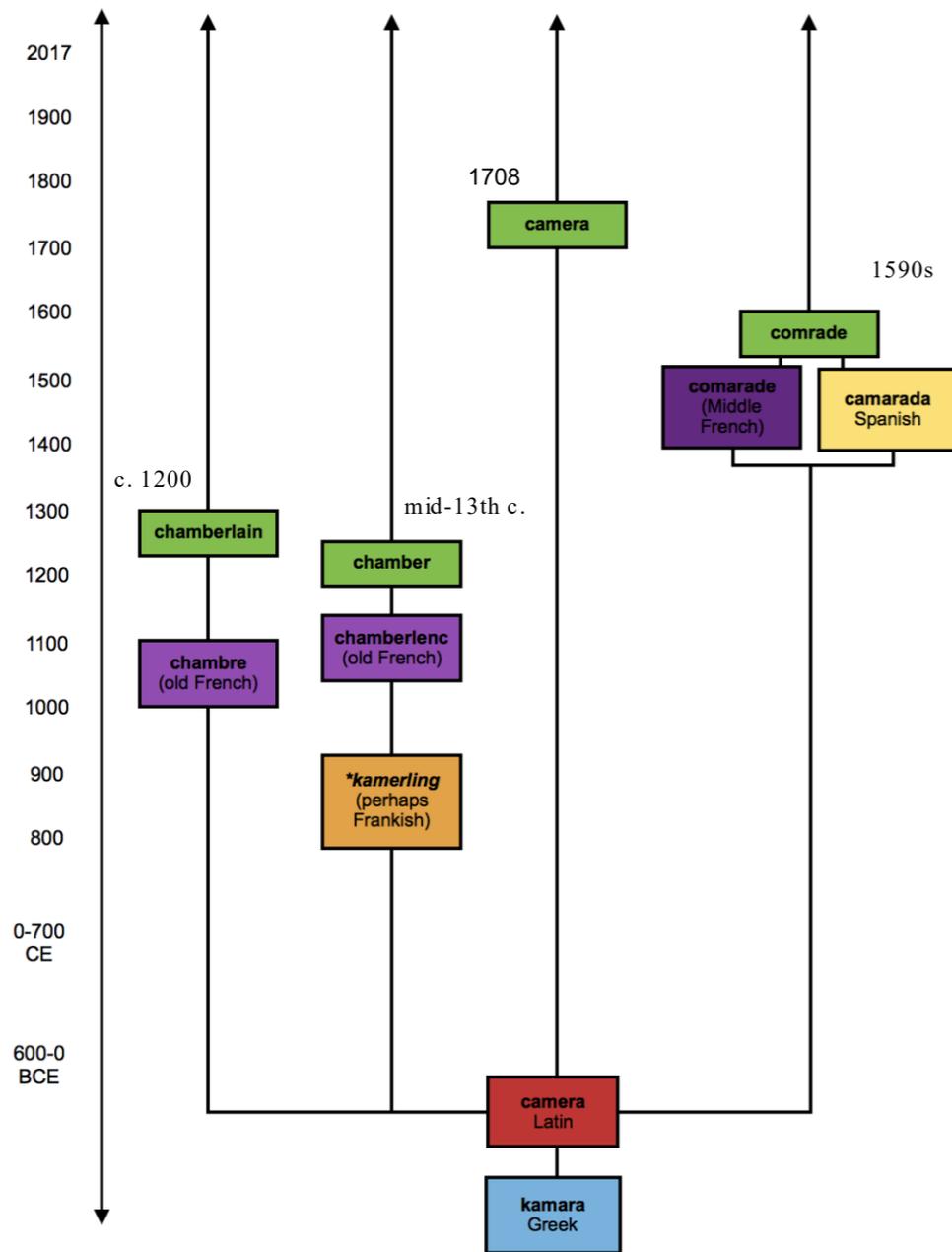


## Grapheme Choice

camera	camera	<a>
chamber	chamber	<a>
chamberlain	chamberlain	<a>
comrade	*comrade	*<a> ~ <o> bears a relationship, compared to <a> <del>&lt;u&gt;</del>

Etymology drives the graphemes, regardless of the exact pronunciation.

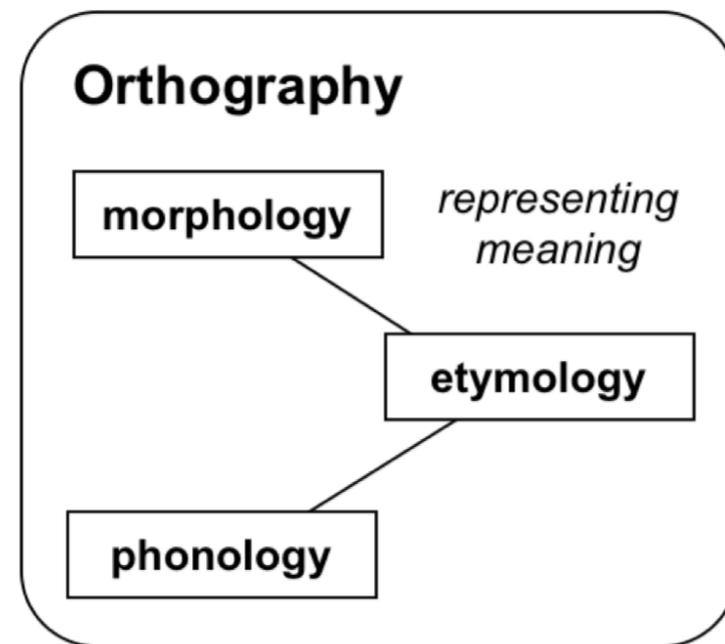
Where would *chamberlain*, *chamber*, *camera*, and *comrade* fit on the "layers of language" pyramid?





# English spelling includes:

- patterns to be discovered, not memorized
- structures that can be studied and understood (stars, rocks, numbers, music)



**English spelling is \_\_\_\_\_**

# English spelling is **always** \_\_\_\_\_

**orderly** → ord + er + ly

'pattern, series, arrange'

harmony  
articulate  
ornate

---

**meaningful** → mean + ing + ful

'have in mind, think'

mind  
music  
museum  
mental  
mosaic

---

**regular** → rege/ + ule/ + ar

'straight, ruled line'

regal  
regent  
correct  
royal  
right

## Resources

[www.languageinnerviews.com](http://www.languageinnerviews.com)

[www.linguisteducatorexchange.com](http://www.linguisteducatorexchange.com)

[www.etymonline.com](http://www.etymonline.com)

[www.realspelling.fr](http://www.realspelling.fr)

[www.wordworkskingston.com](http://www.wordworkskingston.com)