

4-PART WEBINAR SERIES | 6:30 PM CT 95 Percent Change


Discovering How the English Spelling System Works: An introduction to Spellography

JUNE 11

What do syntax and grammar have to do with spelling?


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Our Foundational Principles



We believe that ALL children deserve a chance to learn to read.

Our purpose is to unlock the power of literacy for every child.

We build on science to empower teachers—supplying the knowledge, resources, and support they need to transform developing readers.

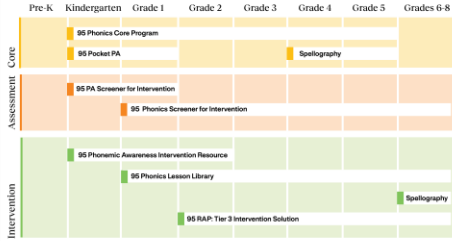
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The One95 Literacy Ecosystem™ is a cohesive suite of resources that aligns to our mission and standards of excellence. Instruction in all solutions is aligned across tiers of instruction to maximize outcomes for students. Flagship products in each tier include the following:



SPELLOGRAPHY

Louisa Moats, EdD and Bruce Rosow, EdD



Discovering How the English Spelling System Works:
An introduction to Spellography

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Four session series on language and spelling

PART 1 | AVAILABLE NOW ON DEMAND
What does phonology have to do with learning to spell?

PART 2 | AVAILABLE NOW ON DEMAND
How do graphemes represent phonemes in English orthography?

PART 3 | Tuesday, May 21
How does spelling represent meaning in English?

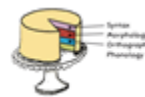
PART 4 | Tuesday, June 11
What do grammar and syntax have to do with spelling?



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The layers of language represented in print

- Phonology: speech sounds
 - 44 consonant and vowel phonemes
 - Phoneme awareness
- Morphology and Etymology
 - Meaningful word parts and word origin
- Syntax: sentence structure
 - How "parts of speech" are reflected in spelling
- Orthography: the writing system
 - Graphemes, phoneme-grapheme matching
 - Patterns of letter use, rules for endings, syllable types



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Spellography instructional routines

A typical lesson progression:

- Explain the spelling concept
- Practice phoneme awareness
- Study the spelling pattern: Word completion, word sort, word build, word analysis, phoneme-grapheme matching
- Read lists of pattern-based words (repeated for fluency)
- Analyze the morphological structure of words
- Write words and sentences to dictation
- Compose or complete sentences using a sentence frame



What do grammar and syntax have to do with spelling?

birdfeeder, processor, solar, quirrier, cellular,
 discover, enforcer, radiator,
 cubical cubicle typical vehicle
 Burly bears barely budge.
 alternate, pirate, rotate, duplicate



“ I really do not know that anything
 had ever been more exciting than
 diagramming sentences.”

GERTRUDE STEIN



Syntax (GK.) syn = together + tasseinher = arrange

Syntax = to arrange together; word arrangement, order

Buried in the yard Yogi a bone
Yogi buried a bone in the yard.

Knowledge of syntax correlates with overall verbal expressive ability, written expression, and reading comprehension.



Syntax and semantics differ

Colorless green ideas sleep furiously.
Furiously sleep ideas green colorless.

1. 'Twas brillig and the slithy toves
did gyre and gimble in the wabe."
2. 'Twas brillig the and slithy toves
did gyre the and gimble in wabe."
3. Gimble the gyre in brillig and 'twas toves
did and the wabe slithy."



Mental model

- Entities exist.
- Entity = noun phrase
- Entities change and cause change.
- Change = verb phrase



Syntax/word order U3, G1 & G2

Phrase Structure: Parts of Speech and Questions
A phrase consists of two or more words doing the job of a single syntactic category.

Sentence = NP + VP

	moo	cows	musically	brown
	Brown	cows	moo	musically
Adjective	Noun	Verb	Adverb	
What kind?	Who, What?	Did what?	How?	
	grumpily	Grumpy	grumbles	grandpa



Phase structure: a few rules go a long way

Sentence = NP + VP

NP → (DET) + (ADJ) + N + (PP)
That silly dog by the compost

VP → V + (NP) + (PP)
buried his bone under the pile.

PP → Prep + NP
by the compost; under the pile

That silly dog by the compost buried his bone under the pile.



Mandatory and optional Q's

The verb is the boss

The boy put.

who (n.) did what (v), - The verb, put, is not happy.

The boy put the cat. - You need, put what? (the cat)

The boy put on the dog. - you need, put where? (on the dog)

The boy put the cat on the dog.



Usage is determined by asking questions

Answers can be a word or a phrase LA. L.6.4

Illustration from U3 L6 p 83 TE

Identify word usage (parts of speech) by asking questions.
Hopeful **Yogi** **plants** **bones** **carefully**.
 what kind? = adjective who/what? = noun did what? = verb what? = noun how? = adverb

Phrase Structure: Identify phrase usage by asking questions.
 NP + VP
That purple penguin **wonkly waddled** **past Pete** **just now**, **to say hello**.
 which one, what kind, who/what + how, did what, where, when, why
 adj/ det adj. noun + adverb verb adverb phrases



Sentence frames LA. L.6.1. 6.2

Yogi	chased	a frisbee.		
Who - noun	Does what - verb	What - noun (the done to)		
Hari	deftly	opened	the package.	
Who - noun	How - adverb	Does what - verb	What, who - noun	
The soccer	player	quickly	scored.	
Which one, what kind - adjective	Who - noun	How - adverb	Does what - verb	
Forgetful	Tara	suddenly	remembered	her homework
Which one, what kind - adjective	Who - noun	How - adverb	Does what - verb	What - noun (the done to)



Phrase structure LA. L.6. LA. L.6

The proper parse answers a question

The cranky duck / with the wacky / quack dives for / clams under the dock.

The cranky duck / with the wacky quack / dives for clams / under the dock.

Hank / without / his glasses / fed his dog cat / food by mistake

Hank / without his glasses / fed his dog / cat food / by mistake



Preposition prefixes

LS, LS.1, LS.2 (11) LS.1.5 TE.1-79, LS.1.6.3

Many Old English prefixes are prepositions that tell where or when an action took place, or what kind of thing was doing the action. LS.1.6.

5.1 Construction Zone: Build a word with each prefix:

Prefix	Word	Prefix	Word
over-	overmatched	for(e)	foregone
under-	underhanded	out-	outlasted

5.2 Chop Shop: Bold the preposition prefix, then read:

overcast overbooked undertaken understanding
 bystander bygone outsider outsourced



Prepositional Phrases Start with a Preposition and End with a Noun

after, until, from, with, in, on, by, to, through, throughout, over, before, between, under, along, across, behind, up, at, into, against, among, towards, upon, for, ...

Adjective prepositional phrases tell what kind or which one. LS.1.6.2
 That dog, **with the scruffy face**, acts like a cat.

Adverb prepositional phrases tell when, where or sometimes how the action was done. LS.1.6.3
At the end of the game, Kye **emkicked** the ball **into the net with confidence**.
 (11) LS.1.6.3 TE.1-81



Paint with prepositional phrases

LS, LS.1-3, LS.1.6.2-3, LS.1.6.4

Adjective prepositional phrases answer:
Which one? The beagle **in the dog show**
What kind? **from Iowa**

Adverb prepositional phrases answer:
Where? at the skatepark, **behind the supermarket**, off Main Street
When? before the parade, **in the early morning**, after doing chores
How? with style, with confidence, for fun

noun	Adj. pp	verb	Adverb pp	Adverb pp	Adverb pp
Subject Doer	Which one What kind	Did what	Where	How	when
Tara	from your school	flew	around the course	with style	after her fall.



**Suffixes Have Two Jobs:
Add Meaning
Mark Usage / Parts of Speech**

To understand how suffixes work, students need to identify how suffixes mark usage. Use questions to identify usage.

U9L6.4 Question Bin- Sort

Adjective	Noun	Verb	Adverb
Which one? How many? What kind?	Who? What?	Did what?	How? Where? When? Why?



TH-Content words and function words

What do you notice about the grapheme th in these content and function word groups?

Content TH Words

thing, thimble
thistle, theme, thumb

Function TH Words

this, that, the
those, these, then



Sort 'th' content words by part of speech

Test adjectives by seeing if they sound right before nouns.
Adjectives answer: **Which one? How Many? What kind?**
Test adverbs by seeing if they sound right after verbs.
Adverbs answer: **When? Where? How?**

thin thinly thick thickly thicket
thank thankful thorn thorny

Adjective	Noun	Verb	Adverb



Suffixes have two jobs:

- Add meaning
- Mark usage/parts of speech

Our three stellar	referees	rapidly	justify	decisions
Adjective Which one? How many? What kind?	Noun (the doer) Who? What?	Adverb How?	Verb Did what?	Noun (the donee) Who? What?

Unscrambled Eggs: Solve the anagram below. Use the sentence frame and suffixes as clues.

sensors short-circuts instantly electric identify

Spellings for /er/ in final unaccented syllables:
Sch-watch out!

2 nd Syllable	Full Word	2 nd Syllable	Full Word
lar	cellular	tor	adaptor
gar	vinegar	sor	cursor
tar	mortar	tor	pastor
gar	beggar	bor	harbor

/er/ nouns: -er, or, and sometimes -ar

“Who or what?”

Old English Noun suffix -er:

move - mover fix - fixer mix - mixer serve - server

A farmer is: someone who farms

A burner is: something that burns

Latin Noun suffix -or: Make nouns out of Latin verbs (after 's,' 'y' or -ate)

compress - compressor conduct - conductor operate - operator

A sailor is: someone who sails

A reflector is: something that reflects

Using -ar and -ular

-aris seldom used to spell nouns:

burglar liar beggar cellar mortar

collar dollar vinegar nectar sugar

-ar and -ular are commonly used for adjectives:

angle - angular circle - circular

tube - tubular cell - cellular



Adding suffixes to make adjectives (1)

Old English -er adjectives mean, "more than."

Can you take away -er and still have a word?

richer smarter letter quieter critter



Adding suffixes to make adjectives (2)

Latin -ar / -ular adjectives mean, "having to do with / of what kind?"
If you take off -ar, you may not get a whole word.

similar regular cedar polar muscular

If you take -ar /-ular off, you may get a noun.

tubular rectangular muscular vehicular molecular



Two-to-three way words

-er forms nouns, comparative adjectives or verbs

chatter glitter father wonder border
 hunger shower number answer clutter
 butcher shelter charter splinter counter
 temper whisper partner flower matter

Yogi **hungers** for a new bone to ease his **hunger**.
 Tara gets the right **answers** when she **answers** questions on the quiz.

Putting usage to work, spelling final /er/

	Noun		Adjective		Verb
	Someone Who	Something That	Having to Do With / What Kind	More Than	Names an Action
ER	dodger, logger	grinder sander		larger	bother
OR	actor, sailor	reflector			
AR	liar		angular, polar		

Using usage and meaning to spell suffixes

Cubical Cubicle: Sort into noun spellings and adjective spellings.
 popsicle critical tropical particle follicle vertical

Noun- Who? What?	Adjective- Which one? Whatkind?

Cloze Shop: Complete the words below with **-icle** or **-ical**.
 chem ical part icle polit ical art icle
 ident ical icicle pract ical veh icle

Use usage UP.1, L.4.5, 4.6, 4.7

music / musical
Because of her _____ talent, the _____ Estella could play amazed her teachers.

ethic / ethical
Her strong work _____ and _____ treatment of her classmates earned her great respect.

Change the words to end in -ical: **magic, type, history, myth, tactic**
Use both forms in a sentence.

The **magic** sword gave Arthur **magical** powers.



The Fuzziest Fuzz Fuzzily Fuzzes Fuzz

We turn nouns (fuzz) into adjectives by adding the suffix -y (fuzzy)
We can then add -er or -est to mean "more than," or "most."
grump grumpy grumpier wave wavy waviest

Yogi got messy when he sniffed the sticky donut, messier when he stepped on it, and the messiest dog ever when he rolled in it.

We often also add -ly to adjectives to form adverbs.
luck - lucky - luckily haste - hasty - hastily wit - witty - wittily



Inflectional suffixes

Old English Inflectional Suffixes often do not change the parts of speech:
I **pluck** my guitar like Barry **plucked** the guitar. Plucked is still a verb.
My **dog**, and all **dogs**, sniff and scratch. Dogs is still a noun, like dog.

BUT, suffixes are slippery characters! Use depends on what question a given word with a given suffix, used a certain way, answers.

Dancing dogs, **were** dancing around the compost pile.
Plucked chickens **are** plucked by plucky pluckers.



Jobwise UB.2, L3.6-7

Using usage to understand suffixes

The suffixes **-ward** and **-wise** are used on words that answer different questions and play different roles in sentences.

Words that answer Which one? What kind? are **adjectives**

We followed the **southward trail**
The **streetwise student** found the bus in no time.

Words that answer Where? When? How? are **adverbs**

We followed the trail **southward**.
If we hike **clockwise**, we will follow the Loop Trail.



Using usage - y

Final **-y** is often, but not always a suffix. Words that end in final-**y** answer different questions and play different roles in sentences.

Sort these final **-y** words by their use as nouns or adjectives UB.6, L4.1

treaty speedy heavy energy dairy
cheery cherry lengthy galaxy daddy

The _____ man was eating a _____. (cheery : cherry)
After the debate, they signed a _____ _____. (lengthy : treaty)



Using usage -ly

Adding **-ly** to adjectives can turn them into **adverbs** meaning "in a manner of," or "how." (pleasant/pleasantly, devoted/devotedly) UB.1, L4.2

mere: sheepish kind: easy:

Add a verb: merely ate; sheepishly quit; kindly donate; easily sleep

Adding **-ly** to a noun can turn it into an **adjective** meaning "having the qualities of," or "what kind." (bodily, earthy, daily) UB.1, L4.3

A good: the saint: the year: a time:

Add a noun: A goodly amount; the saintly man; the yearly bonus; a timely gift



Something you -ate: Accent and usage UTB, L.6.3

create graduate private accurate advocate
delicate delegate donate moderate educate

Accented long /ă/ (ate) as in concentrate.	Pronounced either way	Unaccented schwa vowel [ə], as in climate

Use -ate words in sentences.
What does the accent tell you about how the suffix -ate marks usage?



Something you -ate: Accent and usage

Accented long /ă/ (ate) as in concentrate.	pronounced either way	Unaccented schwa vowel [ə], as in climate
create, donate, educate	graduate, delegate, advocate, moderate	climate, private, delicate, accurate

Accented -ate words act as verbs answering, Did what?
Unaccented -ate words work as nouns, answering, What? or Who?
or as adjectives answering the questions, Which one? or What kind?

Tell if the word is a noun (n), an adjective (adj), or both (b).

chocolate ___ climate ___ accurate ___ delicate ___
Senate ___ ultimate ___ private ___ frigate ___



Something you -ate: Usage UTB, L.6.4

Accented long /ă/ (ate) as in concentrate.	pronounced either way	Unaccented schwa vowel [ə], as in climate
create, donate, educate	graduate, delegate, advocate, moderate	climate, private, delicate, accurate

Underline -ate when it is accented acting as a verb.
When -ate is unaccented, mark it as n = noun or adj = adjective

Please separate the dogs from the cats and put them in separate (adj) pens.
Before you are a graduate (n), you must graduate.



Derivational suffixes are used in Latin words. They often change a word's usage.

-ular	-ulate	-ulent	-ulous
popular muscular	populate calculate	turbulent fraudulent	populous fabulous
P.O.S.: adjective	P.O.S.: Verb	P.O.S.: adjective	P.O.S.: adjective

The plane hit _____ air and bounced in the clouds.
 We can _____ distance of stars in light years.
 Our _____ dog can do tricks on his skateboard.



U-connectors UT 7, L&E

Add suffix	New Word	Part of Speech
evolve + tion	evolution	n
act + al	actual	adj
accent + ate	accentuate	v
sense + ous	sensuous	adj
instinct + al + ly	instinctually	adv



Recover the base word UT 4, L&E

fixation	fixable	fix
digestion	digestible	digest
citation	citable	cite
conversion	convertible	convert

Use all three word forms in a sentence:
 The income **tax** is **taxation** based on reported **taxable** income.
 To attain **perfection**, Yogi practices a **perfectible** skill, like begging for table scraps, until he is **perfect** at it.



What do grammar and syntax have to do with spelling?

birdfeeder, processor, solar, quirkier, cellular, discover,
enforcer, radiator,

cubical cubicle typical vehicle

Burly bears barely budge

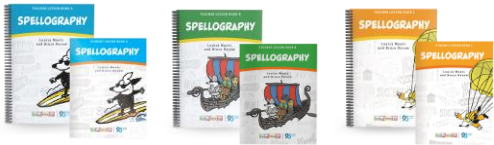
alternate, pirate, rotate, duplicate

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Thursday, August 28
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Tuesday, November 12
12:00-3:00PM CT

Thursday, September 5
12:00-3:00PM CT

Tuesday, December 3
8:00-11:00AM CT

Tuesday, October 8
8:00-11:00AM CT



- 3-hour training, facilitated by a product expert on Books A & B
- Registration to open Monday, June 24; additional details will be shared with all webinar registrants
- Certificate of Attendance awarded for workshop completion

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57