Effective Instruction for Middle School Students with Reading Difficulties:

The Reading Teacher's Sourcebook

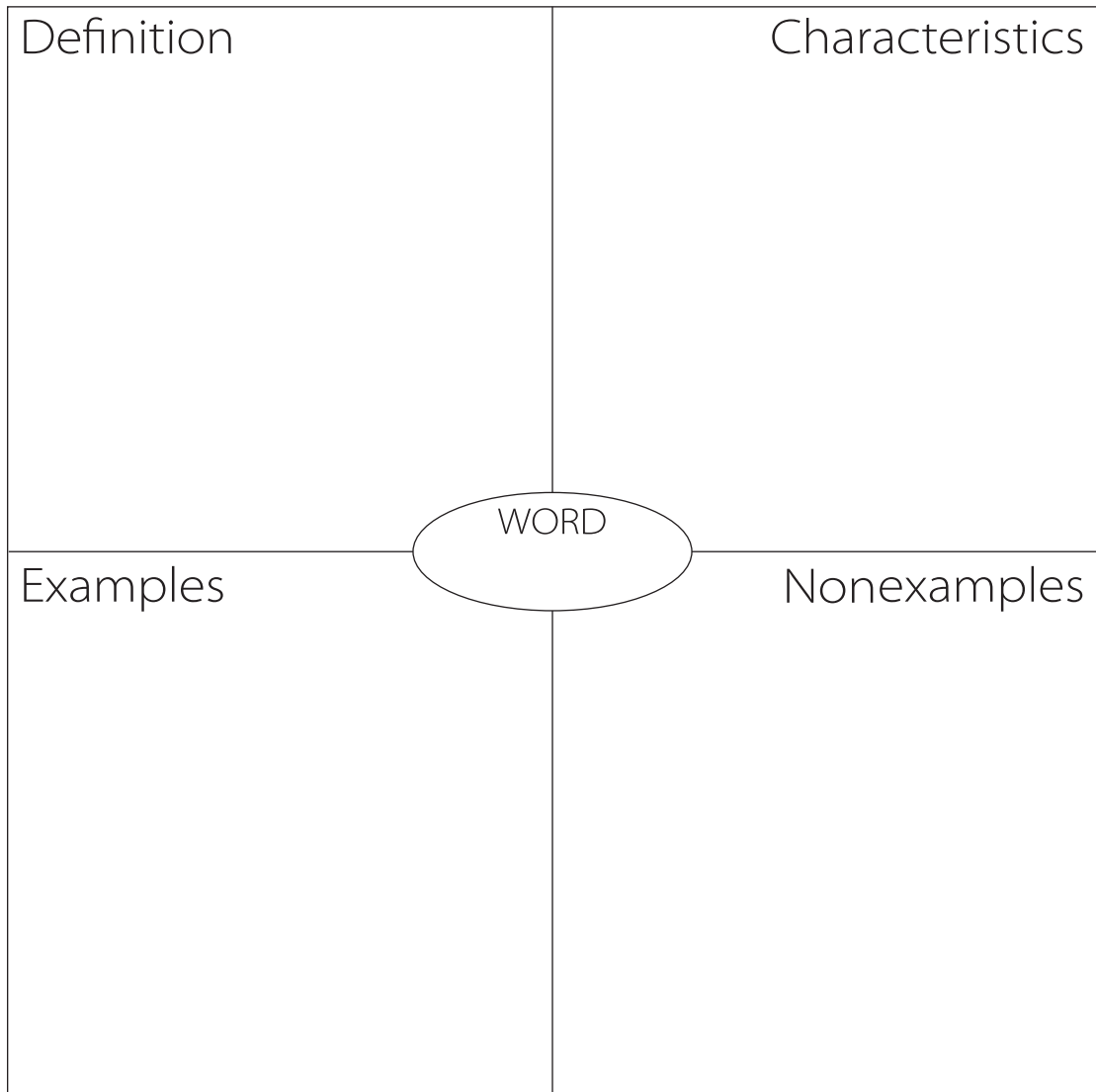Authors: Carolyn Denton, Deanna Bryan, Jade Wexler, Deborah Reed, and Sharon Vaughn

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THE UNIVERSITY OF TEXAS AT AUSTIN

Appendix, Part 1

Semantic Feature Analysis Grid								
Concept:								
Features								
Examples								

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Frayer Model

Definition	Characteristics
Examples	Nonexamples

WORD

Adapted with permission from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). A schema for testing the level of concept mastery *(Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.*

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Appendix, Part 2

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The Origins of English

If this is the first time you are introducing Latin or Greek roots, you may want to use a map of Europe as you tell this simple story about the origins of English. (This account was contributed by Susan Ebbers of the University of California, Berkeley. See Ebbers [2003].)

First, I want you to know a little about how our language got to be the way it is. This story explains why our English language is so complicated. It explains that English is a mixture of Greek and Latin and French and German.

Most people think that Greek is the oldest layer of the English language. Greek words go way back, to about 3,000 years ago. We like to use old Greek roots to name new terms in medicine or science: *dinosaur*, *technology*, and *esophagus*. Even some simple words stem from old Greek: *anchor*, *school*, *phone*. About 10 percent of our English words are Greek. Some of the letters of our alphabet are Greek. Even the word *alphabet* is a Greek word.

The next oldest layer of our language is Latin. Long ago, the Romans spoke a language called Latin. Today Rome is only a city in Italy, but 2,000 years ago the Roman Empire covered most of Europe. Many of the languages spoken in Europe today were originally Latin-based, including Spanish, French, Portuguese, and Italian. The Romans ruled a big chunk of the world.

The Romans even invaded the Celtic people in England; only back then England was called Britton. Romans lived in Britton for about 500 years, until finally the Roman Empire fell apart. The Roman army pulled out of Britton and went back to Rome in the year 410. The Celtic people were glad to get their homeland back again. But their joy was not to last.

Very soon, new invaders attacked the Celts. The invaders were called the Angles and the Saxons. They spoke Anglo-Saxon, which is a Germanic language. The Anglo-Saxon invaders chased the unhappy Celts to Scotland and Ireland and Wales. The Germanic Anglo-Saxons settled in Britton. Their language was called Anglo-Saxon, but over the years its name changed to English. So, about 1,500 years ago, the English language was born. It was a German language, spoken by the Anglo-Saxons.

There was no rest for the Anglo-Saxons in Britton. For more than 100 long years the Vikings attacked, sailing right up to London in their sleek and swift ships. The Vikings, from Norway, also spoke a form of German. Finally, the Vikings settled in England and married the Anglo-Saxons. So, by the year 1000 (1,000 years ago) everyone in England, Vikings and Anglo-Saxons, were speaking one kind of German or another! The English language was, at birth, almost totally German. Most of those early German words have died or become extinct. Today, only about 20 percent of those German words are left in our language: *live*, *love*, and *laugh* are all Germanic words from the days of the Anglo-Saxons.

Then the Roman Catholic Church sent missionaries to England. The priests spoke Latin. Remember, the Roman Empire had ended, but the Roman language (Latin) continued. Latin was used by the church. Soon, Latin religious words began to mix with the German words in our language: *verse*, *priest*, *commandment*. Words that were borrowed from the long-gone Greeks also joined our language: *school*, *chorus*, *psalm*.

Then, in 1066, England was invaded by people who spoke French. For more than 100 years, the invaders insisted that the English people speak French (not German). French is a Latin-based language. So, thousands of French and Latin words joined the English language.

About 60 percent of the words in the English language are from Latin or French. The word *parliament* comes from the French word *parlez*, which means "to talk". *Parlez vous Francais?* The word *unique* is French. Do you see the prefix *uni-* at the beginning? *Uni-* is Latin for "one". So, if something is unique, it is the only one of its kind.

French was mainly the language used in the courts and government, in London. It was spoken by people who were rich and well-educated. The more common people (the servants and the serfs) spoke Anglo-Saxon Germanic English. So today we use a lot of Anglo-Saxon words for common everyday things. Words like *shoe* and *house* come from the old Anglo-Saxon English. We got a lot of "fancy" words from the French—words like *chandelier* and *ballet*. From Latin, we get textbook words like *subterranean*, *investigation*, and *prediction*. We can tell that a word is Latin because it usually has a prefix and/or a suffix, and a root.

So, you see, English is like a mixing bowl full of words that came from Anglo-Saxon, Latin, Greek, French, and many other languages. We borrow words constantly. Words like *taco*, *rodeo*, and *bronco* come from Spanish. The words *orange* and *algebra* are Arabic.

These words borrowed from other languages give English a very big vocabulary, so we can choose from many words to communicate. But so many language layers are confusing. That is why it is so hard to read and spell a lot of English words.

The good news is that we can learn some of the words and word parts that came from Anglo-Saxon, Latin, and Greek. This will help us understand a lot more about English.

Word Part Clue Evaluation Chart

WORD	No Prefix and Root Word	Prefix and Root Word	Prefix + Root = Meaning	Prefix + Root ≠ Meaning

Adapted with permission from Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. *Berkeley, CA: Consortium on Reading Excellence. Reproduction of this material is prohibited without permission from the publisher.*

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Common Prefixes			
PREFIX	% of All Prefixed Words	MEANING	EXAMPLES
Un-	26	Not, opposite of	unaware, unbelievable, unsure
Re-	14	Again	redo, replay
Im-, in-, il-, ir-	11	Not	impossible, incapable, illogical, irregular
Dis-	7	Not, opposite of	dishonest, disgraceful, discover
En-, em-	4	Cause to	enable, emblaze
Non-	4	Not	nonstick, nonfiction, nonexistent
In-, im-	3	In, into	inject
Over-	3	Too much	overtime, overeat
Mis-	3	Wrongly	misunderstand, misuse
Sub-	3	Under	subsurface, subway
Pre-	3	Before	prepay, preschool
Inter-	3	Between	international, interact
Fore-	3	Before	forethought
De-	2	Opposite of	decaffeinated, dehydrate
Trans-	2	Across	transatlantic
Super-	1	Above	superhero, supermodel
Semi-	1	Half	semiannual, semicolon
Anti-	1	Against	antiwar, antisocial
Mid-	1	Middle	midyear, midnight
Under-	1	Too little	underweight, underpaid
All others	3		

Top 20 prefixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. *Boston: Houghten Mifflin; as cited in White, Sowell, & Yanagihara, 1989.*

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Common Suffixes			
SUFFIX	% OF ALL SUFFIXED WORDS	PART OF SPEECH	EXAMPLES
-s, -es	31	Plural of noun	cats, boxes
-ed	20	Past tense of verb	sailed
-ing	14	Progressive tense of verb	jumping, racing
-ly	7	Usually an adverb; sometimes an adjective	slowly, lovely
-er, -or (agent)	4	Noun (agent)	runner, professor
-ion, -tion, -ation, -ition	4	Noun	action, transition, vacation
-able, -ible	2	Adjective	lovable, incredible
-al, -ial	1	Adjective	global, logical, partial
-y	1	Adjective	funny
-ness	1	Abstract noun	kindness
-ity, -ty	1	Noun	activity
-ment	1	Noun	merriment
-ic	1	Adjective	historic
-ous, -eous, -ious	1	Adjective	hideous, spacious
-en	1	Verb	quicken, thicken
-er (comparative)	1	Adjective	bigger
-ive, -ative, -tive	1	Adjective	alternative, pensive
-ful	1	Adjective	wonderful
-less	1	Adjective	effortless
-est	1	Adjective	strongest
All others	7		

Top 20 suffixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. *Boston: Houghten Mifflin; as cited in White, Sowell, & Yanagihara, 1989.*

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			Common Greek and Latin Roots
ROOT	ORIGIN	MEANING	EXAMPLES
aud	Latin	Hear	Auditorium, audition, audience, audible, audiovisual
astro	Greek	Star	Astronaut, astronomy, asterisk, asteroid, astrology
bio	Greek	Life	Biology, biography, biochemistry
cept	Latin	Take	Intercept, accept, reception
dict	Latin	Speak or tell	Dictation, dictate, predict, contradict, dictator
duct	Latin	Lead	Conduct, induct
geo	Greek	Earth	Geography, geology, geometry, geophysics
graph	Greek	Write	Autograph, biography, photograph
ject	Latin	Throw	Eject, reject, projectile, inject
meter	Greek	Measure	Thermometer, barometer, centimeter, diameter
min	Latin	Little or small	Miniature, minimum, minimal
mit or mis	Latin	Send	Mission, transmit, missile, dismiss, submit
ped	Latin	Foot	Pedal, pedestal, pedestrian
phon	Greek	Sound	Telephone, symphony, microphone, phonics, phoneme, phonograph
port	Latin	Carry	Transport, portable, import, export, porter
rupt	Latin	Break	Disrupt, erupt, rupture, interrupt, bankrupt
scrib or script	Latin	Write	Scribble, scribe, inscribe, describe, prescribe
spect	Latin	See	Inspect, suspect, respect, spectacle, spectator
struct	Latin	Build or form	Construct, destruct, instruct, structure
tele	Greek	From afar	Telephone, telegraph, teleport
tract	Latin	Pull	Traction, tractor, attract, subtract, extract
vers	Latin	Turn	Reverse, inverse

Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. *Berkeley, CA: Consortium on Reading Excellence; Ebbers, S. (2005).* Language links to Latin, Greek, and Anglo-Saxon: Increasing spelling, word recognition, fluency, vocabulary, and comprehension through roots and affixes. *Presented at The University of Texas, Austin, TX; and Stahl, S., & Kapinus, B. (2001).* Word power: What every educator needs to know about teaching vocabulary. *Washington, DC: National Education Association.*

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1. Reread the sentence that contains the unknown word. Be on the lookout for signal words or punctuation.

2. Reread the sentences before and after the sentence that contains the unknown word.

3. Based on the clues, try to figure out the meaning of the word.

4. Insert your meaning in the original sentence to see whether it makes sense.

Based on Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. *Berkeley, CA: Consortium on Reading Excellence.*

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Types of Context Clues

TYPE OF CONTEXT CLUE	WHAT TO LOOK FOR	SIGNAL WORDS	SAMPLE SENTENCE
Definition	A definition in the sentence	*Is, are, is called, means, or* Signal punctuation: Set off by commas	Brick made of sun-dried clay *is called* **adobe**. The Native Americans used **adobe***, or* bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word	*Also, as, like, same, similarly, too*	The Zuni built their homes with brick made of sun-dried clay. The Hopi *also* used **adobe** to build their homes.
Antonym	A word or phrase with the opposite meaning of the unknown word	*But, however, in contrast, on the other hand, though, unlike*	The Hopi lived in single-family houses, *but* the Iroquois lived in **longhouses**.
Example	Several examples in a list	*Such as, for example, for instance, like, including*	The Pueblo people grew many **crops** *such as* corn, beans, and squash.
General	General or inexact clues		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important **textile**.

Based on Baumann, J. F., Font, G., Edwards, E. C., & Boland, E. (2005). Strategies for teaching middle-grade students to use word-part and context clues. In E. H. Hiebert & M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice. *Mahwah, NJ: Lawrence Erlbaum Associates.*

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Guide for Context Clues Practice

Unfamiliar Word	Signal Word or Punctuation	TYPE OF CONTEXT CLUE Definition, Synonym, Antonym, Example, or General	My Definition

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The Vocabulary Strategy

If you read a word that you do not understand:

1. Look for CONTEXT CLUES. Reread the sentence and the surrounding sentences.

2. Can you break the WORD into PARTS? (If not, go to Step 3.)

   a. Is there a PREFIX? What does it mean?

   b. Is there a SUFFIX? What does it mean?

   c. Is there a ROOT WORD? What does it mean?

   d. Put the meaning of the word parts together. What is the meaning of the whole word?

3. GUESS what the word means.

4. INSERT your meaning into the original sentence to see whether it makes sense.

5. If needed, use the DICTIONARY to confirm your meaning.

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Vocabulary Strategy Worksheet

Word _____

Context Sentence _____

_____

1. Look for context clues.

   a. Reread the sentence, looking for signal words and punctuation.

Signal Words and Punctuation:

   b. Reread the sentences before and after the sentence with the word in it.

Context Clues:

2. Look for word parts you know. Tell what each word part means.

Prefix:

Suffix:

Root:

Put the parts together. What does this mean?

3. What do you think the word means? _____

   _____

4. Try your meaning in the context sentence. Does it make sense? _____

5. Check the word with a dictionary if you need to. Remember that many words have more than one meaning, so look for the one that goes with the sentence in the book. Were you right? _____

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