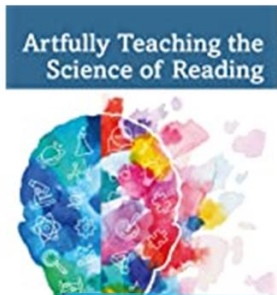


# Science-Based and Artful Approaches to Phonics & Vocabulary Instruction: Word Study that Works!



Bridging Young Readers  
to Forever Readers  
(SOMLA) 2024 CONFERENCE

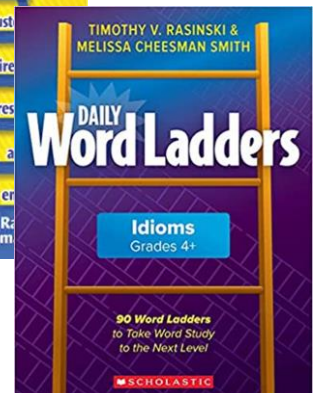
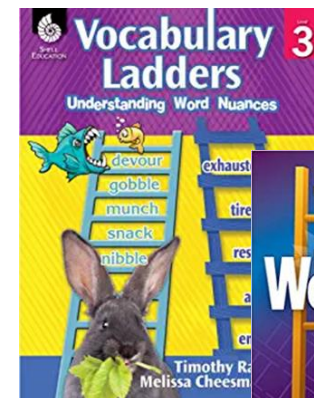
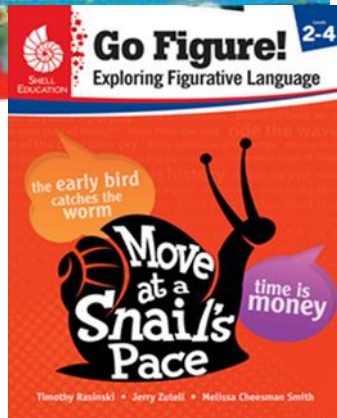


Timothy Rasinski, Ph.D.  
Kent State University

[trasinsk@kent.edu](mailto:trasinsk@kent.edu)

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

[@timrasinski1](https://twitter.com/timrasinski1)



# www.timrasinski.com

## Timothy Rasinski

The banner features a navigation menu at the top with the following items: Home, Products, Blog, Resources, and References. Below the menu is a portrait of Timothy Rasinski, Ph.D., with the text: Timothy Rasinski, Ph.D. Professor of Reading Education Reading and Writing Center Kent State University. To the right of the portrait, the words 'reading', 'literacy', and 'fluency' are stacked vertically in a large, light blue font. Below this text is a collage of educational book covers, including: 'Vocabulary Ladders 6: Understanding Word Nuances', 'Close Reading with Paired Texts: Level K', 'Literacy Time K: Phonics, Spelling, Word Fluency, Comprehension, and Much More!', 'Building VOCABULARY from Word Roots: Guided Practice Book', 'Word Steps 4-8: Making and Writing Content-Area Words', 'The Poet & Professor 2: Poems for Building Reading Skills', and 'Idioms and Other English Expressions: Introduced by Timothy Rasinski'.

### Biography

Timothy Rasinski is a professor of literacy education at Kent State University and director of its award winning reading clinic. He has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education. He's

## Professional Development

- Study Guide for Building Vocabulary with Greek and Latin Roots, (2nd Edition)-Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton
- Tim Rasinski's Handouts for Professional Development: From Phonics to Fluency to Proficient Reading
- Building Vocabulary Professional Development Video
- Tools to Teach Academic Vocabulary Webinar

## Research

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- The Latin-Greek Connection Building Vocabulary through Morphological Study
- Building Vocabulary White Paper
- Building Vocabulary Frequently Asked Questions

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- A Little Latin and a Whole Lot of English
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- The Art and Science of Teaching Reading
- Fast Start - The Effects of Fast Start Reading
- Fast Start - Getting Parents and Children Off to a Strong Start in Reading
- Fast Start - A 3-Year Study of a School-Based Parental Involvement Program in Early Literacy
- Impact of Short-Term Intense Fluency Instruction on Students' Reading Achievement: A Classroom Research Study.
- Who Wants to Be a (Reading) Millionaire?
- Making and Writing Words

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

**Timothy Rasinski**

Home Products Blog Resources References

reading literacy fluency

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# Twitter Resources

**@timrasinski1**  
**trasinsk@kent.edu**

- **Monday Morphology (Word Roots)**
- **Wednesday Word Ladder**
- **Fluency Friday**



# Behind Test Scores: What Struggling Readers *Really* Need

**Sheila W. Valencia and Marsha Riddle Buly**

Every year thousands of U.S. students take standardized tests and state reading tests, and every year thousands fail them. With the implementation of the No Child Left Behind legislation ([www.ed.gov/nclb/landing.jhtml](http://www.ed.gov/nclb/landing.jhtml)), which mandates testing all children from grades 3 to 8 every year, these numbers will grow exponentially, and alarming numbers of schools and students will be targeted for “improvement.” Whether you believe this increased focus on testing is good news or bad, if you are an educator, you are undoubtedly concerned about the children who struggle every day with reading and the implications of their test failure.

Although legislators, administrators, par-

time preparing students for these high-stakes tests (Olson, 2001), even though a narrow focus on preparing students for specific tests does not translate into real learning (Klein, Hamilton, McCaffrey, & Stecher, 2000; Linn, 2000). But, if we are really going to help students, we need to understand the underlying reasons for their test failure. Simply knowing which children have failed state tests is a bit like knowing that you have a fever when you are feeling ill but having no idea of the cause or cure. A test score, like a fever, is a symptom that demands more specific analysis of the problem. In this case, what is required is a more in-depth analysis of the strengths and needs of students who fail to meet

**75-90 %** of 3<sup>rd</sup> and 4<sup>th</sup> grade students manifesting difficulty in high stakes tests of reading comprehension exhibited significant difficulties in **accurate word recognition (phonics & vocabulary)** and reading fluency.

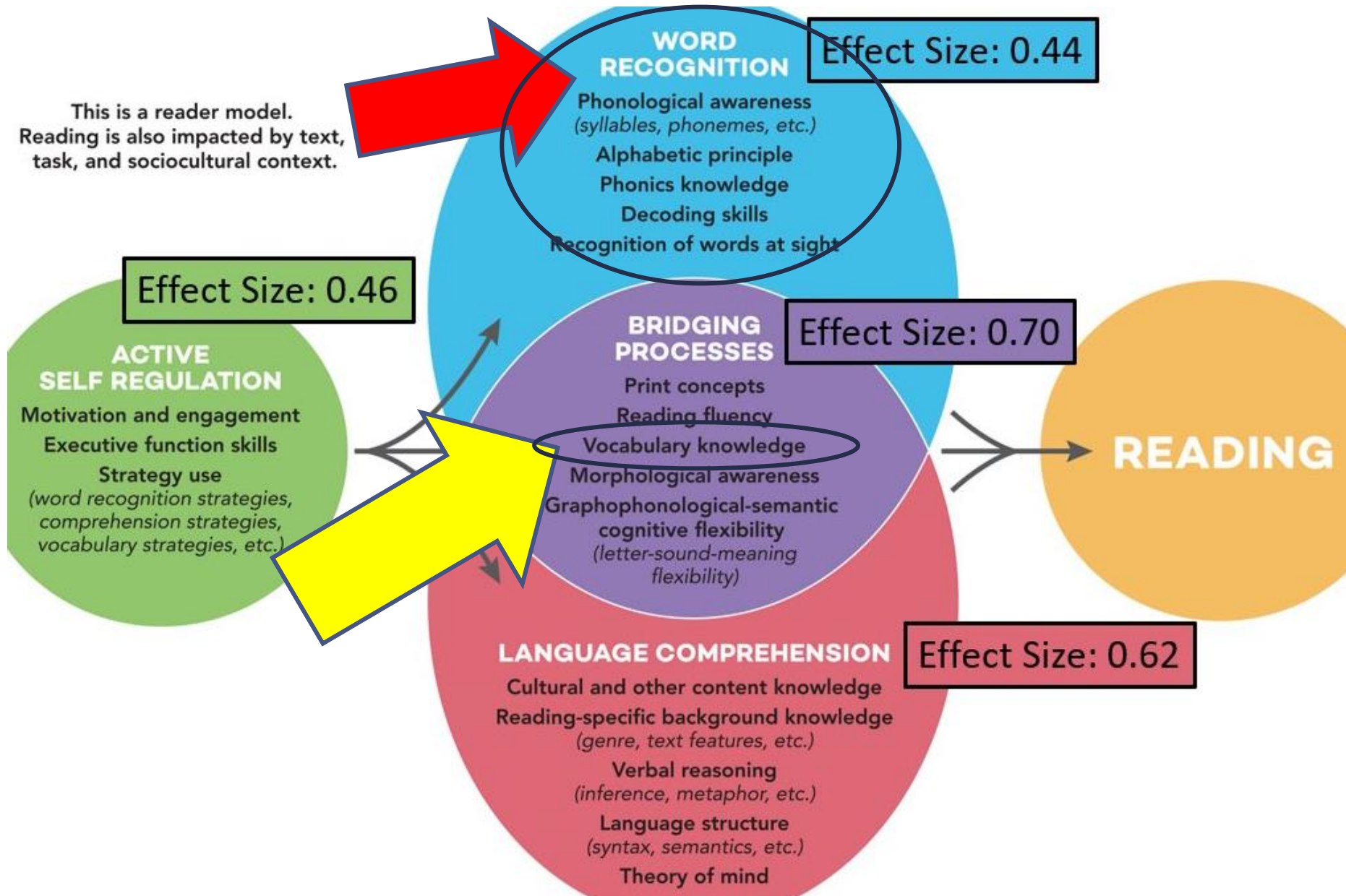
Valencia and Buly





# Active View of Reading -2023

This is a reader model.  
Reading is also impacted by text,  
task, and sociocultural context.



So Let's Talk Words...



# Did You Know?

English has the largest  
lexicon in the world –over  
1,000,000 words!

(Rasinski, Padak, Newton & Newton, 2008)





# Did You Know?

Each year over 12,000 new words are added to the English language!

(Rasinski, Padak, Newton & Newton, 2008)



# Did You Know?

The average 5<sup>th</sup> grader will meet 10,000 new words in reading.



(Nagy & Anderson, 1984)

# Did You Know?

Students will need to know approximately 500,000 words by the time they finish high school!



(Nagy & Anderson, 1984)



# Did You Know?

Students will need to know approximately 500,000 words by the time they finish high school!

(Nagy & Anderson, 1984)

**That's about 28,000 words per year from birth to age 18.**



Yet, research has found that students can learn only 8-10 words per week through direct instruction.



So what's the **BEST** way to  
teach words?



So what's the **BEST** way to teach words?

*I'm not sure of the best, but I do know some not-so-good way to teach words?*



# Passive “at-your-seat” Phonics?

Name \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

## Long Vowels

Complete the words by writing one of the vowels in each blank.

a e i o u

b\_\_ke

p\_\_le

l\_\_ke

d\_\_me

e\_\_ne

m\_\_le

l\_\_ke

tr\_\_ce

fl\_\_ke

t\_\_be

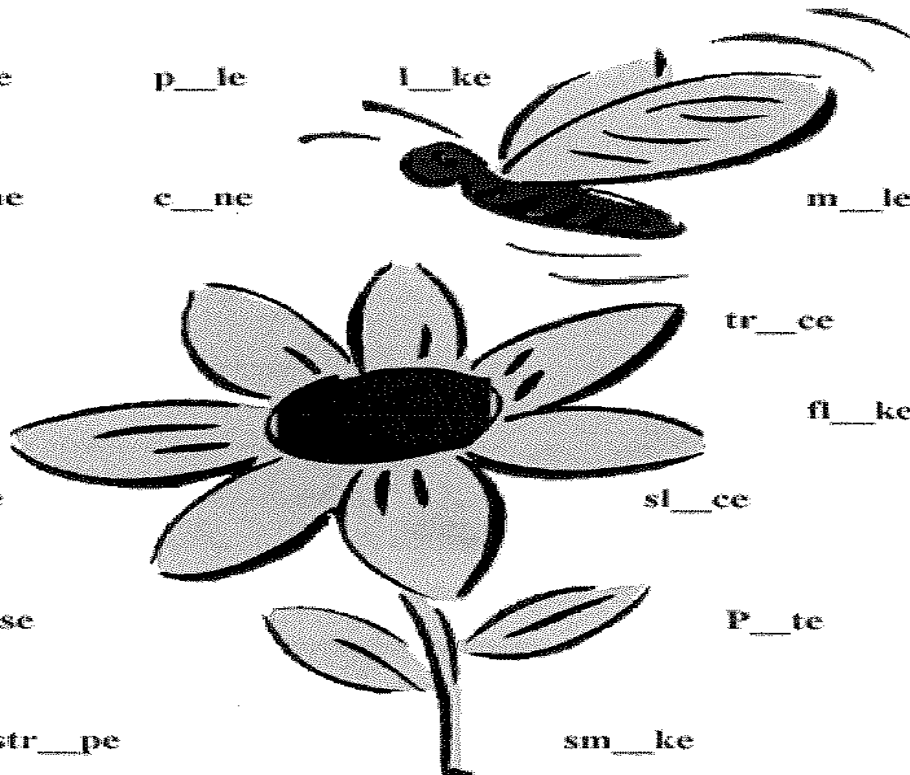
sl\_\_ce

ref\_\_se

P\_\_te

str\_\_pe

sm\_\_ke





2

Antonyms  
sent

Part of Speech & Definition  
Due Next Fri

Mike Rasinski  
Read per 1  
March 1

VOCABULARY LIST

- Do First 5
- 1. ~~adroit~~ - adj skillful & clever
  - 2. apprise - v. to notify
  - 3. aromatic - adj having an aroma
  - 4. ascetic - adj self denying, austere  
n. one who leads a life of self denial
  - 5. bayou - n. in southern U.S. A marshy inlet or outlet of lake, river, etc.
  - 6. bellicose - adj. quarrelsome, warlike
  - 7. choleric - adj. easily angered
  - 8. cloister - n. a monastery or convent
  - 9. conjecture - n. guess, inferring without complete evidence
  - 10. copious - adj copious abundant
  - 11. coquetry - n. a girl or woman flirt
  - 12. cornice - n. a horizontal molding projecting along the top of a wall, etc.
  - 13. courageous - n. brave
  - 14. debris - n. bits & pieces of stone, rubbish, etc.
  - 15. decorum - n. whatever is suitable or proper
  - 16. diadem - n. - crown, ornamental headband
  - 17. docile - adj. easy to discipline
  - 18. ~~doxmatic~~ - adj. asserted w/o proof positive or arrogant in stating opinion
  - 19. doleful - adj. sad, mournful
  - 20. efface - v. keep from being noticed, blot out
  - 21. garrulous - adj. talking too much about inconsequential
  - 22. ~~thrive~~ ~~grapple~~ - n. hand to hand struggle, a grip
  - 23. guidon -
  - 24. impose - v. to place a burden on to force onto others
  - 25. interpose - v. to intervene, interrupt
  - 26. knell - v. to ring slowly, ominously - omen of death
  - 27. languor - n. lack of death of vigor, weakness
  - 28. ludicrous - adj. causing laughter because absurd or ridiculous
  - 29. malevolence -
  - 30. maudlin - adj. foolishly, often tearfully sentimental
  - 31. melee - n. confused general hand to hand fight
  - 32. molten - adj. melted by heat
  - 33. myriad - n. adj. very many persons or things
  - 34. orb - n. globe or sphere
  - 35. ostracism - n. practicing banishing one
  - 36. pantaloons - n. trousers
  - 37. pariah - n. any outcast person formerly in India any oppressed class
  - 38. pathos - n. quality of something arousing pity
  - 39. perilous - adj. dangerous, involving peril
  - 40. plaintive - adj. expressing sorrow
  - 41. restive - adj. restless, uneasy hard to manage, refusing to go ahead
  - 42. reverie - n. dreamy thinking of pleasant things
  - 43. roseate - adj. roseate color, cheerful optimistic
  - 44. rueful - adj. sorrowful unhappy causing sorrow
  - 45. sallow - adj. having a sickly yellow complexion
  - 46. sardonic - adj. bitterly sarcastic, scornful or mocking
  - 47. savant - n. a learned person
  - 48. sententious - adj. saying much in few words
  - 49. sexton - n. person who takes care of a church, rings bells, arranges burials
  - 50. sinuous - adj. having many curves or turns. ③ indirect, untrustworthy
  - 51. suffuse - v. overspread (with liquid, dye, etc.)
  - 52. surmount - adj. rise above ③ overcome
  - 53. surplice - n. broad sleeved white gown worn by members of clergy or choir
  - 54. sylvan - adj. characteristic of woods, wooded.
  - 55. tableau - n. presentation of a scene by costumed person or group
  - 56. tedious - adj. tiresome boring hackneyed
  - 57. travail - n. hard work or severe pain
  - 58. undulate - v. to cause to move by waves
  - 59. vanquish - v. to defeat
  - 60. venerable - adj. worthy of respect because of one's dignity etc.

# Traditional Word Study- Vocab

41. restive - adj. restless, uneasy  
hard to manage, refusing
42. reverie - <sup>to go ahead</sup> n. dreamy thinking  
of pleasant things
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# Artful Approaches to Word Study

- Word Awareness (Harvesting Words)
- Sight Words and Phrases
- **Word Patterns**
  - **Onsets & Rimes**
  - **Morphemes – Prefixes-Bases-Suffixes**
- **Word Building and Games**
  - **WORDO**
  - **Word Ladders**
  - Making and Writing Words
- **Expanding Vocabularies**
  - **Idioms**
  - **Vocabulary Ladders**
  - Concept Maps
  - Semantic Feature Analysis
  - Cloze/Maze

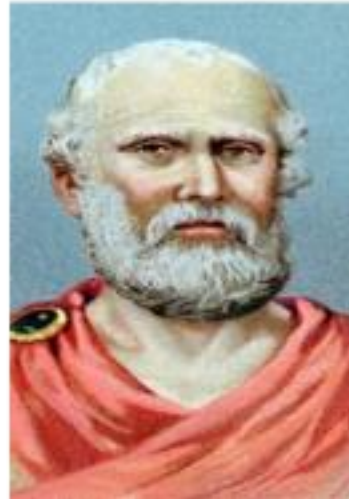




# Moving On To Word Patterns

“ I would teach children music, physics, and philosophy; but most importantly **music**, for the **patterns** in music and all the arts are the keys to learning.”

*Plato*



How many "letters" in  
word?

**Pright**

Pright

**Pr - ight**

# The Human Brain is a Pattern Detector

**frontiers in NEUROSCIENCE**

**REVIEW ARTICLE**  
published: 22 August 2014  
doi: 10.3389/fnins.2014.00265

## Superior pattern processing is the essence of the evolved human brain

**Mark P. Mattson<sup>1,2\*</sup>**

<sup>1</sup> Laboratory of Neurosciences, National Institutes of Health Intramural Research Program, Baltimore, MD, USA  
<sup>2</sup> Department of Neuroscience, Johns Hopkins University School of Medicine, Baltimore, MD, USA

**Edited by:**  
J. Michael Williams, Drewel University, USA

**Reviewed by:**  
Lei Chang, Chinese University of Hong Kong, Hong Kong  
Lennart Verhagen, Radboud University Nijmegen, Netherlands

**\*Correspondence:**  
Mark P. Mattson, NIH Biomedical Research Center, 5C214, 25T Bayview Boulevard, Baltimore, MD 21224, USA  
e-mail: mark.mattson@nih.gov

Humans have pondered the nature of their mind/brain and, particularly why its capabilities in learning, communication and abstract thought are far superior to other species, especially closely related anthropoids. This article considers superior pattern processing as the fundamental basis of most, if not all, unique features of the human brain, including intelligence, language, imagination, invention, and the belief in imaginary entities such as ghosts and gods. SPP involves the electrochemical, neuronal network-based encoding, integration, and transfer to other individuals of perceived or mentally-fabricated patterns. During human evolution, pattern processing capabilities became increasingly sophisticated as the result of expansion of the cerebral cortex, particularly the prefrontal cortex and regions involved in processing of images. Specific patterns, real or imagined, are reinforced by emotional experiences, indoctrination and even psychedelic drugs. Impaired or dysregulated SPP is fundamental to cognitive and psychiatric disorders. A broader understanding of SPP mechanisms, and their roles in normal and abnormal function of the human brain, may enable the development of interventions that reduce irrational decisions and destructive behaviors.

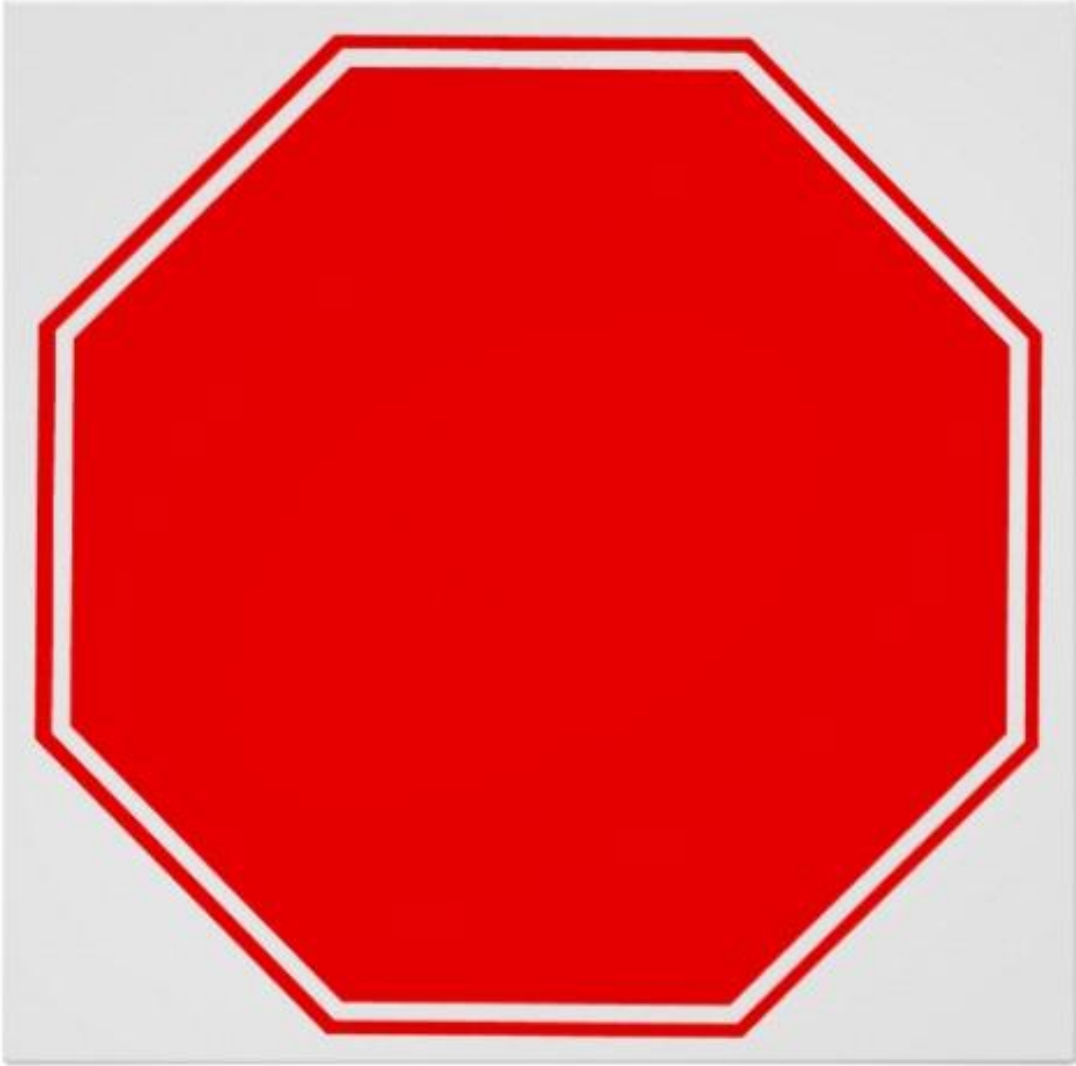
**Keywords:** evolution, hippocampus, language disorders, religion and science, neuronal network

### INTRODUCTION

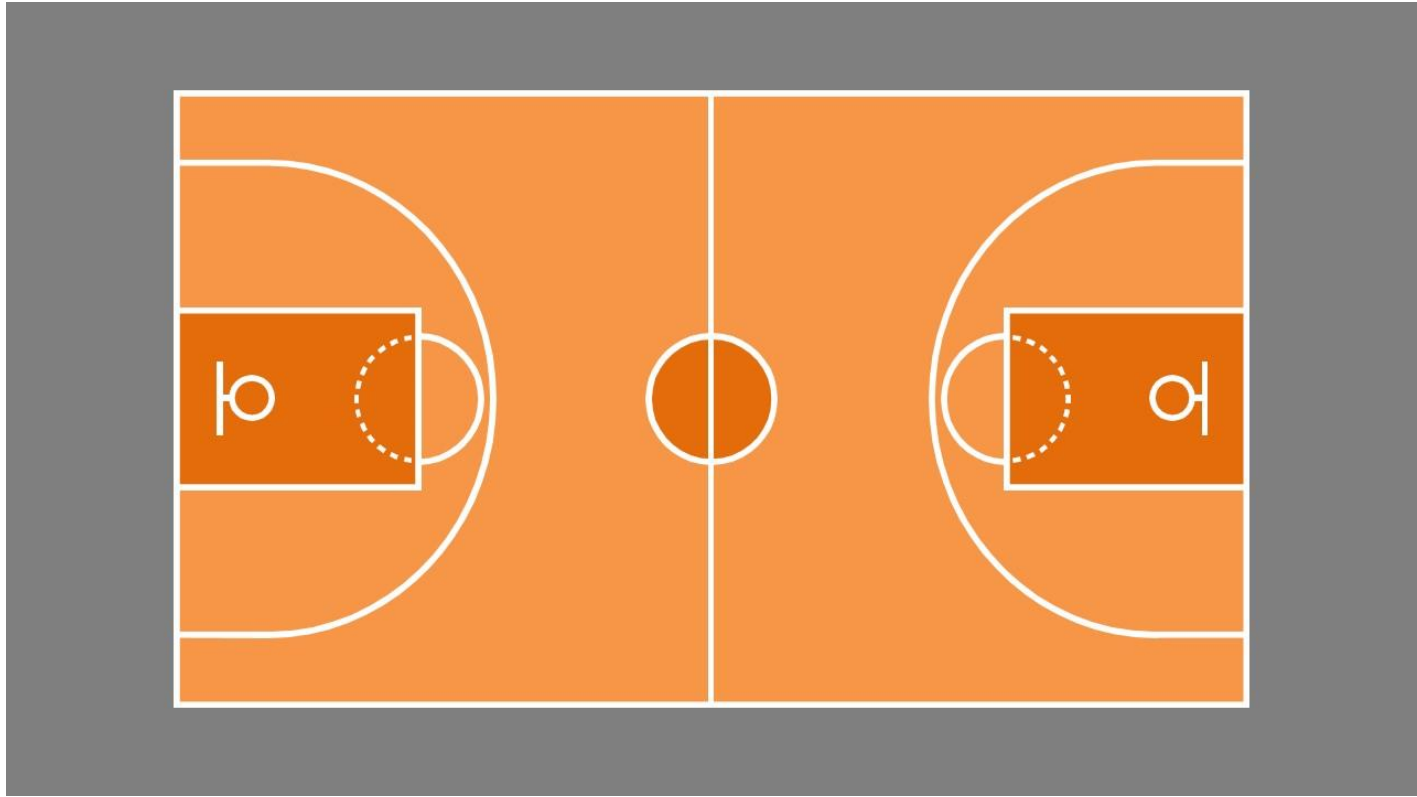
The fundamental function of the brains of all animals is to encode and integrate information acquired from the environment through sensory inputs, and then generate adaptive behavioral

which is well-characterized in apes, was a precursor to language during human evolution (Liebal et al., 2004; Tomasello, 2008).

The cognitive repertoire of humans far exceeds that of all other animals, and understanding the neurobiological basis of



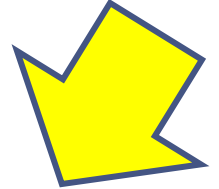






# Ehri's Stages of Word Reading

## Consolidated Alphabetic Phase



When readers reach the **consolidated alphabetic phase**, they begin to use chunks to decode, rather than individual phonemes. Phonograms, or multi-letter patterns, such as consonant blends, digraphs, and vowel teams, are consolidated in memory and recognized instantly, as are common word families, affixes, and other common letter patterns. Syllables and morphemes are also recognized as chunks. In fact, Ehri (2014) has referred to this phase as the consolidated grapho-syllabic and grapho-morphemic phase. Orthographic mapping continues to develop as these chunks become more instantly recognizable, and readers more readily teach themselves new connections (Share, 1995).



This is considered the most mature form of reading. Typically, this phase begins sometime in second grade and continues to develop as readers become more automatic in their word reading skills. Instruction in this phase should focus on the recognition of the various chunks within words. To promote orthographic

# Phonics Word Patterns

## Word Families

By adding a beginning letter(s) to these word families, students can spell and read **654** one syllable words, and thousands of multisyllabic words!

-ab	-at	-ink	-ore	-unk
-ack	-ay	-ip	-ot	-y
-ag	-ell	-ight	-out	
-ail	-est	-ill	-ow	(how, chow)
-ain	-ew	-im	-ow	(bow, throw)
-am	-ed	-in	-op	
-an	-eed	-ine	-uck	
-ank	-ick	-ob	-ug	
-ap	-ing	-ock	-um	

# Word Family Word Walls



bat mat rat  
cat chat nat  
hat that pat  
fat brat splat  
sat flat



# Word Family Word Walls

*-ag*

*tag*

*bag*

*rag*

*lag*

*drag*

*nag*

*jaguar*

*agriculture*

# Word Family Displays

**-an**

***tan***

***can***

***ran***

***pan***

***scan***

***van***

***chance***

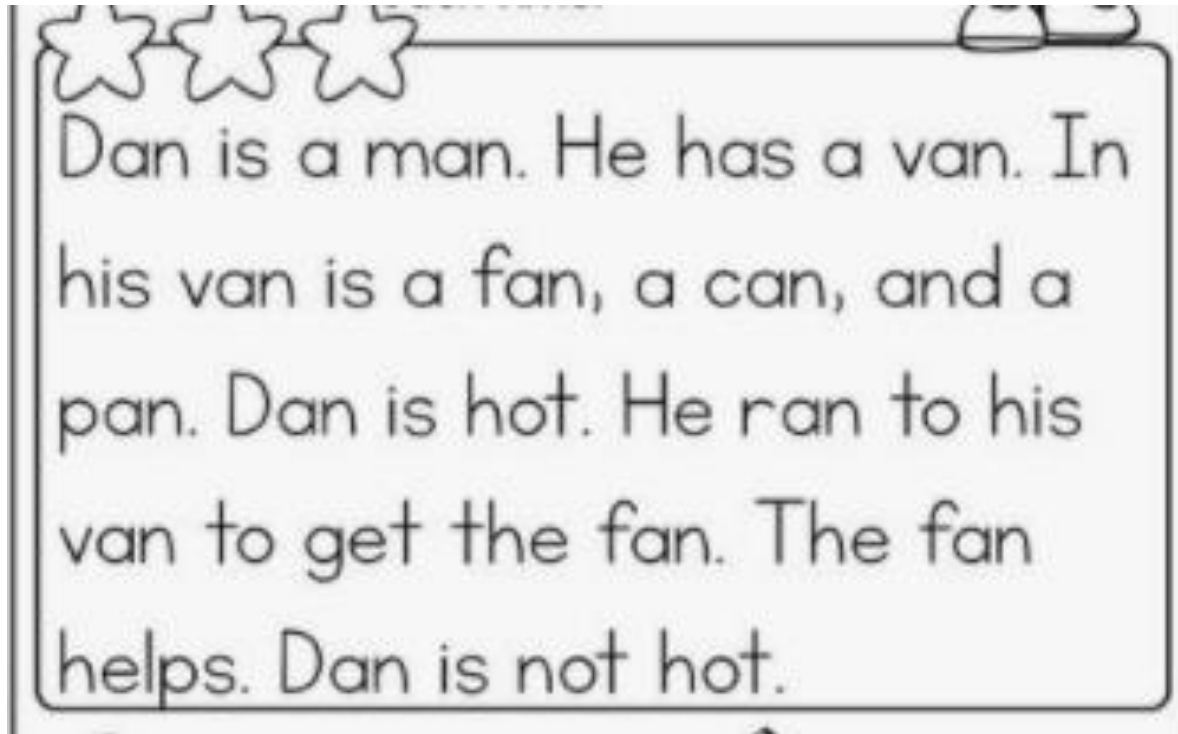
***cranberry***

***lantern***

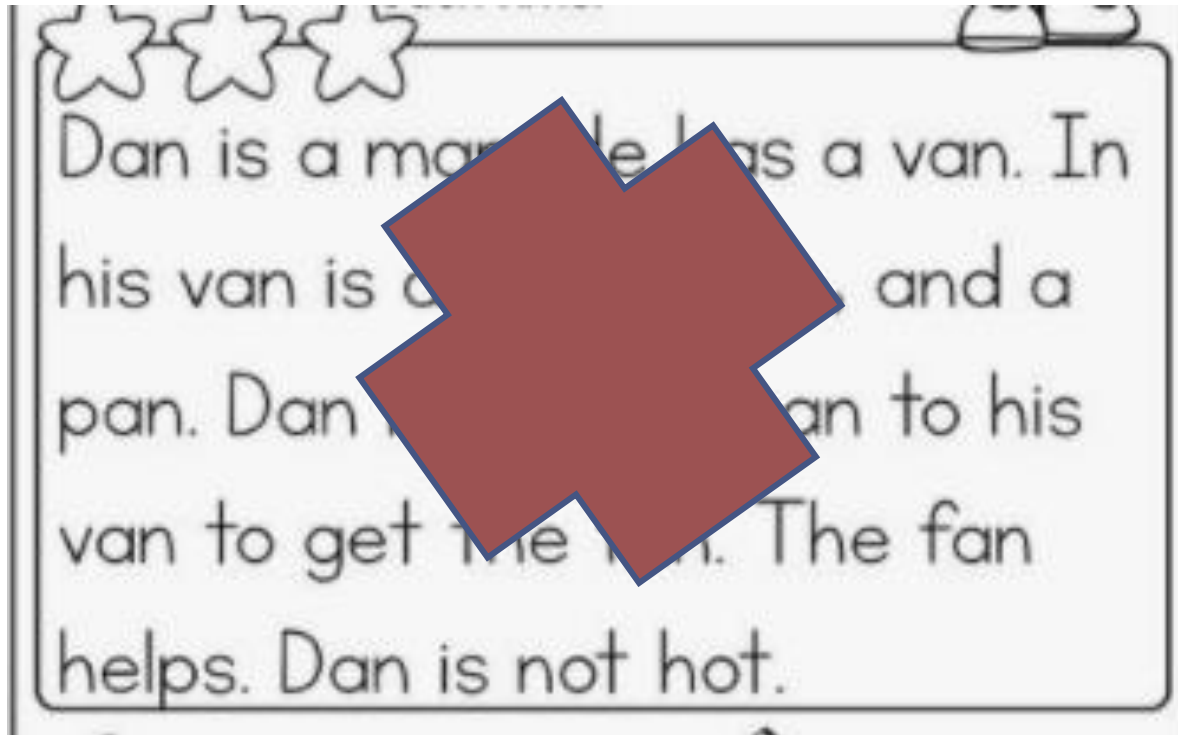
# Then What?



# Word Family Decodable Texts



# Word Family Decodable Texts



# Word Family Authentic Decodable Texts - ight

**Star light, star bright  
First star I see tonight  
I wish I may I wish I might  
Have the wish I wish tonight.**

# Word Family Authentic Decodable Texts - ight

**Star light, star bright**

**First star I sea tonight**

**I wish I may I wish I might**

**Have the wish I wish tonight.**



# Word Family Authentic Decodable Texts - ight

**Star light, star bright**

**First star I see tonight**

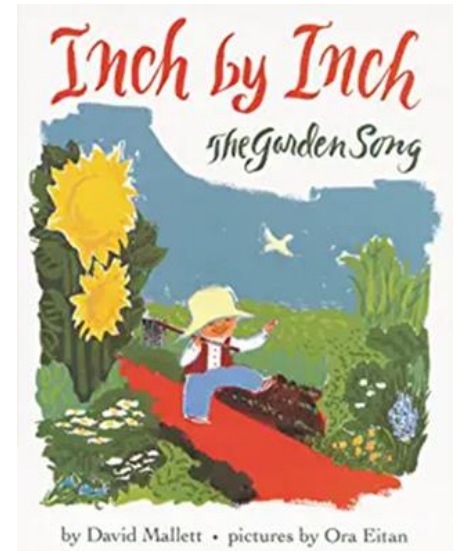
**I wish I may I wish I might**

**Have the wish I wish tonight.**

# The Garden Song

by David Mallett

*Inch by inch, row by row  
Gonna make this garden grow  
Gonna mulch it deep and low  
Gonna make it fertile ground  
Inch by inch, row by row  
Please bless these seeds I sow  
Please keep them safe below  
'Till the rain comes tumbling down*



# Diddle Diddle Dumpling

- on

Diddle diddle dumpling

My son Jon

Went to bed with his stockings on

One shoe off, one shoe on.

Diddle diddle Dumpling

My son Jon

# An Idea...

- **Collect and organize poems and songs that you find that contain word families/phonograms/rimes**

# An Idea...

- **Collect and organize poems and songs that you find that contain word families/phonograms/rimes**
- **But what do you do when you can't find a poem to match a word family?**

What do you do when you can't find a poem to match a word family?

**You Become an Artist!**



# Bloom's Taxonomy

**Create**

**your own poem**

Evaluate

Analyze

Apply

Understand

Remember



# Ditto Datto Dumpling -at

Ditto d**at**to dumpling

My son P**at**

Had a shaggy dog and a mighty f**at** c**at**.

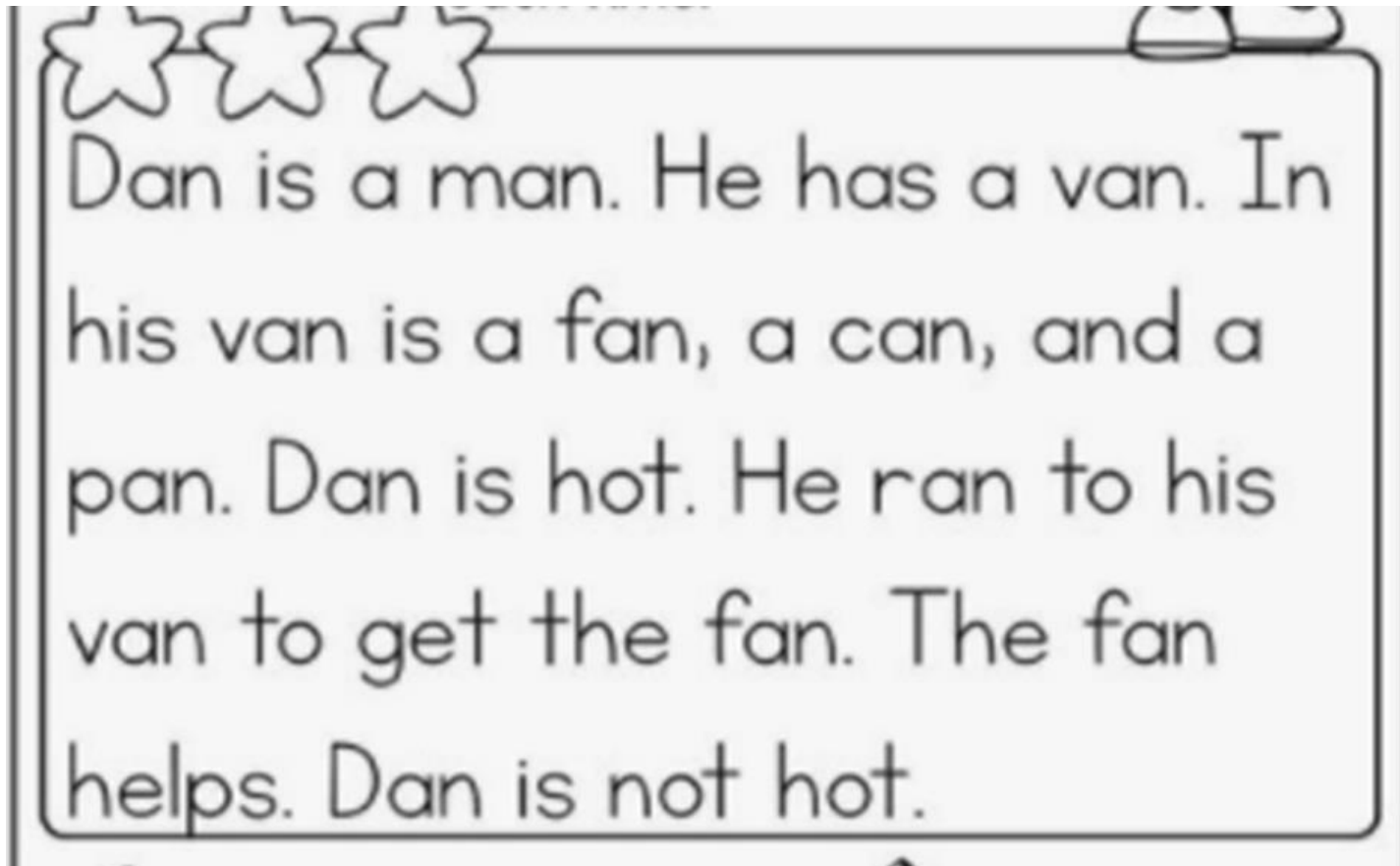
The c**at** was a bother so he told him to sc**at**.

Ditto d**at**to dumpling

My son P**at**



# Instead of this –an decodable text



Try this...

An **-an** Poem We Make  
Ourselves

Diddle **dandle** dumpling **Hanna** and **Stan**  
Had a dog and his name was **Dan**.  
**Dan** had fur that was brown and **tan**.  
Diddle **dandle** dumpling **Hanna** and **Stan**.

# Bloom's Taxonomy

**Kids' Create**

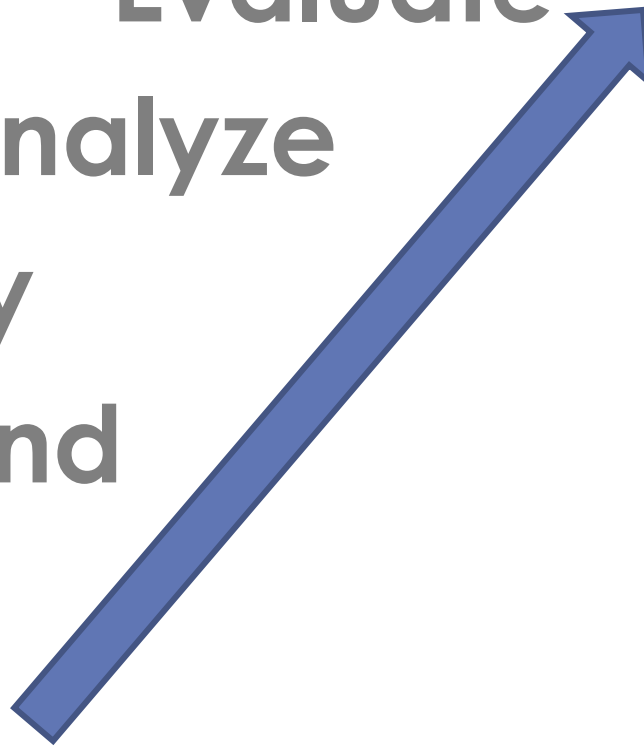
Evaluate

Analyze

Apply

Understand

Remember



# Something Under My Bed

---

Diddle diddle dumpling my son fred

Slept all day on his bed

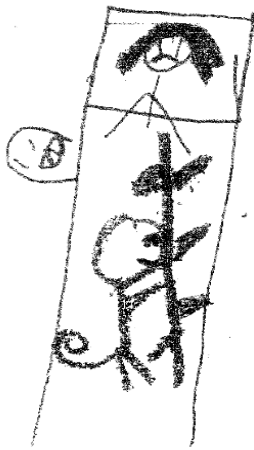
Woke up at midnight.

criamed there's a monster under my bed!

Diddle diddle dumpling my son fred

By

Jaylon



REVERSED

*a memoir*



LOIS LETCHFORD

# Youtube



Dyslexia Story: The Writing of Poems for Nicholas Letchford

43 views • 2 years ago



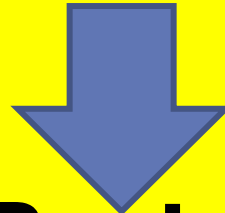
Lois Letchford

This week, Lois Letchford discusses the process of writing poems for Nicholas. Throughout the video



Nicholas' Failure in First Grade | Turning child around after many failures | Mindset - "Ch

**“Nicholas could rhyme words and see patterns.”**



**Poetry**



## Dyslexia Story: The Writing of Poems for Nicholas Letchford

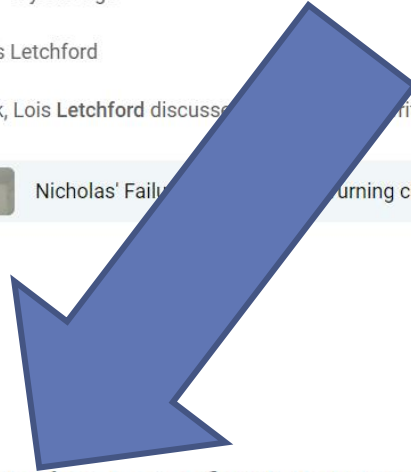
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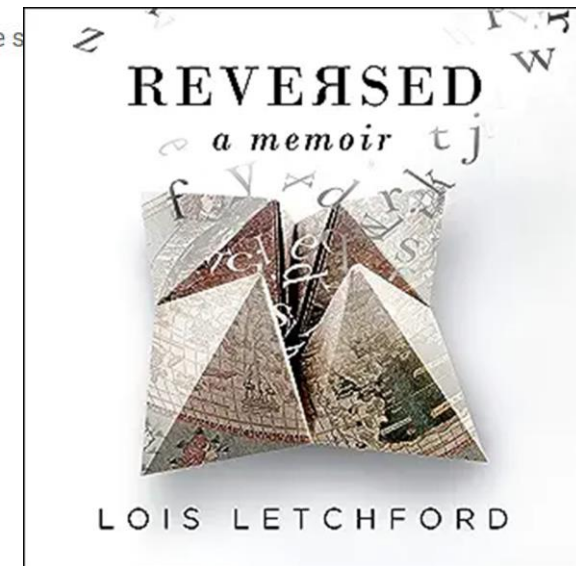
## Dr. Nicholas Letchford: Advice To My Younger Dyslexic Self

646 views • 4 years ago

 Lois Letchford

Nicholas Letchford has the title Dr. Here he s

**Nicholas Letchford  
Doctoral Degree in  
Applied Mathematics.  
Oxford University**



I do know from the school I retired from, your approach to phonics and word study works. The K teachers and K students had the greatest growth from the year before using your work and guidance.

Kate McLaughlin

Fairfax County Schools, VA

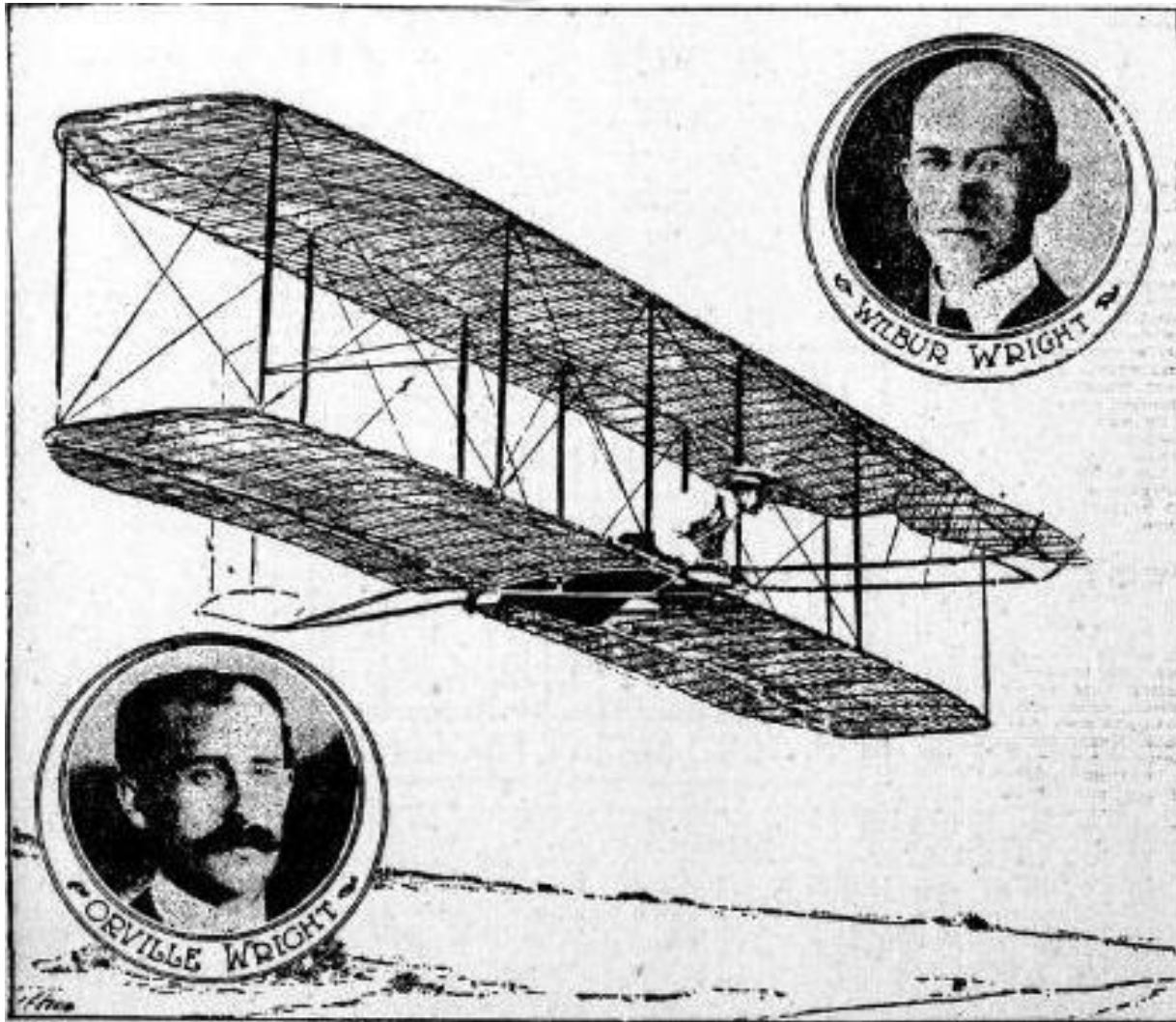




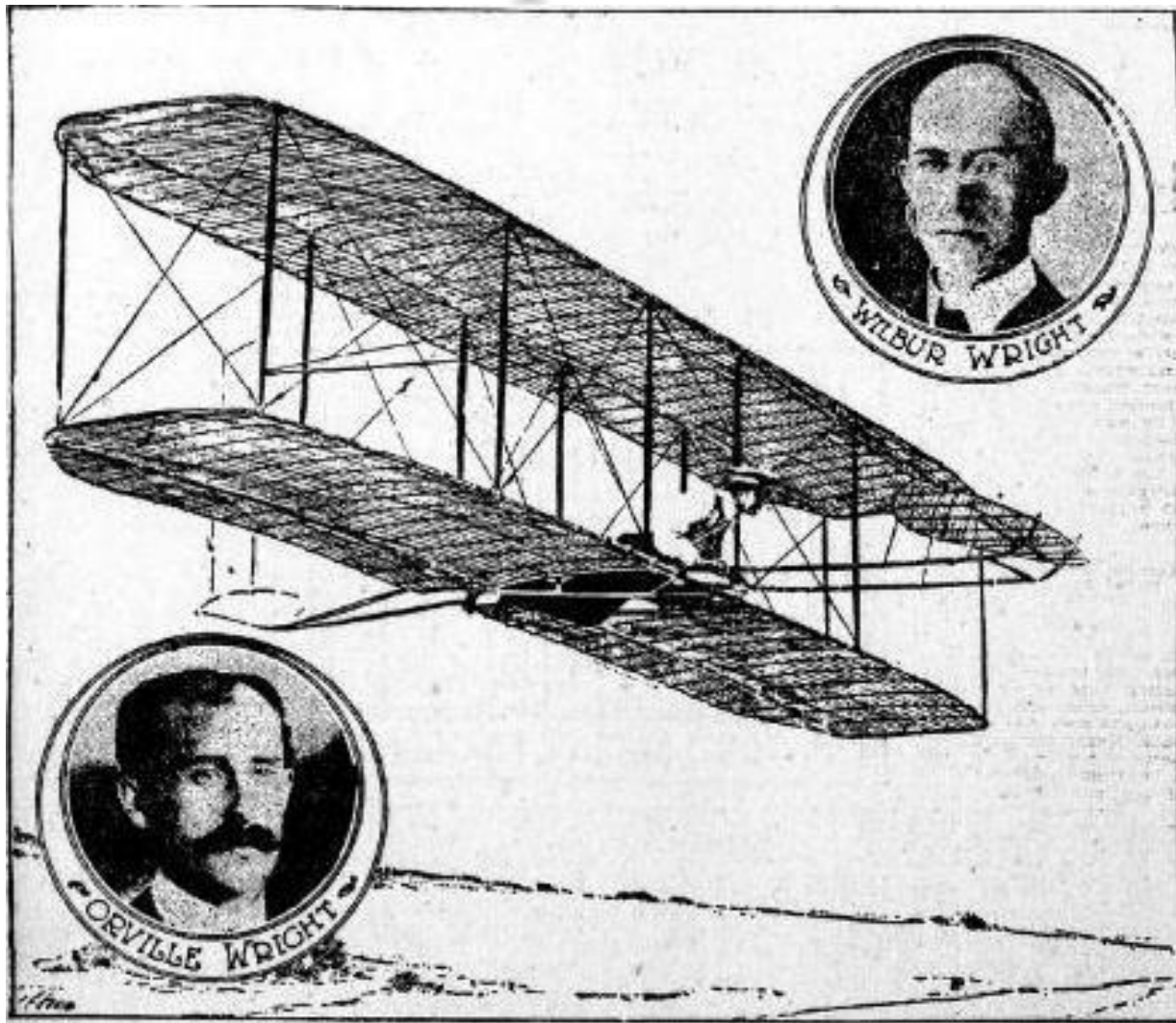
More Word Patterns

Morphemes- Morphology  
For Building Vocabulary

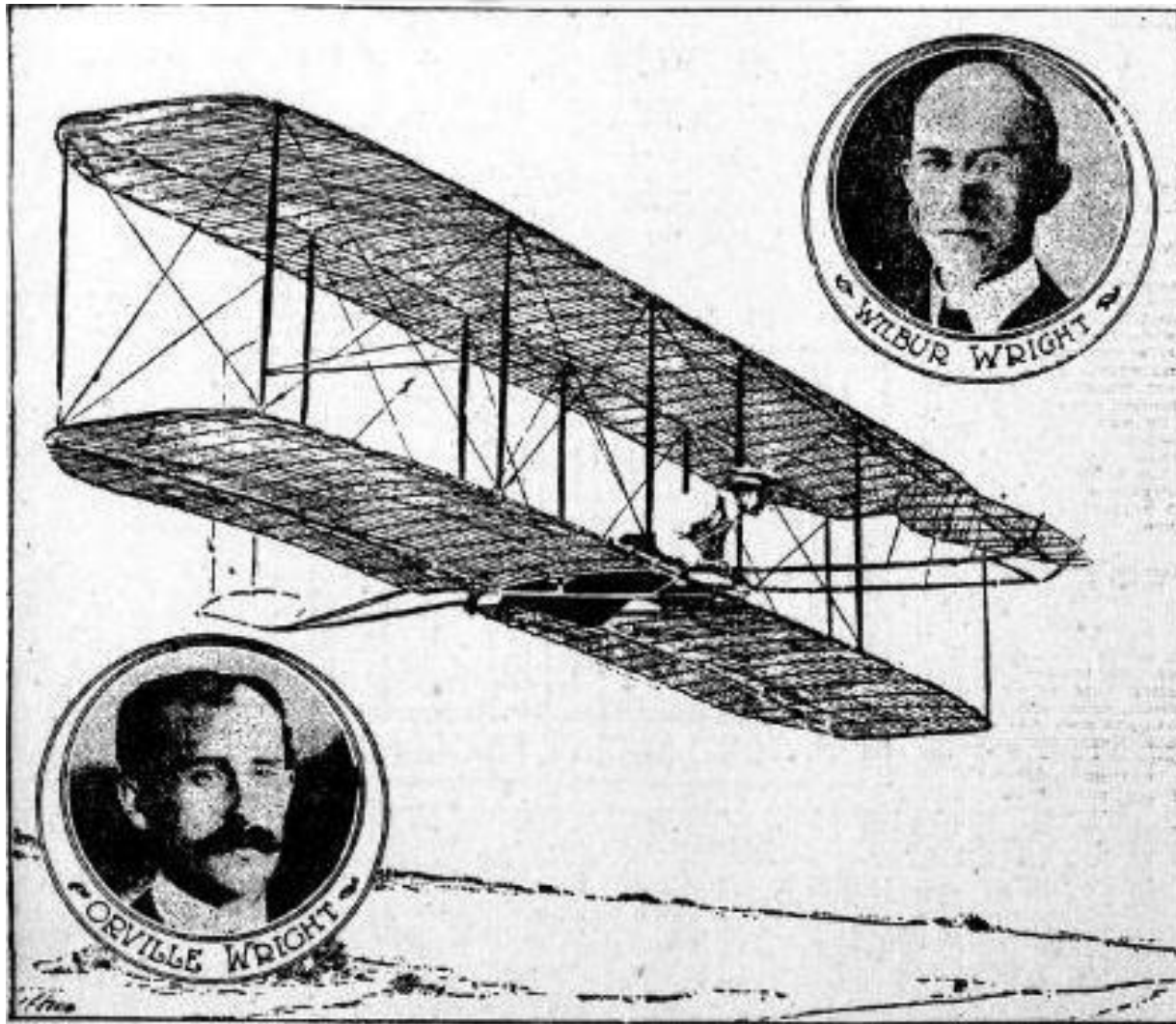
# The Wright Brothers!



# “biplane”



“bip-lane”





# Vocabulary.....

## More Word Patterns

### Morphology – Word Roots

It's all Greek  
(and Latin)to me  
If you want to expand  
students' vocabularies



# WHY WORD ROOTS?

Roots are Linguistic Patterns that represent  
sound **AND MEANING**

- Uni-
- Bi-
- Tri
- Quad-
- Re-
- Un-

# Roots are Linguistic Patterns that represent sound **AND MEANING**

- Uni-      One      Unicycle
- Bi-      Two      Biplane
- Tri-      Three      Tricycle
- Quad-      Four      Quadrant
- Re-      Again      Replay
- Un-      No/Not      Unlock

# Word Roots are generative!

1 ROOT



word

word

word

word

word



# Bi- Means “2” and Generates

- **Bifocals**
- **Binoculars**
- **Bilingual**
- **Biceps**
- **Bicuspid**
- **Biannual**
- **Bipartisan**
- **Bicameral**
- **Bicentennial**
- **Bimonthly**
- **Bipolar**
- **Biracial**
- **Bicycle**
- **Bisect**
- **Biped**
- **Biplane**
- **Bifurcate**
- **Bilateral**
- **Bicolor**
- **Bigamy**
- **Bifunctional**

# TRAC-, TRACT-

*“pull, draw, drag”*

TRACE  
TRACTION  
TRACTOR



# Radiating Cognates

At-

Re-

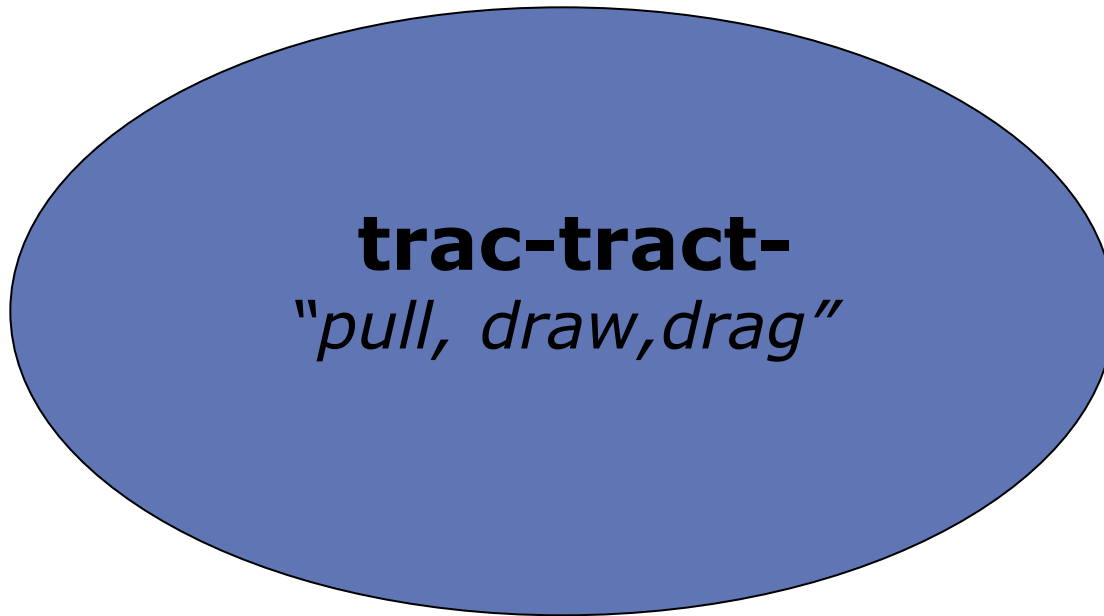
Abs-

Con-

Dis-

In-

Pro-



-able

-ed

-or

-tion

# Tract means “Pull, Draw, Drag” & Generates:

- Traction
- Trace
- Tractor
- Retract
- Retraction
- Retractable pen
- Abstract
- Attract
- Attractive
- Attraction
- Distract
- Subtract
- Extract
- Detract
- Contract
- Contractor
- Contraction
- Intractable
- Protractor
- Protracted argument

**140+ Word Relatives to Tract**

# Word Roots Cross Disciplines

## Disciplinary Literacy



**Timothy Shanahan** @ReadingShanahan · 4h

...

What should elementary schools do with disciplinary literacy?  
[shanahanonliteracy.com/blog/disciplin...](https://shanahanonliteracy.com/blog/disciplin...)



## TEACHING AND LEARNING

### NAEP: US history, geography scores drop



(Zach Gibson/Getty Images)

US history and geography scores among eighth-grade students have declined since 2014, while civics scores remained steady, according to results released Thursday by the National Assessment of Educational Progress, also known as the Nation's Report Card. Joel Breakstone, director of the Stanford History Education Group at Stanford University, asserts the history scores show that it is "under-prioritized," compared with other subjects.

**Full Story:** [Education Dive \(4/23\)](#), [Education Week \(tiered subscription model\) \(4/23\)](#)



# Roots find their way into Academic Vocabulary

Upwards of 90% of academic  
*and research* related words are  
derive from Latin and Greek.

## **MATH**

tangent

secant

diameter

circumference

centigrade

parallel

infinite

kilogram

subtract

quadrangle

polygon

demogrphics

quarter

## **SCIENCE**

neonatal

hematologist

pandemic

hydrophobia

vertigo

synchronize

anemia

excision

specimen

transfusion

dissection

extraction

endemic

## **SOCIAL STUDIES**

Congress

segregation

democracy

polytheism

philanthropy

secession

conservative

controversial

rebellion

mobility

consensus

native

pacifism

## **Building Vocabulary from Word Roots**



## **MATH**

tangent

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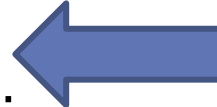
rebellion

mobility

consensus

native

pacifism



## **Building Vocabulary from Word Roots**



## MATH

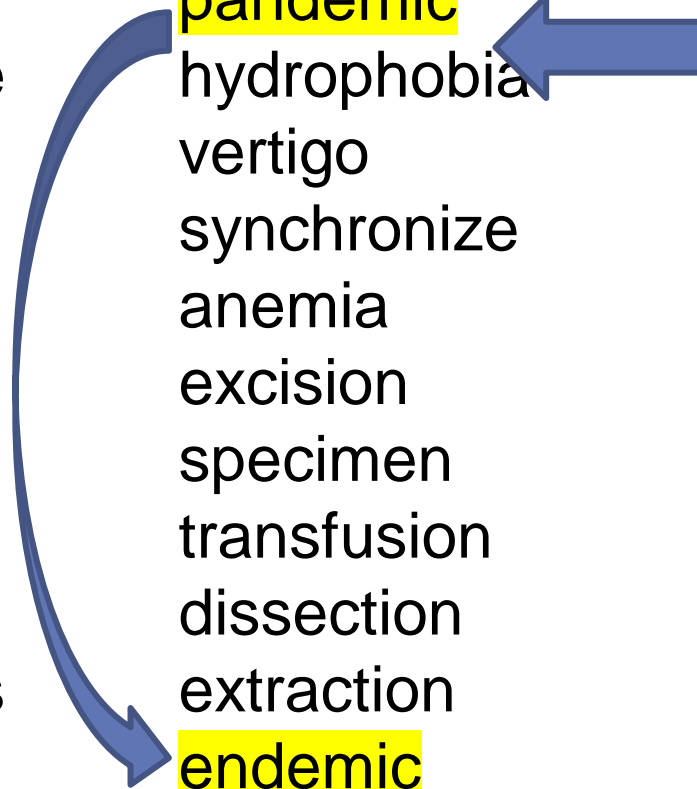
tangent  
secant  
diameter  
circumference  
centigrade  
parallel  
infinite  
kilogram  
subtract  
quadrangle  
polygon  
demographics  
quarter  
demometrics

## SCIENCE

neonatal  
hematologist  
pandemic  
hydrophobia  
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**Building Vocabulary from Word Roots**

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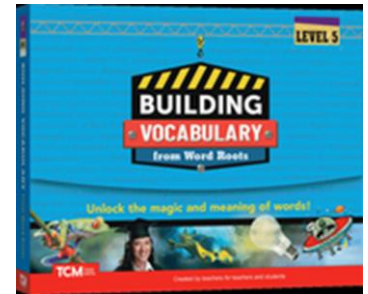
**Building Vocabulary from Word Roots**

# Word Roots can also act as a Bridge from Spanish to English



# Latin-Based Spanish Vocabulary

*accion; problema; predecir;  
conexion; triangulo; rectangulo;  
circulo; medir; suma; angulo;  
hora; minute; animal; habitat;  
observer describer; ciclo;  
identificar; presente; future;  
estado; historia; ciudad; famoso/a*



# SOR

- But what do the experts say?

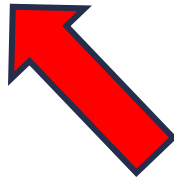
LITERACY

# 3 Literacy Practices That Work

A literacy researcher shares three practices that are proven to be effective for early elementary learners.

By [Nell K. Duke](#)

November 6, 2017



## 1. Morphology Instruction

Morphemes are the smallest meaning-carrying units in language. In *reworked*, for example, there are three morphemes: *re-* meaning “again,” *work* meaning “purposeful effort,” and *-ed* signaling the past. Research indicates that morphology instruction fosters decoding, spelling, and vocabulary development (Goodwin & Ahn, 2013).

Teaching the most common affixes (prefixes and suffixes) and root words is a fairly widespread (and research-supported) practice, but morphology instruction goes well beyond this. Students should be taught to decompose and compose words by morphemes, playing with words as they figure out how to figure out a word’s meaning or build a word with a particular meaning. Starting with compound words such as *cupcake*, *skateboard*, and *road* may be helpful. Over time, students can move to more sophisticated word composition and decomposition. Based on research by Bauman and colleagues, Goodwin, Lipsky, and Ahn (2012, p.465) suggest a strategy called PQRST:



# So Where to Start



# So Where to Start

- **Develop Awareness**

# So Where to Start

- Choose 1-2 Roots Per Week

# Earth Day – April 22nd

- **Geo-**
- Geometry
- Geography, Geographic
- Geology
- Geothermal
- Geodesic
- Geocentric
- Geocyclic

# Earth Day – April 22nd

## Terr/Terra

*terrace*

*terrain*

*terrarium*

*territory*

*terra cotta*

*terrazzo*

*subterranean*

*ET*

• *Mediterranean*

*Terre Haute*

*terrier*



# Lumbricus Terrestris ?

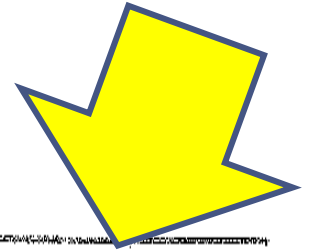


# Lumbricus Terrestis ?

- Scientific name for an earth worm.



# Noticing



## GM goes greener, pumping \$6M into electric bus builder Proterra

By Brent Swavelly  
USA TODAY

DETROIT — General Motors venture capitalists will invest \$6 million in Proterra, a company developing an electric transit bus.

Jon Lauckner, president of GM Ventures, says the financing for Proterra "demonstrates our commitment to the electrification of the automobile."

The money from GM is part of a \$30 million injection of cash led by Silicon Valley venture capital firm (Deiner Perlas Caulfield & Byers).

Proterra's EcoRide BE 35 all-electric bus has lithium-ion battery packs that

Granato, president of Proterra, says the company's fast-charge system can recharge the bus in just 15 minutes.

The BE-35, which has a body made of lightweight composites, is averaging up to 24 mpg diesel equivalent in testing, about six times more than a typical diesel bus. Three are being tested by Foothill Transit in West Covina, Calif. Proterra says two other transit systems — StarMetro, the transit system for Tallahassee, and VIA Metropolitan in San Antonio — also have agreed to test preproduction versions of the bus.

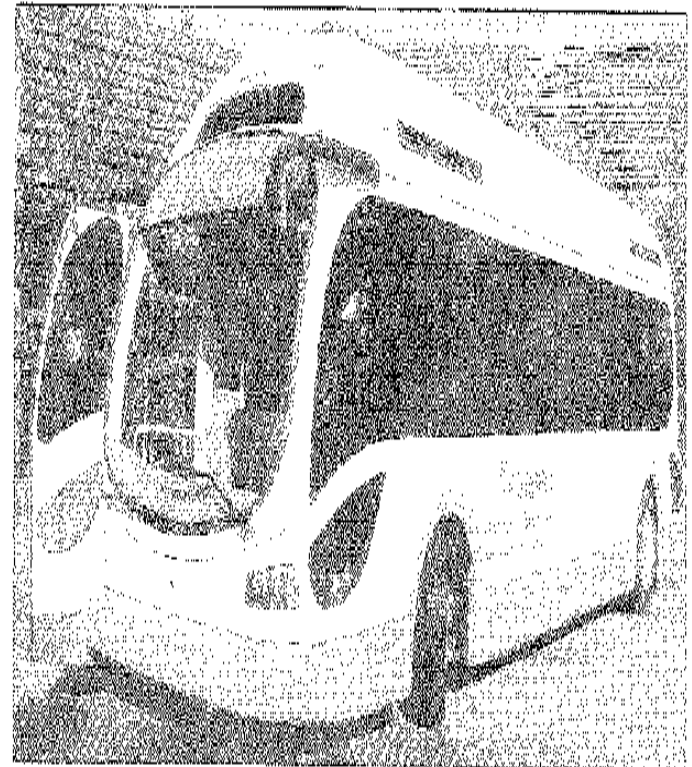
Granato says the cost to purchase, drive and maintain Proterra's buses over their lifespan is comparable to that

million a year ago to give the automaker an edge in next green technologies.

"We are making investments in technology to support GM's core automotive business, and the way we do that is we make equity investments in start-up companies that are developing next-generation automotive-related technology," Lauckner says.

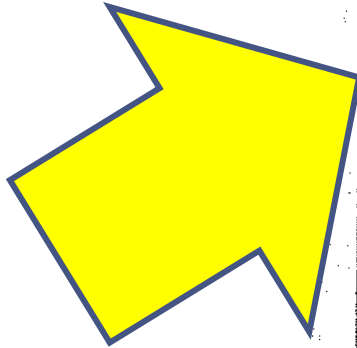
So far, GM has invested \$36 million and has reviewed more than 350 possible investments.

"We have a couple of more that are closing in the very near future, which will boost that figure a fair amount," Lauckner says.





# Noticing



## TERRA

*Taste The  
New Southwest*



Inspired by Northern New Mexico and infused with local and organically sourced ingredients, new Executive Chef Andrew Cooper's menu blends a seasonal sense of balance, place and comfort to create a new twist on contemporary American cuisine.

FOUR SEASONS RESORT  
*Paradise Overlook*  
Santa Fe

# Fathers' Day Pater/Patr



# Fathers' Day

## Pater-/Patr-

- Paternal
- Paternalistic
- Paternity
- Patriarch
- Patrician
- Patron
- Patronize
- Padre
  
- Patriot
  
- 



# Labor Day!

- Labor = Work



# Labor Day!

- Labor = Work
  - Laboratory
  - Laborious
  - Belabor
  - Laborer
  - Collaborate
  - Elaborate





# A Latin-Greek Word Root Wall!

## Ante-

- Anterior - near the front
- Antebellum - A period before war
- Atetype - An earlier form
- Antecedent - A preceding occurrence or cause or event
- Antecessor - A person who goes before

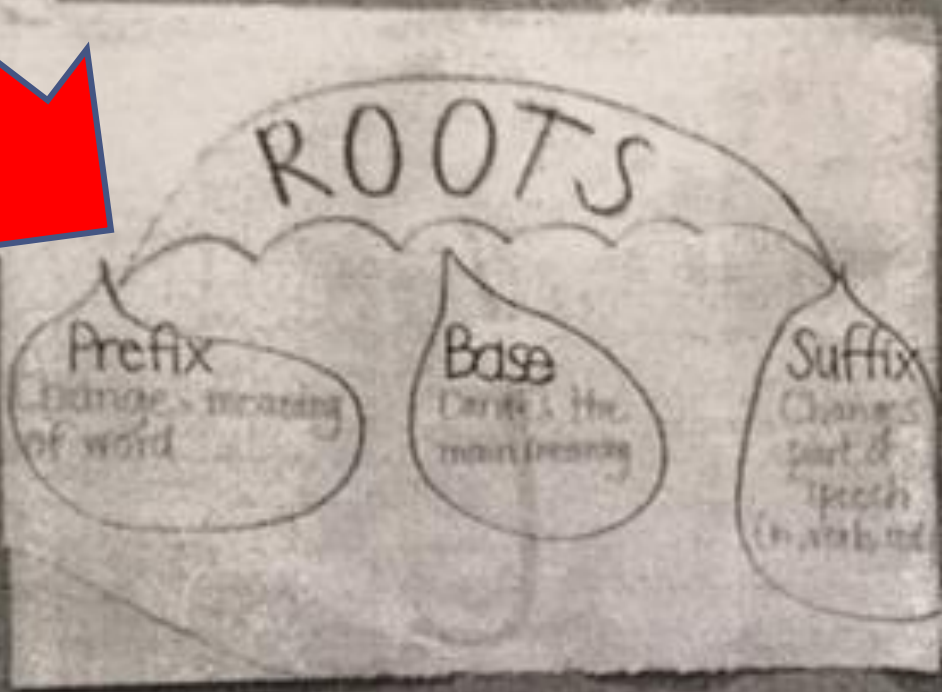
## Post-

- Postmark - A mark made by a stamp after received at the post office
- Postpone - to put off to a later date, to not do at the original time
- Posthumous - happening after death
- Postscript - A note written after a letter is written
- Postmeridian - happening after noon



# Vocabulary word

10/17/16  
Cunning  
Idioms  
Doubts



- in-
- im-
- re-
- un-
- com-
- col-
- de-
- pro-

W  
a  
t

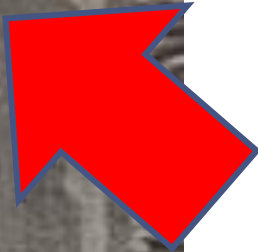
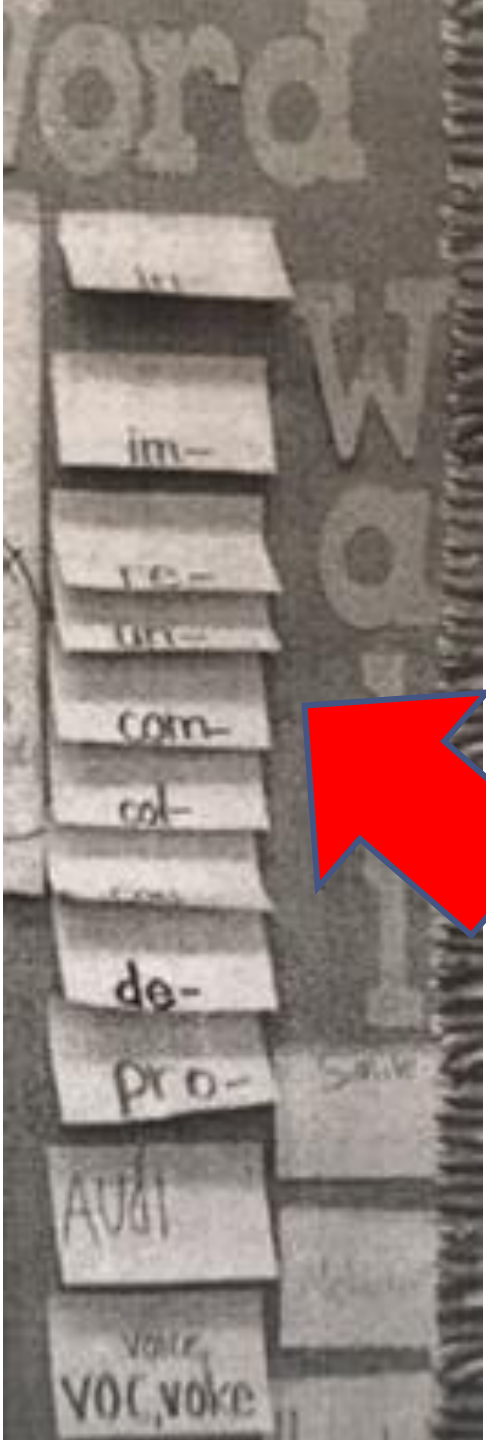
## Word Nerd

Prefix/Word      Meaning

1  
2  
3  
4  
5  
6  
7

Audi

Voice  
VOC, yoke





"Sub" - means under  
below

Subway - travel underground

Substitute - work under  
another person's plans

Subtract - pull #'s under

Subsea - <sup>tool used</sup> under the sea

~~Subterranean~~  
~~Subterranean~~ <sup>subterranean</sup> under the  
ground

Substance - underlies

Submit - to send under

# Then What?



# The Instructional Routine:

Building Vocabulary (5-10 minutes per day)

- **Day 1: Meet the Root** (*Demonstration*)  
Teacher introduces root with discussion to build awareness.

# The Instructional Routine:

## Building Vocabulary (5-10 minutes per day)

- **Day 1: Meet the Root** (*Demonstration*)  
Teacher introduces root with discussion to build awareness.
- **Day 2: Divide and Conquer** (*Guided Practice*)  
Teacher helps students *dissect* words to unlock meaning.
- **Day 3: Read and Reason** (*Independent reading and writing practice in context*)  
Students read passages with root words in context.
- **Days 4-5: Combine & Create/ Extend & Explore**  
Students engage with academic phrases & multiple forms of words in quick & enjoyable activities!

# Tuesday – Divide and Conquer



# Second Graders & Roots!

## Divide and Conquer

Name Marinna Conrad



### Divide and Conquer

	Prefix	+	Base	Meaning
1.	<u>uni</u>		<u>corn</u>	<u>one horn</u>
2.	<u>uni</u>		<u>que</u>	<u>one of a kind</u>
3.	<u>uni</u>		<u>forpi</u>	<u>one part of a pair</u>
4.	<u>uni</u>		<u>cycle</u>	<u>one wheel</u>
5.	_____		_____	_____
6.	_____		_____	_____
7.	_____		_____	_____

### Odd Word Out

uniform

unitards

unique

Why?

because the rest are closing

# Second Graders & Word Roots!




## Divide and Conquer

	Prefix	+	Base	Meaning
1.	tri		cycle	three wheels
2.	tri		athlete	three sports
3.	tri		plet	three babies
4.	tri		pod	three legs
5.	tri		colored	three colors
6.				

# Wednesday

## Use Morpheme/Word Roots in Context



ROOT OF THE WEEK - bi  
Meaning - two

Directions: Please find at least one word that contains our root of the week. Please write down the entire sentence that you find it in or cut and paste it down below. (If you would like to find more than one word, that would be great.) You can use books, newspapers and magazines.

My friend is bilingual,  
she speaks English and  
Spanish.

Awesome  
Work,  
Shyla!



# Thursday

## Word Sorts and More

<u>Word Bank</u>		
<u>unlock</u>	<u>unwrap</u>	_____
<u>untalk</u>	<u>unnew</u>	_____
<u>unsafe</u>	<u>unstop</u>	_____

<u>Makes a Word</u>
unlock
unsafe
unwrap

<u>Does Not Make a Word</u>
untalk
unnew
unstop

# Friday – Go for the Gold!

## Word Games or Assessment

WORDO

unlock	unfinished	undone
unlike	unwrapping	unknown
undo	unsafe	unusual

But there's more you can  
do with word roots.

Artfully

# Students can **Create** their own Words Using Morphological Word **Patterns**

- **Be the Bard!**



# Intaxication

Euphoria at getting a tax refund, which lasts until you realize it was your money to start with!

# Cashtration

- The act of buying or building a house, which renders the subject financially impotent for an indefinite period of time.

# Inoculatte

- To take coffee intravenously when you are running late!

# Bloom's Taxonomy

**Create**

Evaluate

Analyze

Apply

Understand

Remember





# Students can **Create** their own Words

- **Autophile?**

- Car keys

- Mirror

- Wallet full of money

# Students can Create their own Words

- **Autophile**
  - Auto = self
  - Phil/phile = love



# Students can Create their own Words

- **Matemand**

# Students can Create their own Words

- **Matermand**
  - Mater = mother

# Students can Create their own Words

- **Matemand**
  - Mater = mother
    - Maternal, matriarch, matron

# Students can Create their own Words

- **Matemand**

- Mater = mother

- Maternal, matriarch, matron

- Mand = order

# Students can Create their own Words

- **Matemand**

- Mater = mother

- Maternal, matriarch, matron

- Mand = order

- Command, demand, reprimand  
mandatory



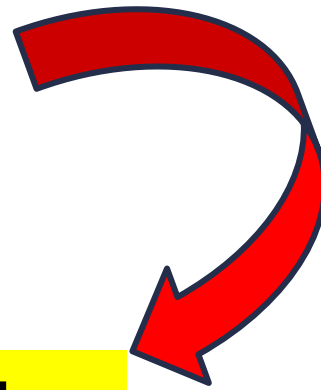
# Students can Create their own Words

## ▶ Matermand

▶ Mater = mother

▶ Mand = order

**A mother's order**



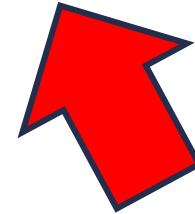
# Word Roots Help Develop a Curiosity About Words



# Did You Know?

**Dec = 10**

Decade, Decathlon, Decimal, December, Decagon,



# Did You Know?

## Dec = 10

Decade, Decathlon, Decimal, December, Decagon,

### Decimation

Today, the words **decimate/decimation** mean to destroy or hurt something gravely. However, the original meaning of **decimate** shows us that ten was an essential word root. **Decimate** and **ten** harken back to a brutal practice of the army of ancient Rome. A unit that was guilty of a severe crime (such as mutiny) was punished by selecting and executing one of every ten of its soldiers, thereby frightening the remaining soldiers into obedience.



Clip Art Roman Legion , Free

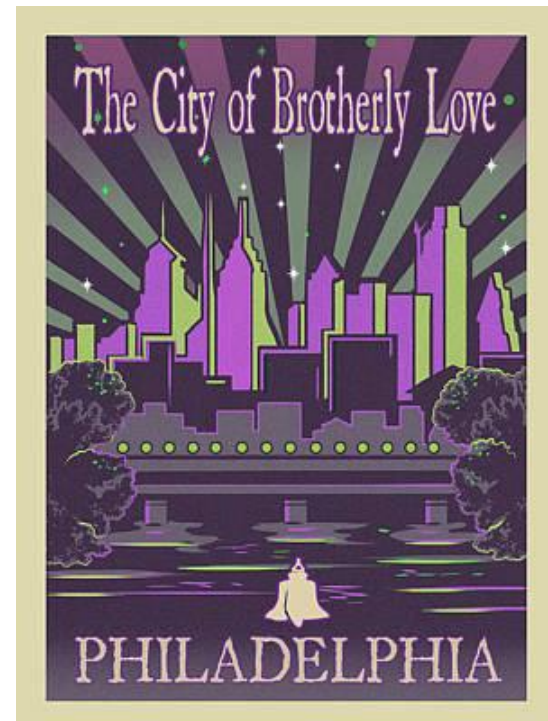
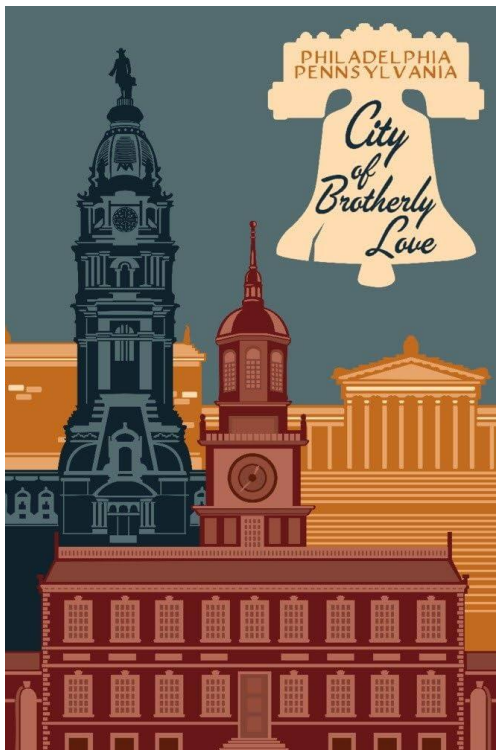
# **Did You Know? How Philadelphia Got its Name?**

# Did You Know? How Philadelphia Got its Name?

Phil = Love

+

Adelphos = Brother



# But Does it Work?

## SOR – Science of Reading

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

*What Research Has to Say About Vocabulary Instruction*, edited by  
Alan E. Farstrup and S. Jay Samuels. © 2008 by the International Reading Association.

## *Chapter 1*

# **Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades**

Nancy Padak, Evangeline Newton, Timothy Rasinski,  
and Rick M. Newton

**E**ach Monday morning, Joanna Newton introduces her grade 2 students to a new word root. After a short discussion about the root, she tapes a sheet of butcher block paper to a counter, writes the root at the top, and places a bowl of markers next to it. Her students spend the next few days on the lookout for words that use the root. They know



# What Does the Research Say?

A study of 111 middle grade students in an urban California school

district found that...

***“Students with greater understanding of morphology also have higher reading comprehension scores...”***

Kieffer, M.J. & Lesaux, N. K. (2007). “Breaking down words to build meaning: Morphology, vocabulary and reading comprehension in the urban classroom. *The Reading Teacher* 61(2), pp. 134-144.



www.timrasinski.com

## EDUCATION WEEK

Published Online: April 12, 2016

Published in Print: April 13, 2016, as **Can Latin Build Young Vocabularies?**

### **Can Latin Help Younger Students Build Vocabulary?**

By **Liana Heitin**

*Fairfax, Va.*

With students gone for the day, 6th grade teachers Joy Ford and Ryan Rusk sat in a classroom discussing the Latin root *temp*.

After determining that "contemporary" and "temporary" share the root, which refers to time, the two Woodlawn Elementary teachers then turned to the word "temptation."

"I'm tempted to eat this chocolate," said Ford. "That doesn't have to do with time."

"But if I'm tempted, I want it now," responded Rusk. "So could it?"

---

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

# Can Vocabulary be Taught Artfully?

## THE LATIN-GREEK CONNECTION

Building Vocabulary Through Morphological Study

Timothy V. Rasinski ■ Nancy Padak ■ Joanna Newton ■ Evangeline Newton

*Using Latin and Greek word roots to teach multiple words is a more efficient approach than the traditional vocabulary instruction of teaching words as single entities.*

It goes without question that vocabulary, a reader's knowledge of the meaning of words and concepts, is central to success in reading (National Institute of Child Health and Human Development [NICHD], 2000). Studies and reviews of research over the past three decades have shown that the size and depth of elementary students' vocabulary is associated with proficiency

findings, Bloodgood and Pacifici suggest that teachers need to be introduced to new approaches to word study to build their "knowledge base and implementation strategies" (p. 253). This article attempts to address this situation by making the case for a very productive, efficient, and engaging approach to vocabulary and the study of words.



# BUILDING VOCABULARY

with Greek &  
Latin Roots  
2nd Edition

**A Professional Guide to Word Knowledge and  
Vocabulary Development**

Timothy | Nancy | Rick M. | Evangeline  
Rasinski | Padak | Newton | Newton

**Forewords by Chase Young  
and Karen Bromley**





# **The Effects of Morphological Instruction on Literacy Skills: A Systematic Review of the Literature**

**Peter N. Bowers and John R. Kirby**  
*Queen's University*

**S. Hélène Deacon**  
*Dalhousie University*

*The authors reviewed all peer-reviewed studies with participants from preschool to Grade 8 for this meta-analysis of morphological interventions. They identified 22 applicable studies. Instructional effects (Cohen's  $d$ ) were averaged by linguistic outcome categories (morphological sublexical, non-morphological sublexical, lexical, and supralelexical) and comparison group (experimental group vs. control or experimental group vs. alternative training). The authors investigated the effects of morphological instruction (a) on reading, spelling, vocabulary, and morphological skills, (b) for less able readers versus undifferentiated samples, (c) for younger versus older students, and (d) in combination with instruction of other literacy skills or in isolation. Results indicate that (a) morphological instruction benefits learn-*



By —  
**Liana Heitin,**  
Education  
Week

# Can Latin help younger students build vocabulary?

Leave your

Education Apr 19, 2016 4:26 PM EST

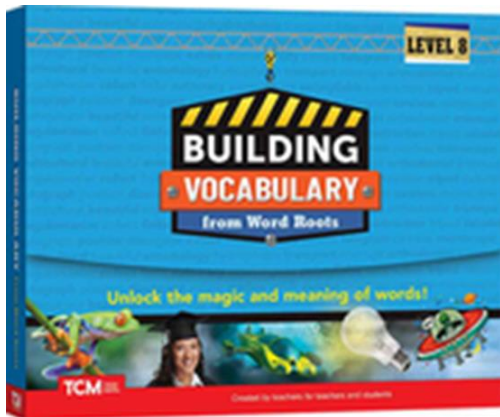
# Can Latin help younger students build vocabulary?

Education Apr 19, 2016 4:26 PM EST

In one year Woodlawn School saw increases in its standardized test scores for reading, particularly at the grade in which most teachers were using Latin and Greek roots.

**(The percentage of 4<sup>th</sup> graders proficient in reading increased by 28% and for 5<sup>th</sup> grade it rose 19%)**





**Alan Becker**



**ELA Supervisor, North Carolina**

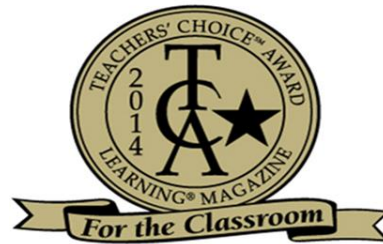
***Out of twenty elementary schools in the district the three classes of ELA that I was teaching a day produced the highest reading comprehension growth in the county according to the results of our statewide end-of-grade test.***

**Meet Alan at the TCM booth today!**

# Resources for Teaching Morphology/Word Roots

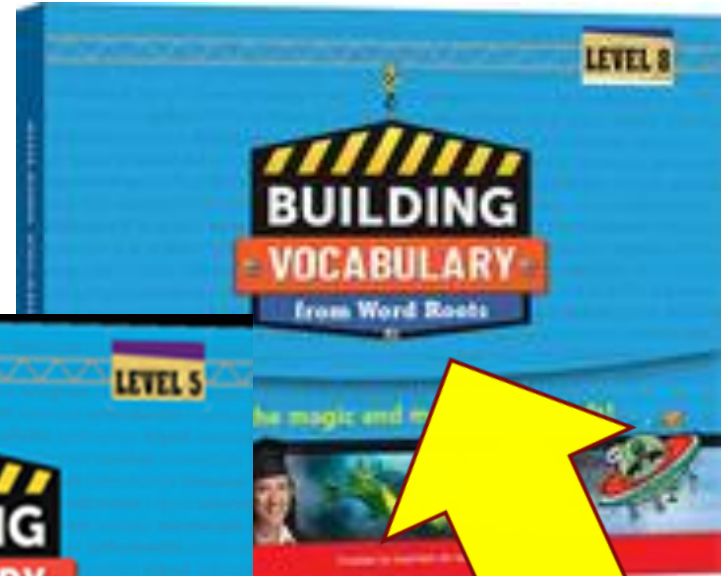
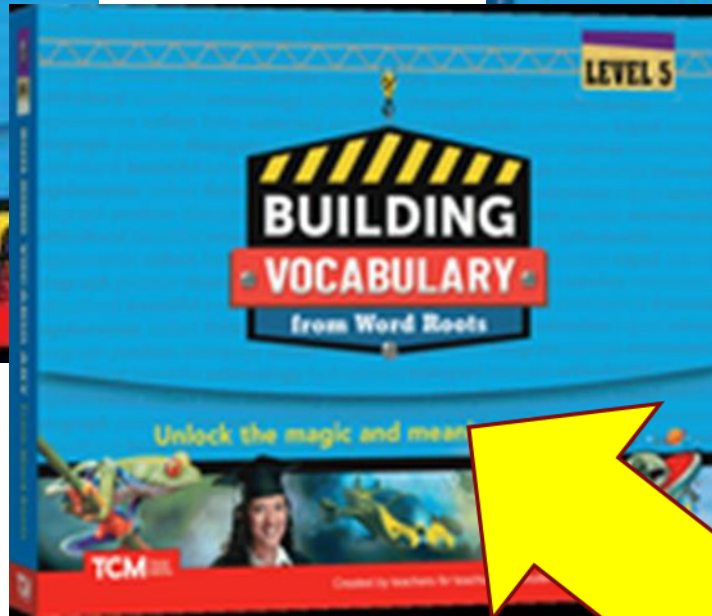


# *Building Vocabulary (2<sup>nd</sup> ed)* *(tcmpub.com)*



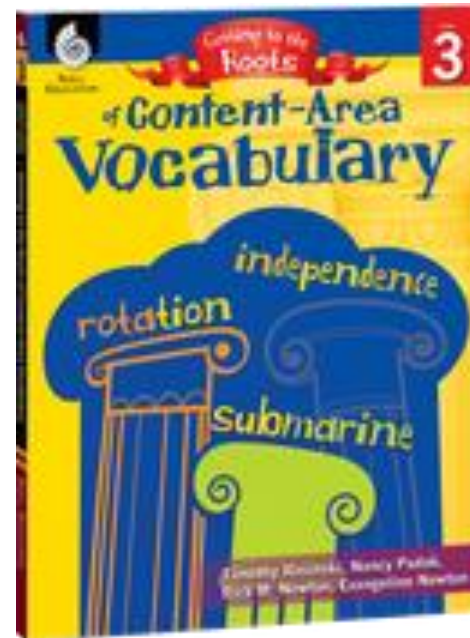
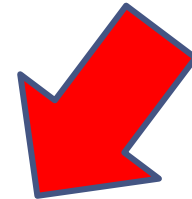
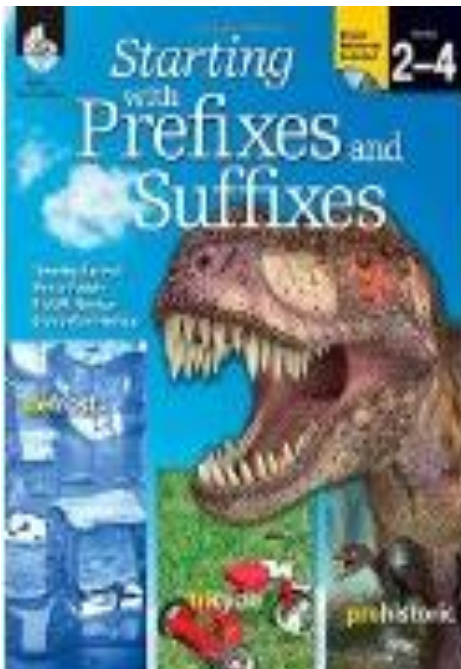
**Word  
Families/Rimes  
K-2**

# *Building Vocabulary (2<sup>nd</sup> ed)* *(tcmpub.com)*



**Word Roots  
2-11**

# Specialized Student Resources





# @timrasinski1

# Morphology Monday

← **Tim Rasinski**  
627 Tweets



**Tim Rasinski** @TimRasinski1 · Apr 22  
1 of 3 Apr 22. Happy Earth Day!

Here's a quick Word Roots Vocab Lesson for Earth Day

Pls RETWEET for others parents & teachers to use. Thanks.

To Print: Click on Image then Copy & Paste to a word doc.

@ILA @NCTE @DyslexiaIDA @EdWeekTeacher @weareteachers  
@SavetheChildren

### Earth Day on the Mediterranean Sea

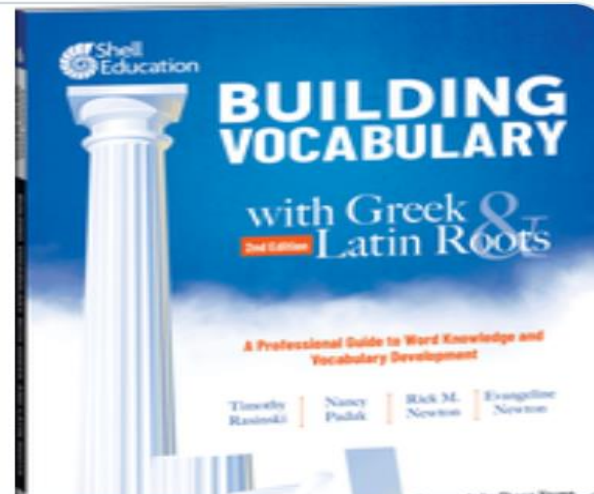
#### A Word Roots Lesson for Earth Day – Terr(a)

On April 22<sup>nd</sup>, the whole world comes together to celebrate the planet Earth. You may already know that many familiar “earth” words come to us from the Latin base *terr*, which means “land, ground, earth.” But did you know that *terr* often occurs in words that name geographical places? Here’s how the *Mediterranean Sea* got its name.

The ancient Romans lived in Italy, which is in the middle of the *Mediterranean Sea*. The Romans set out to conquer all the lands that touched this huge body of water: France, Spain, Libya, Egypt, Arabia, Greece, and the Middle East. The Romans called the world they conquered the “Circle of Lands” (*orbis terrarum*), and they called this sea “Our Sea” (*Mare Nostrum*). We call it the *Mediterranean Sea* because it lies in the **middle (Medi-)** of all those **lands (terr)** once conquered by the ancient Romans.



See if you can figure out the “earth” connection in these words: *territory*, *terrace*, *terrain*, *terrarium*, *extraterrestrial*, *subterranean*, *terrier*. If you need help, look them up in an online dictionary.



Cameron Carter and 9 others

## Earth Day on the Mediterranean Sea

### A Word Roots Lesson for Earth Day – Terr(a)

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# Why Geologists Love Earth Day

## Another Word Roots Lesson for Earth Day – Geo

Do you like rocks? Many people find rocks fascinating. If you are one of those people you might want to become a geologist. A geologist is a scientist who works in geology - the study of the physical history of the earth, the rocks of which it is composed, and the physical, chemical, and biological changes that the earth has undergone or is undergoing. The word geology comes from two Greek word roots – **geo**, meaning **earth** or land, and **-ology** which means the study of. So, geology means the branch of science that studies the earth and its features. Geologists study volcanoes and earthquakes; they also study the various materials that make up the earth, such as oil and minerals. The study of geology can be quite fascinating.

Knowing that the word root **pan** means **all**, why do you think that the word **Pangea** refers to the supercontinent that included almost all the landmasses on Earth in early geological times?



See if you can figure out the “earth” connection in these words: **geography**, **geometry**, **geode**, **geothermal**, **geocentric**, and **geodesic** dome and sphere. Can you match each image above with one of these “geo” words? If you need help, look them up in an online dictionary.



# NATIONAL TORTILLA CHIP DAY – February 24



**tort = twist**

A Word Root Lesson focused on *tort = twist*

National **Tortilla** Chip Day celebrates the crunchy, curvy, and **twisty** snack loved by millions across the nation, is observed annually on February 24th. Tortilla chips are most commonly served with salsa, chili con queso, guacamole, or cheese dips. Tortilla chips are made from corn tortillas cut into wedges and then fried. Tortillas, themselves, are thin, flat, round cakes of unleavened commeal baked on a griddle. The name **tortilla** comes from the Latin which means "twisted bread."

Even though tortilla chips have always been considered to be a Mexican food, they were first produced in Los Angeles in the late 1940s. It is said that the triangle-shaped **tortilla** chips were made popular by Rebecca Webb Carranza as a way to use the misshapen **tortillas** that were rejected from the automated tortilla machine that she and her husband used at their Los Angeles deli and **tortilla** factory. Carranza realized that once the discarded **tortillas** were cut into triangle shapes and fried they twisted themselves into becoming a popular snack. She sold them for a dime a bag. Carranza received the Golden **Tortilla** Award in 1994 for her contribution to the Mexican food industry.

Source: <https://nationaldaycalendar.com/national-tortilla-chip-day-february-24/>

Match the **tort** word below with the appropriate image (How does each word include the idea of twist?)

**Contortionist**



**Torture**



**Distortion**



More **tort** words to explore:

Extortion      Retort  
Tortellini      Torsion

Learn more about a Word Roots approach at [www.timrasinski.com](http://www.timrasinski.com) > Products. Contact us at [trasinsk@kent.edu](mailto:trasinsk@kent.edu)



# March 15 - World Contact Day



A Word Root Lesson on **tact/tang** = **touch**

Every year on March 15th, people around the globe unite on World **Contact** Day to attempt make **contact** or get in **touch** with extra-terrestrial (ET) life. Nearly half of all human beings believe that intelligent alien civilization exists. Those who believe other life forms exist think we should try to make **contact** with them. If you are one who doesn't believe in aliens, here are some facts to consider:

- The U.S. government takes UFOs seriously.
- Scientists think that certain planets may be habitable.
- Many people claim to have personal **contact** with aliens and have been able to draw pictures describing their experiences.
- Many people have reported UFO sightings and have taken pictures to prove it.
- There are a lot of things that happen in the sky that are simply unexplainable. If aliens really do exist, why haven't we made contact with them?

What do you think about aliens and life beyond the earth?

(Source: <https://nationaldaycalendar.com/world-contact-day-march-15/> )

The Latin s **tact, tang** means **touch**. It is found in many English words. Can you think of any? \_\_\_\_\_



tact/tang = touch

Match the descriptive phrase below with the **tact/tang** word on the right. Be sure to "**touch** bases" with a friend or teacher about your choices.

1. \_\_\_\_ Affecting the sense of "touch" such as sand paper.
2. \_\_\_\_ Capable of being transmitted, especially by "touch."
3. \_\_\_\_ Not perceptible by the senses, especially the sense of "touch."
4. \_\_\_\_ "Touching at a single point."
5. \_\_\_\_ An item that is not broken; "untouched."
6. \_\_\_\_ Being sensitive to the feeling of others, especially on "touchy" issues

- a. **tangent**
- b. **tactile**
- c. **intact**
- d. **contagious**
- e. **tactful**
- f. **intangible**

Choose the Correct Word:

My brother is so touchy, that any \_\_\_\_\_ (**tangential, tactless, contingent**) comment by someone is certain to hurt his feelings.

What does it mean when someone is described as touchy?

Learn more about a Word Roots approach at [www.timrasinski.com](http://www.timrasinski.com) > Products. Contact us at [trasinsk@kent.edu](mailto:trasinsk@kent.edu)



# Memorial Day



## A Word Roots Lesson on **mem, memor = mind, mindful**

On the last Monday of May the United States commemorates, honors and remembers of all men and women who have died while serving in the United States Armed Forces. The words memorial, commemorate and remember all carry an important word root – **mem/memor** which means “**mind or mindful.**” On Memorial Day we are asked to be mindful of those who have died in service to their country so that they live on “in our minds.”

Here are other English words that contain this root as well. Can you match them with the pictures below? What do each have to do with “mind or mindful”?

**memories, memoirs, memorandum**



---

If you were to visit Washington DC, what might you bring home as a **memento**?



## September 21. International Peace Day



### A Word Roots Lesson Celebrating Peace ("Pax/Pac")

**Pax/Pac** is the Latin word root that means peace. **Pax Romana**, a Latin term for "Roman Peace," was a long period of peace from 27 BC to about 180 AD – over 200 years. The main importance was that all of the land surrounding the Mediterranean Sea was at peace because everyone was under Roman Law.

Here are sentences that include "**pac/pax**" words meaning peace. Match each sentence with the word in the box to the right.

- \_\_\_ I am a device that keeps babies calm and peaceful.
- \_\_\_ I am a peaceful agreement with others.
- \_\_\_ I am a person who is against all wars and conflicts, and for peace.

- a. **Pacifist.**
- b. **Pacifier.**
- c. **Pact.**



### Did You Know how the **Pacific** Ocean got its Name?

In 1519, Portuguese navigator Ferdinand Magellan began a journey across the Atlantic Ocean to seek a western route to the Spice Islands via South America. After braving perilous seas and navigating through what are now known as the Straits of Magellan, his small fleet entered an unfamiliar ocean in Nov. 1520. He called this body of water **Mar Pacifico** (Spanish and Portuguese for "peaceful sea"), due to the calmness of the water at the time. The explorers had ventured into the largest ocean on Earth and contains more than half of the water in the world! All of the world's continents could fit into the Pacific basin!

Want to learn more about a Word Roots approach to Building Vocabulary?

*Building Vocabulary with Greek and Latin Roots.*

<http://timrasinski.com/products.html>

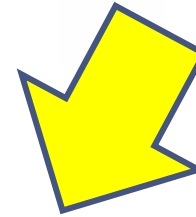
Questions? Contact us at [trasinsk@kent.edu](mailto:trasinsk@kent.edu)





# Tim Rasinski

4,650 Tweets



You Retweeted



Laura Hancock, Ph.D. @LauraAHancock · Feb 13



🌟 Absolutely love Building Vocabulary with Greek and Latin Roots! Theory, practice & extension activities. Odd Word out is a fav & much fun with students & adults.



Tim Rasinski @TimRasinski1 · Feb 13

Morphology Monday!

In anticipation of Presidents Day (2,20) in the US, this week's Word Roots are "SID, SED, SESS = SIT"

"Joe Biden is the SITTING preSIDent"

@ILAToday @ascd @DyslexiaIDA @reading\_league @IMSEOG



## Presidents Day



A Word Root Lesson focused on **sid, sed, sess = sit**

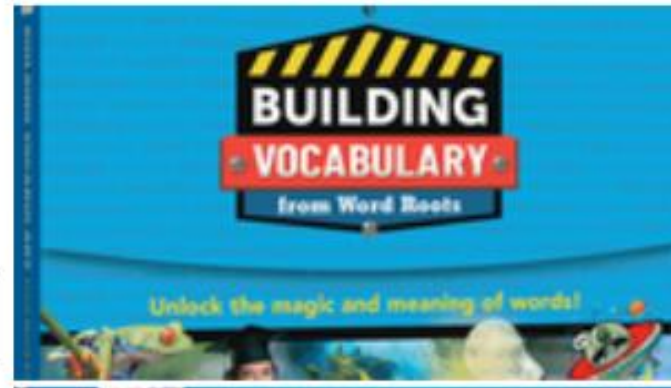
On the third Monday in February, the United States celebrates the national holiday known as Presidents Day. The day takes place during the birth month of the country's two most prominent presidents, George Washington and Abraham Lincoln. The story of Presidents' Day began in 1869. Following the death of George Washington in 1799, his February 22 birthday became a parental day of remembrance. At the time, Washington was venerated as the most important figure in American history.

The word root **sid** is embedded in the word president. The roots **sid, sed,** and **sess** mean to "sit." Knowing that the word root **pre** means before, you can see how a president "sits before" or in front of the nation to provide leadership. **sed** is often referred to as the sitting president.

Match the phrase on the left with the appropriate sid/sed/sess word on the right.

1. \_\_\_ A person who "sits" in his or her home.
2. \_\_\_ Matter that has been deposited and "sits" or settles through some natural process.
3. \_\_\_ Tending to spend much time seated and inactive.

- a. sedentary
- b. sediment
- c. resident



# Moving On...







STUDENT ENGAGEMENT

## Does Our Natural Affinity for Games Have a Place in the Classroom?

When one teacher organized his students into teams of competing barbarians, they embraced learning about ancient Rome.

By [Adam Moler](#)

January 8, 2021



# Word Ladders (A Word Building Game)





- **Saint**
- **Paint**
- **Pint**
- **Pink**
- **Pick**
- **Tick**
- **Trick**

• \_\_\_\_\_

•

•

- Saint
- Paint
- Pint
- Pink
- Pick
- Tick
- Trick
- Patrick

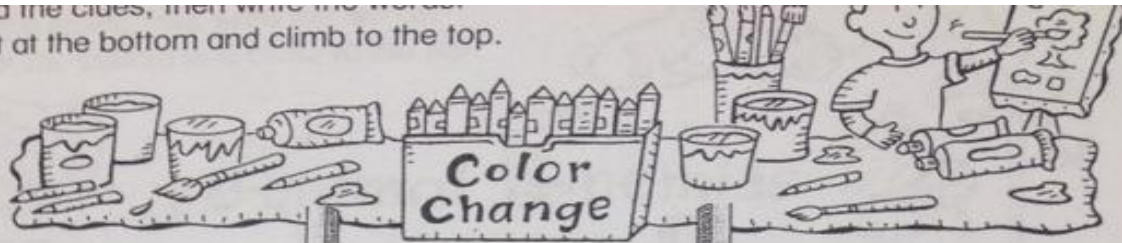


- **Britain**
- **Brain**
- **Rain**
- **Train**
- **Trait**
- **Treat**
- **Great**





Read the clues, then write the words.  
Start at the bottom and climb to the top.



a color made by mixing red and white  
**Add a letter to the end.**

pink

used to attach things to clothes  
"Let me \_\_\_ your name tag to your shirt."  
**Change the last letter.**

pin

the seed of a peach  
**Change the vowel.**

pit

to pat gently  
"I want to \_\_\_ the horse."  
**Change the first letter.**

pet

to make a guess  
"I \_\_\_ it will rain today."  
**Change the last letter.**

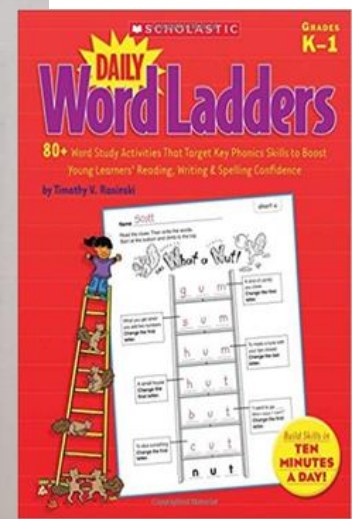
bet

a place to sleep  
**Change the first letter.**

bed


red

Daily Word Ladders © 2008 by Timothy V. Rasinski, Scholastic Teaching Resources









SCIENTIFIC STUDIES OF READING, 7(1), 75–104  
Copyright © 2003, Lawrence Erlbaum Associates, Inc.

# Focusing Attention on Decoding for Children With Poor Reading Skills: Design and Preliminary Tests of the Word Building Intervention

Bruce McCandliss

*Weill Medical College of Cornell University*

Isabel L. Beck, Rebecca Sandak, and Charles Perfetti

*University of Pittsburgh*

**Significant improvements in phonemic awareness, word decoding, and comprehension**

strated deficits in decoding, reading comprehension, and phonemic awareness skills.

# DAILY Word Ladders



## Saint Patrick's Day

### Start with "Saint" and go to "Trick"

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

#### Answer Key:

- Start** → **Saint** → **CLUE:** A colored liquid used for coloring walls and objects. Change 1 letter.
- Paint** → **CLUE:** The feeling associated with an injury. Subtract 1 letter.
- Pain** → **CLUE:** What a pie is baked in. Subtract 1 letter.
- Pan** → **CLUE:** To strike gently with something flat. Change 1 letter.
- Pat** → **CLUE:** To strike something lightly and repeatedly. Rearrange the letters.
- Tap** → **CLUE:** A device used for catching animals. Add 1 letter.
- Trap** → **CLUE:** To travel from one place to another; also, to stumble. Change 1 letter.
- Trip** → **CLUE:** To put into a neat or orderly condition by clipping. Change 1 letter.
- Trim** → **CLUE:** To deceive or cheat. On Halloween we say \_\_\_ or treat. Replace last letter with 2 new letters.
- Trick**

Now, put words 1,5, and 10 together and what do you get?



More Word Ladders at: <https://bit.ly/wordladder>

# Word Ladder Wednesday

@timrasinski1

trasinsk@kent.edu



Instructions:

Instructions:  
Answer the clues to find new words.

Saint	
_____	→ <b>CLUE 1:</b> A colored liquid used for coloring walls and objects. Change 1 letter.
_____	→ <b>CLUE 2:</b> The feeling associated with an injury. Subtract 1 letter.
_____	→ <b>CLUE 3:</b> What a pie is baked in. Subtract 1 letter.
_____	→ <b>CLUE 4:</b> To strike gently with something flat. Change 1 letter.
_____	→ <b>CLUE 5:</b> To strike something lightly and repeatedly. Rearrange the letters.
_____	→ <b>CLUE 6:</b> A device used for catching animals. Add 1 letter.
_____	→ <b>CLUE 7:</b> To travel from one place to another; also, to stumble. Change 1 letter.
_____	→ <b>CLUE 8:</b> To put into a neat or orderly condition by clipping. Change 1 letter.
_____	→ <b>CLUE 9:</b> To deceive or cheat. On Halloween we say ___ or treat. Replace last letter with 2 letters.
_____	
_____	

Now, put words 1,5, and 10 together and what do you get?

**Thanks for all these!! I love activities that motivate kids (and caregivers!) to dig into the internal structure of words!!**

*Paul Wilson. Former Assistant Director - Center for the Study of Reading at University of Illinois at Urbana*

Thanks for all these!! I love activities that motivate kids (and caregivers!) to dig into the internal structure of words!!

## ***“Orthographic Mapping”***

*Paul Wilson. Former Assistant Director - Center for the Study of Reading at University of Illinois at Urbana*



## Word Ladders for the Win

By Alaina Weatherford

I have seen a huge increase in my students' overall interest level concerning words. If there is a word on the ladder they do not know, they are **genuinely curious about what the word means**. We take the time to discuss the word, look up the definition, and pull up images online. Because of this, the number of words they have in their **vocabulary has increased exponentially**.



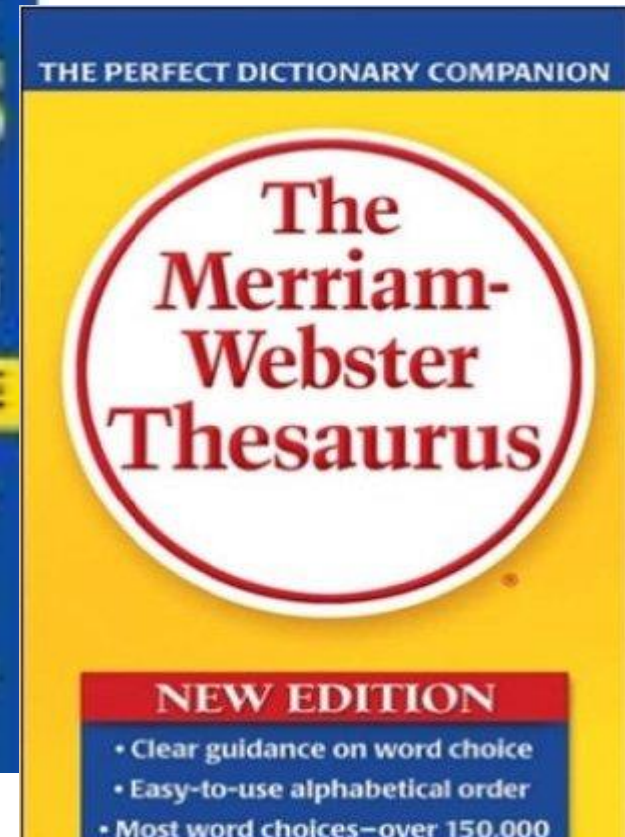
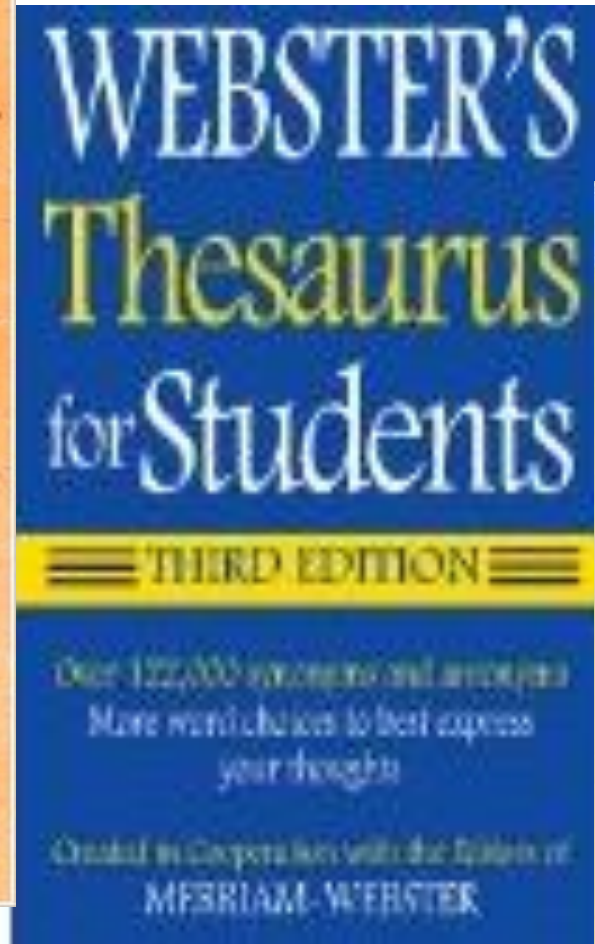
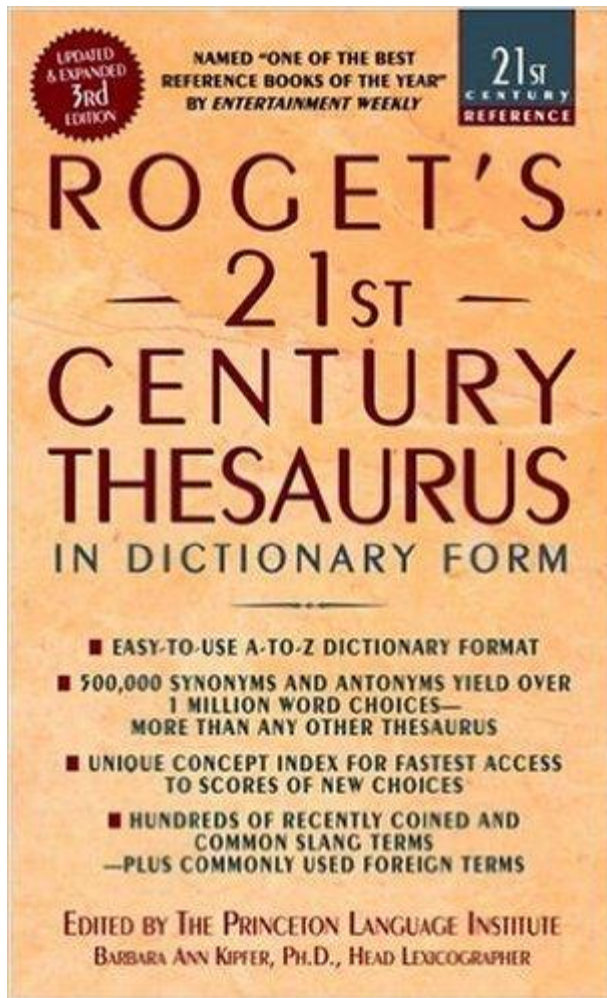
# How About Another Kind of Ladder





# Vocabulary Ladder

## How to Use a Thesaurus



# Vocabulary Ladders

Here's a set of words that have similar meanings – to travel by foot:

***Amble***

***Dash***

***Walk***

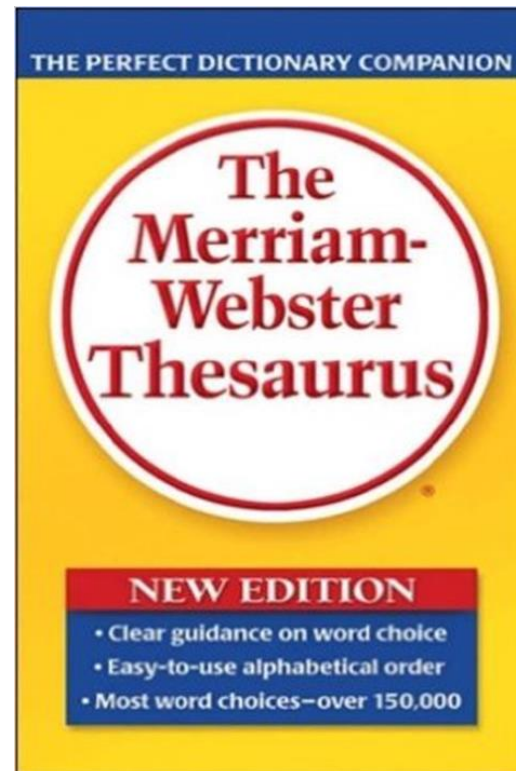
***Jog***

***Traipse***

***Shuffle***

***Trot***

***Plod***



# Vocabulary Ladders

Here's a set of words that have similar meanings – to travel by foot:

**Amble**

**Dash**

**Walk**

**Jog**

**Traipse**

**Shuffle**

**Trot**

**Plod**

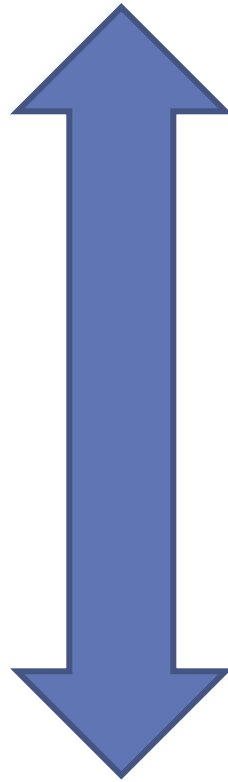
**Now order or ladder these words from slowest to fastest?**

# Vocabulary Ladders

## Slow to Fast!



*Plod*  
*Shuffle*  
*Walk*  
*Traipse*  
*Amble*  
*Trot*  
*Jog*  
*Dash*



# Vocabulary Ladders

## Soft to Loud!



***Whisper***



***Scream***



# Vocabulary Ladders

## Soft to Loud!



***Whisper***

*Murmur*

*Utter*

*Snicker*

*Explain*

*Exclaim*

*Yell*

***Scream***





# Vocabulary Ladders

## Soft to Loud!



***Whisper***

*Murmur*

*Snicker*

*Exclaim*

*Yell*

***Scream***





# Positive to Negative

## Word Ladder

best

perfect

awesome

amazing

great

better

good

satisfactory

acceptable

mediocre

poor

bad

awful

horrible

worst

+

—

coarse

scratchy

bumpy

fuzzy

sleek

satiny

silky

"Texture"

terrified

fearful

alarmed

apprehensive

bold

courageous

heroic

"Bravery"

wail

bawl

whimper

giggle

snicker

chuckle

chortle

"Emotion"

timid

shy

reserved

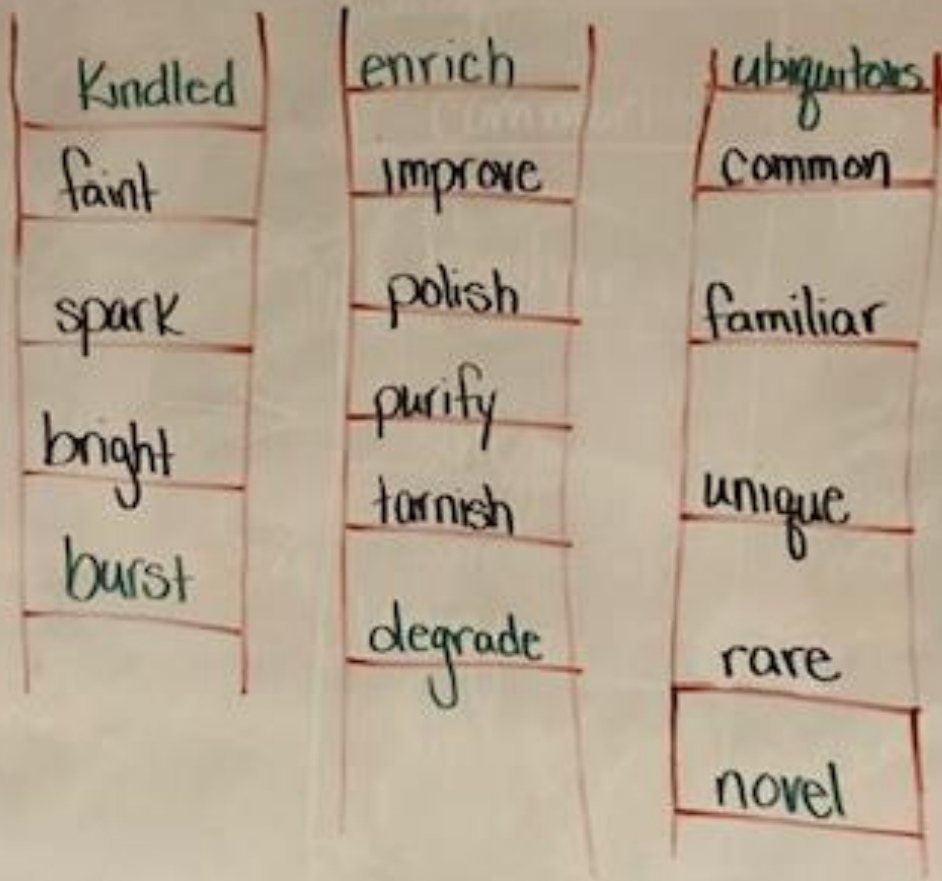
friendly

sociable

outgoing

extroverted

"Confidence"



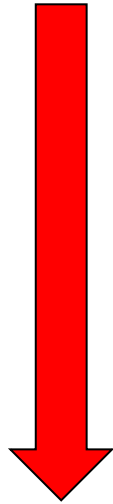
Hello Dr. Rasinski,

I mentioned in our last communication how much I love the vocabulary ladders and want to adapt the concept for my high schoolers. I tried some out with my AP Lit students, and they said they found them to be fun! We used the ladders as a catalyst for discussion about word nuance and how they can use this knowledge in their AP test writing. But mostly...my 17 and 18-year-olds said they were fun! lol I gave them the bottom and top rung, and they filled in the rest.

# Vocabulary Ladders

*Old Guy (Happy Birthday Tim)*

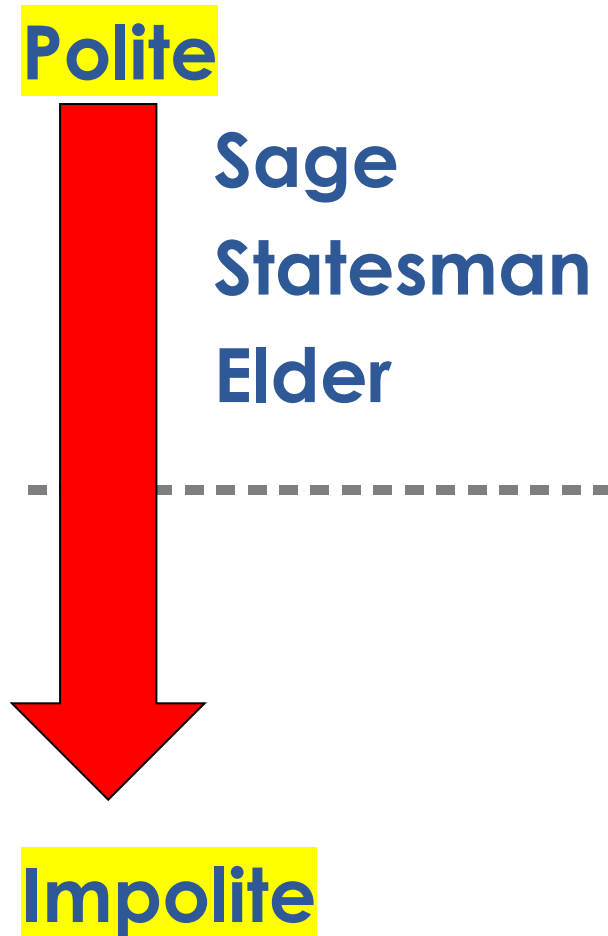
Polite



Impolite

# Vocabulary Ladders

*Old Guy*



# Vocabulary Ladders

## Old Guy

Polite

Sage  
Statesman  
Elder



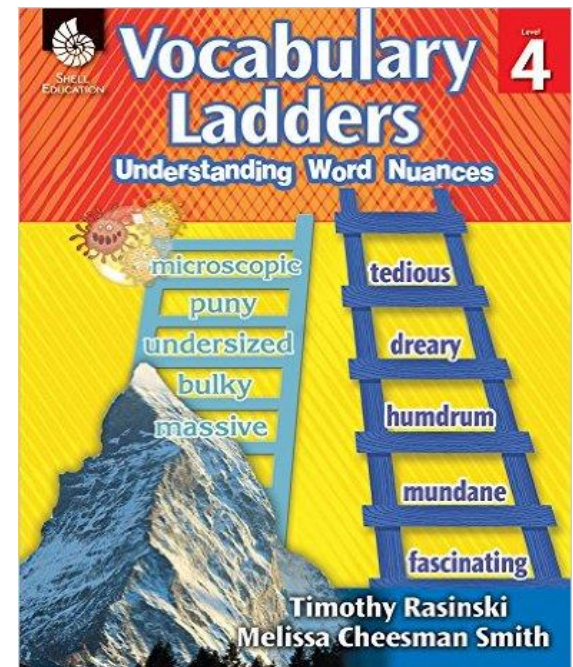
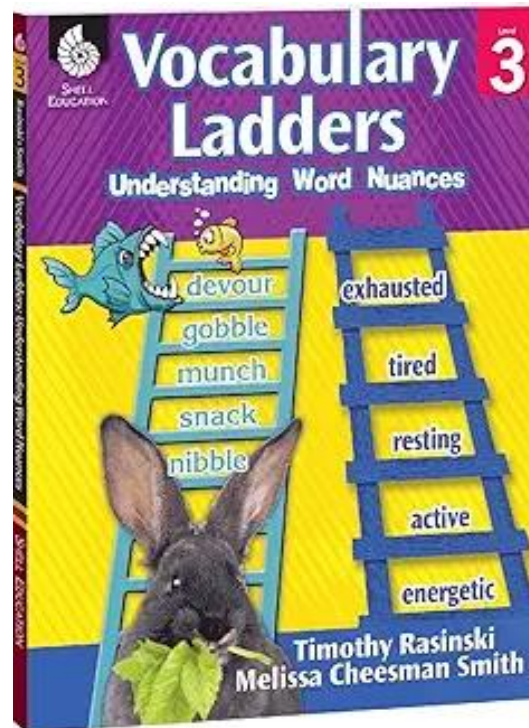
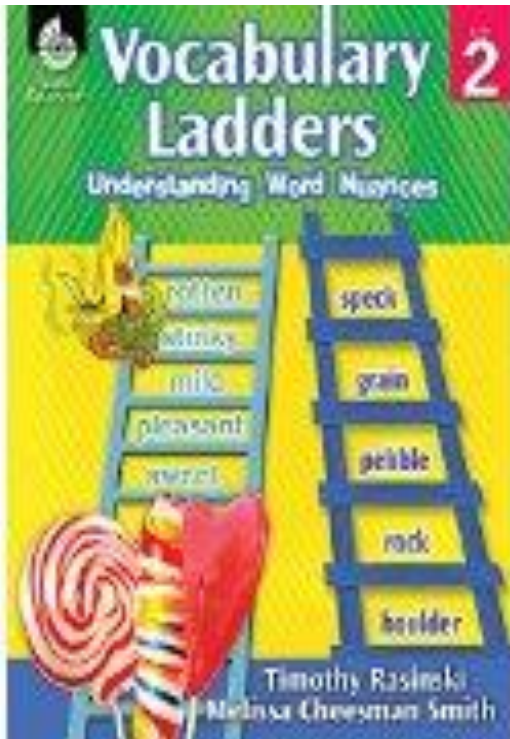
-----  
Geezer  
Grumpy Old Man  
Old Fart

Impolite





# Vocabulary Ladders





# Figurative Language!

## Idiomatic Expressions – Go Figure!



# Figurative Language!

## Idiomatic Expressions – Go Figure!

The study of figurative language and idiomatic expressions is **largely missing** from our reading and ELA curricula and curricular materials.

# Figurative Language!

And they are often presented in alphabetic order .....

A Idioms

L Idioms

B Idioms

M Idioms

C Idioms

N Idioms

D Idioms

O Idioms

E Idioms

P Idioms

F Idioms

R Idioms

G Idioms

S Idioms

H Idioms

T Idioms

I Idioms

U Idioms

K Idioms

W Idioms

# **We Need a Better Resource**



# Need a Resource

- [www.Idiomconnection.com](http://www.Idiomconnection.com)

---

Animal Idioms

Arm, Hand and Finger

Bird Idioms

Body Idioms

Business Idioms

Business Negotiations

Card Playing Idioms

Clothes Idioms

Color Idioms

Court and Judge Idioms

Ear, Eye and Nose Idioms

Education and School

Fish, Insect and Reptile

Food Idioms

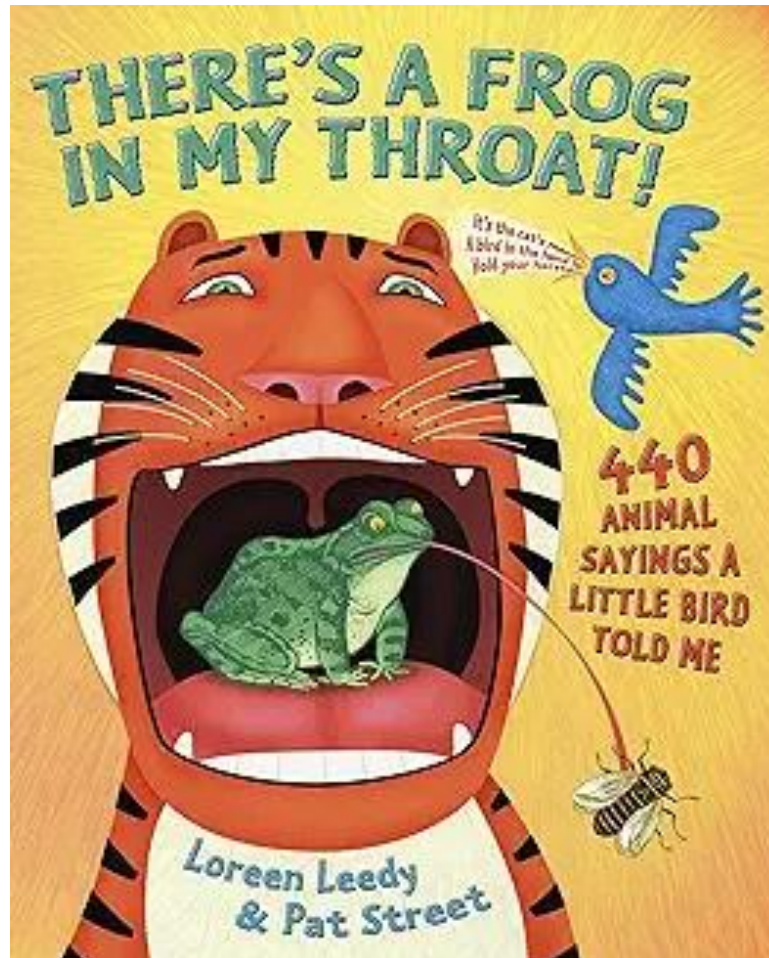
Head and Mind Idioms

Heart Idioms

Initials

# Need a Resource

- [www.idiomconnection.com](http://www.idiomconnection.com)



# Teach Idioms by *Theme or Topic*





# Teach Idioms by *Theme or Topic - Baseball*

How many baseball idioms can you think of?

# Teach Idioms by *Theme or Topic*

How many baseball idioms can you think of?

Let's see if anyone can “hit a homerun!”



# Teach Idioms by *Theme or Topic*



Three strikes and your out

Out in left field

Give me a ballpark figure on that

Anyone ever play hard ball with you?

Anyone every throw you a curve?

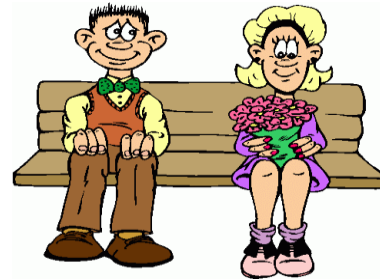
Who's on deck?

Keep your eye on the ball.

Rounding third and heading home.

# Teach Idioms by *Theme or Topic*

And of course ....



**Going out on a date and making it past first base?**



# Teach Idioms by *Theme or Topic*

Now take it to the next level (be creative-artful)–

Have students write a story or other text using as many baseball expressions as possible.



## Written Composition Using Figurative Language

### *Romeo and Juliet Told Through Sports Idioms*

**Right off of the bat**, Romeo knew he was in love with Juliet. The problem was that **across the board**, the Capulets hated the Montagues. Romeo was **behind the eight ball** before he even had a chance to **get the ball rolling**. He knew it would be tough to **score points** with Juliet's parents, but he didn't **throw in the towel** quite yet. He danced with her at the Capulet's ball, and their relationship was **off and running**. When Juliet's cousin, Tybalt, saw them together, he **blew the whistle** on Romeo. Juliet's father said that he would **call the shots** because it was his party, and Romeo was allowed to stay.

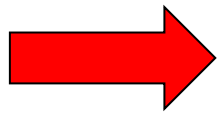
Romeo and Juliet **dove right into** a relationship and got married. It was **smooth sailing** for them until Tybalt **threw Romeo a curve** by killing Romeo's friend Mercutio. Romeo had to **level the playing field** and get back at Tybalt, so he **played hard ball** and killed him. Romeo was **down for the count** when the Prince banished him. No one was **in his corner** except his love, Juliet. Defeated, he **rolled with the punches** and moved to Mantua.

His friend, Balthasar, wanted to **touch base** with him, but ended up **throwing him a curve**. Balthasar mistakenly thought Juliet was dead. Romeo couldn't believe this was happening **at this stage of the game**; he was supposed to go get Juliet, and they were going to run away together. Romeo really **dropped the ball** after that. He lay down next to Juliet and took his own life. When Juliet awoke and saw her husband dead, she thought, "**That's the way the ball bounces**," and stabbed herself. The parents of the young lovers were shocked by what had happened. The announcement of their children's deaths had **come out of left field**. They decided to **tackle the problem** of their long feud and built statues in memory of their lost children.

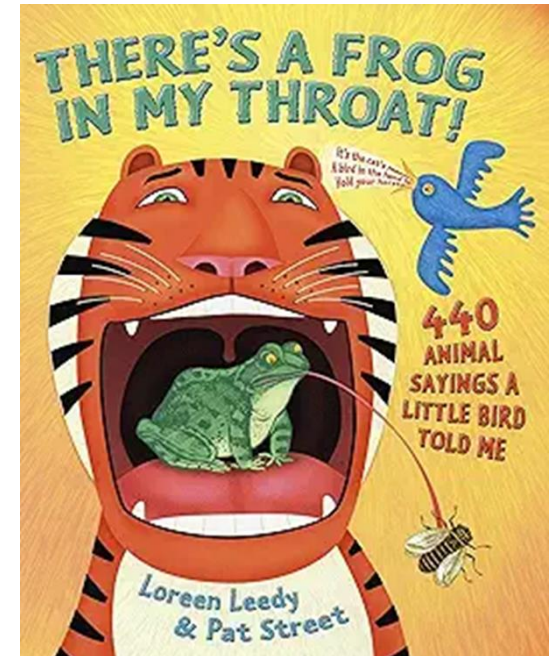
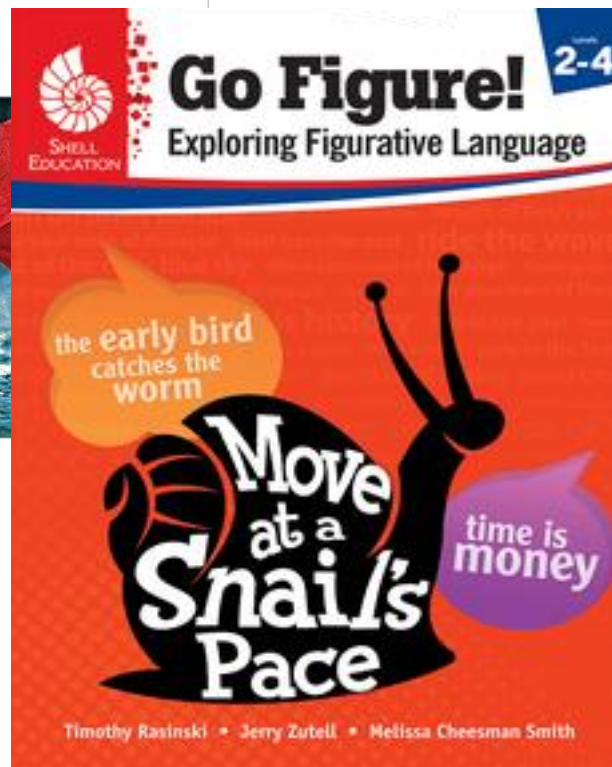
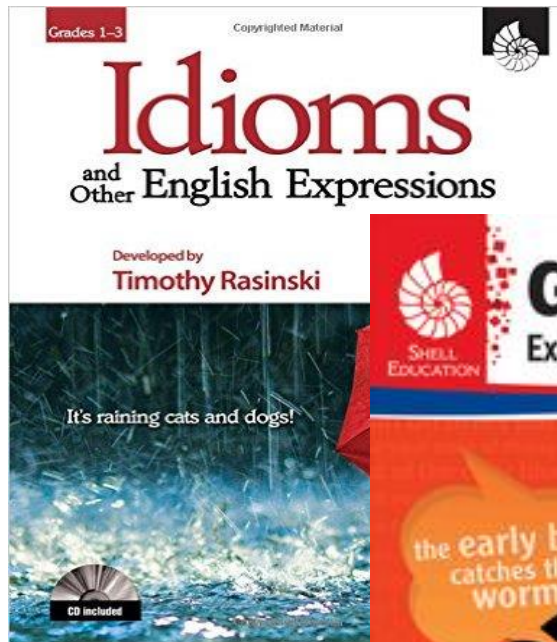




Resources: Also see:



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





TIMOTHY V. RASINSKI &  
MELISSA CHEESMAN SMITH

DAILY  
**Word Ladders**

**Idioms**  
Grades 4+

**90 Word Ladders**  
to Take Word Study  
to the Next Level

 SCHOLASTIC

TIP! You may want to offer students some extra support for the more challenging words, marked with a ⭐.

## BUGS & INSECTS



# GUESS THE IDIOM #14

## Answer Key and Teaching Notes

9. Small crawling animals used for fish bait.

Change the vowel and rearrange the letters.

Trivia: Worms make tunnels as they dig, causing necessary aeration of the soil.

w o r m s

s w a r m

7. Temperature that is mildly hot.

Change 1 letter.

w a r m

h a r m

6. A small piece of jewelry on a bracelet.

Change first and last letters.

c h a r m

s h a r e

3. A type of large rabbit.

Change 1 letter.

Homophone: hair, something that grows on your head or body.

h a r e

c a r e

1. Used to aid someone in walking.

Add 1 letter.

c a n e

c a n

8. To gather around something rapidly; a body of bees.

Add 1 letter.

Have students name other things that swarm (kids around a new toy; shoppers on Black Friday).

6. To cause damage to a person or object.

Take away 1 letter.

4. To give some of what you have to others.

Add 1 letter.

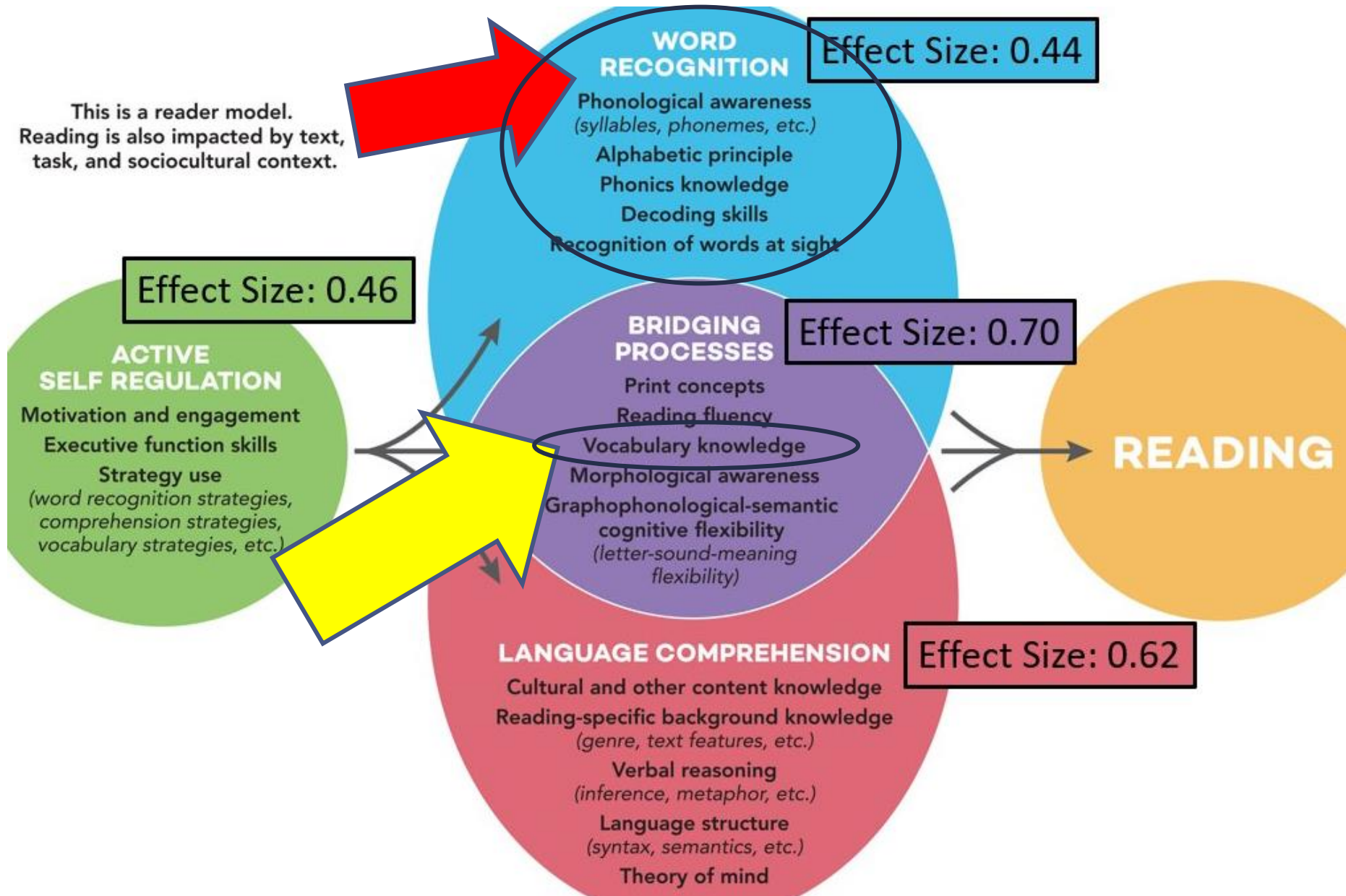
2. To show another section or thoughtfulness.

Change 1 letter.

Start Here

# Active View of Reading -2023

This is a reader model.  
Reading is also impacted by text,  
task, and sociocultural context.



# Artful Approaches to Word Study

- **Word Awareness (Harvesting Words)**
- Sight Words and Phrases
- **Word Patterns**
  - **Onsets & Rimes**
  - **Morphemes – Prefixes-Bases-Suffixes**
- **Word Building and Games**
  - WORDO
  - **Word Ladders**
  - Making and Writing Words
- **Expanding Vocabularies**
  - **Idioms**
  - **Vocabulary Ladders**
  - Concept Maps
  - Semantic Feature Analysis
  - Cloze/Maze





# A Poem About Words

A word is dead  
When it is said,  
Some say.

I say it just  
Begins to live  
That day.

--Emily Dickinson



# Let's Create a Generation of Lexophiles



**Thank you teachers for being the artists  
(and scientists) our children need!**



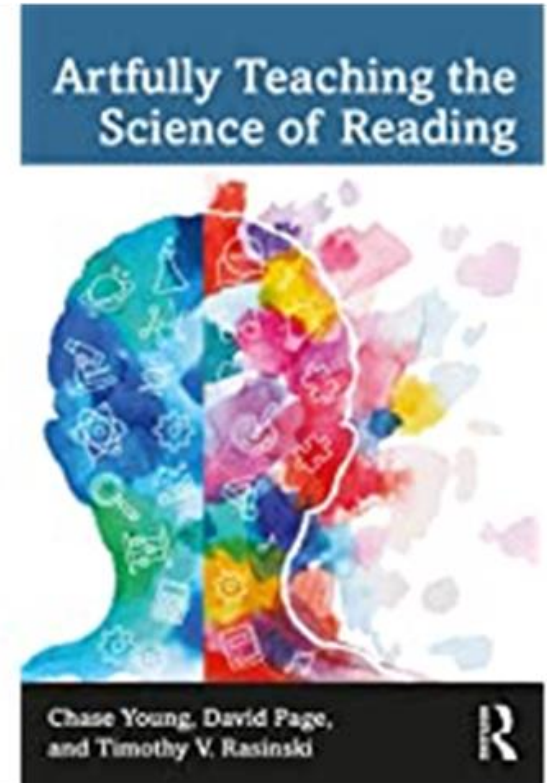


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“In science one tries to tell people, in such a way as to be understood by everyone, something that no one ever knew before. But in poetry and art, it’s the exact opposite.”

[Franz Kafka](#) (1883-1924)