

Note: It is recommended that you save your response as you complete each question.



Question 1 (2 points)

Pick 2 words that you put into the word jail on page 5 of module 3 (these were words that you initially thought did not follow patterns or rules of English). Explain if you would now keep these two words in the word jail or take them out. Support your answers with information regarding the 5 principles of spelling.

A large empty rectangular box intended for the student's answer.

- Review the brain systems that support reading.
- Review consonant and vowel sounds.
- Examine a progression of phonological and orthographic skill development.
- Preview five principles that govern English spelling.

Warm-Up: Do These Words Belong in Jail?

- Ms. Thomas, a second-grade teacher, keeps a Word Jail on the classroom wall. Inside the jail she puts “outlaw” words, or words that don’t follow any knowable pattern or rule of English spelling. Some of the Word Jail inmates are:

about

black

little

have

knew

one

right

again

caught

every

how

when

our

beautiful

use

car

found

it's

more

phone

because

don't

gym

junk

nice

quit

o u y m vowel team

=> vowel team



Principle 1 The History of English Explains Sp

Table 2.1. Characteristics of English Words According to Language of Origin

Language of Origin	Features of Words	Word Examples
<p><i>Tier 1</i></p> <p>Anglo-Saxon (Old English)</p> <p><i>deals</i></p>	<ul style="list-style-type: none"> Short, one-syllable words, sometimes compounded Use of <u>vowel teams</u>, <u>silent letters</u>, <u>digraphs</u>, <u>diphthongs</u> in spelling Words for common, everyday things Irregular spellings 	<p>sky, earth, moon, sun, water, sheep, dog, horse, cow, hen, h</p> <p>arm, finger, toe, heart, shoe, s</p> <p>pants, socks, coat, brother, fat</p> <p>mother, sister, hate, love, think</p> <p>want, touch, does, were, been,</p> <p>would, do <i>knee</i></p>
<p>Norman French</p> <p><i>60% Tier 2</i></p>	<ul style="list-style-type: none"> ou for /ū/ Soft c and g when followed by e, i, y Special endings such as -ine, -ette, -elle, -ique Words for food and fashion, abstract social ideals, relationships 	<p>amuse, cousin, cuisine, country</p> <p>peace, triage, rouge, baguette,</p> <p>novice, justice, soup, coupon,</p> <p>nouvelle, boutique</p>
<p>Latin/Romance</p> <p><i>deals</i></p>	<ul style="list-style-type: none"> Multisyllabic words <u>with prefixes</u>, <u>roots</u>, <u>suffixes</u> Content words found in text of social sciences, traditional physical sciences, and literature <p><i>US - um - a</i></p> <p><i>ii - a</i></p> <p><i>ea</i></p>	<p>firmament, terrestrial, solar, s</p> <p>aquarium, mammal, equine, s</p> <p>mandible, extremity, locomot</p> <p>paternal, maternity, designat</p> <p>hostility, amorous, contempla</p> <p>delectable, deception, reject,</p> <p><i>data, alumni, diu</i></p>
<p>Greek</p> <p><i>deals</i></p>	<ul style="list-style-type: none"> Spellings ph for /f/, ch for /k/, and y for /i/ Constructed from <u>combining forms</u> similar to English compounds Philosophical, mathematical and scientific terminology 	<p>hypnosis, agnostic, neuropsy</p> <p>decalathlon, catatonic, agora</p> <p>chlorophyll, physiognomy</p>

ENGLISH LANGUAGE

Ch →

Canterbury Tales, written in Middle English by Geoffrey Chaucer
1380

RENAISSANCE underway; scholars infuse Latin and Greek vocabulary into English
1475

social mobility, blending of dialects

sectional changes in pronunciation occurring rapidly as

The age of SHAKESPEARE
1600

Samuel Johnson's first dictionary of English
1755

Noah Webster's first dictionary of American English
1828

Oxford English dictionary, history of every word, published after 70 years of work
1928