

MSLE: Structure, History, & Teaching

Linguist-Educator Exchange
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CONTENT from an OG perspective

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“Phonology & Phonological Awareness”

- Contrary to the Assumption of Phonological Primacy,
- Phonology can only be understood as part of a complete system, and
- Is constantly informed by orthographic knowledge in a literate world.

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“Sound-Symbol Association”

- Graphemes (not letters) spell phonemes (not sounds), and
- These associations only occur within the defining and delimiting structure of morphemes.
- Being a grapheme or part of a grapheme is only one of the jobs a letter can do.

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“Syllable Instruction”

- English is stress-timed, not syllable-timed.
- Written and spoken syllables do not always match.
- Syllable division is typographic, not orthographic in nature.

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- English is stress-timed, not syllable-timed.
- Written and spoken syllables do not always match.
- Syllable division is typographic, not orthographic in nature.
- Groff 1971: syllable instruction has no effect on literacy outcomes. Morphological instruction does.

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“Morphology”

- Morphology is the organizational basis of the written word, but
- Morphology is often reserved as a later or more advanced topic.

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“Syntax”

- Morphology is word-level syntax, and
- A word's syntax is carried in its morphology.

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“Semantics”

- Sense and meaning are the goals of literacy, and
- Sense and meaning are carried in the orthography.

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APPROACH from an OG perspective

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“Simultaneous Multisensory”

- Spelling out word sums and written words engages multiple sensory pathways, and
- Exploits the structures of words for deeper understanding.

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“Systematic and Cumulative”

- Instruction and investigations seek to understand the writing *system*,
- And build both breadth and depth into word study.

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“Direct Instruction”

- Teacher-led investigation, or
- Student-led investigation

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“Diagnostic Teaching”

- Real competence is not about mere accuracy (the *what* of spelling), but
- Requires an understanding of the *why* and *how* of spelling.

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“Synthetic and Analytic Instruction”

- Word sums and matrices can be used both synthetically and analytically.
- Reading presupposes understanding the orthography.

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SHIFTING PARADIGMS



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Common and Consistent

- Spelling's job is to represent sense and meaning.
- Every written word either is or has a base element.
- Letters can have different jobs.
 - They do not always spell sounds!

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Success Orientation

- Learn, use, and teach real instructional terminology!
- Use word sums and matrices to test and verify hypotheses about words.
- Interrogate resources rather than just consulting them.

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Cognitive Load

- The Vowel Hand
- Four questions
 - What does it ***mean?***
 - How is it ***built?***
 - Does it have any ***relatives*** (morphological & etymological)?
 - What aspects of its ***pronunciation*** are relevant to its spelling?

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Cognitive Load

- Suffix Addition Patterns
 - Doubling
 - Dropping final <e>
 - Changing <y> to <i>
- The Homophone Principle
 - Homophones
 - Homonyms
 - Homographs

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