Specific Language Training
An Orton-Gillingham Based Curriculum
for Middle & High School Students

Advanced Level
A Systematic Study of
Latin and Greek Roots

Root Book One
Unit A: Introduction to Latin Roots
Unit B: Latin Roots and Suffix Choices
Unit C: Introduction to Greek Roots
Unit D: Latin and Greek Number Prefixes

Margaret H. Kleiber

Table of Contents

SPECIFIC LANGUAGE TRAINING
An Orton-Gillingham Curriculum for Adolescents
by
Margaret H. Kleiber

Specific Language Training is designed to teach the fundamentals of written language to adolescents at whatever their demonstrated level of need. The levels are basic, intermediate, and advanced:

>*The **basic** level can be used to teach a seriously deficient and totally untrained reader or speller the fundamentals of the code of the language in a format that respects the age of the youngster and the need to master the basics of the alphabetic code in a timely fashion.   Instruction focuses on solid integration of sound, symbol, and motor pattern through systematic introduction of new material, with carefully controlled vocabulary.

>*The **intermediate** level extends the basics of the sound-symbol relationships to the "syllabic code" and focuses on multisyllabic words through a study of the kinds of syllables, procedures for syllabication, the suffix rules, and other patterns of regularity.

>*The **advanced** level addresses words that cannot be read or spelled by sound pattern alone. Word structures are studied through an integration of "sound" and "meaning" patterns. This is accomplished through a study of Latin and Greek roots, prefixes, and suffixes. Such a study facilitates the mastery of academic vocabularies and builds precision in language use.

The focus of **Specific Language Training** at all three levels is on unlocking the "code of the language" for those whose interferences in perceiving, processing, and expressing information prevent their catching on to the code by simple exposure. Such people learn best through explicit multisensory instruction. They also learn best if the instruction is carefully sequenced so that one part builds on the previous part. The scope of study of this curriculum indicates that the "code" is not limited to sound-symbol relationships, but is extended to include all aspects of word structure.

The **Specific Language Training** series includes the following books:

Basic Level: The Alphabetic Code.
Intermediate Level: The Syllabic Code.
Advanced Level: A Systematic Study of Latin and Greek Roots

i

INTRODUCTION to Advanced Level Specific Language Training:

A Systematic Study of Latin and Greek Roots

Multisyllabic English words are more easily read, spelled, and understood when the Latin and Greek origins are mastered. A foundation of knowledge of Latin and Greek word parts enriches any attempt to learn English vocabulary.

Most elementary level vocabulary words are Anglo-Saxon based, but the advanced vocabulary of science, medicine, literature, the social sciences, and the functional vocabulary of all fields is largely based in Latin and Greek.

The body of knowledge that makes up the study of Latin and Greek origins for English words is more easily grasped and more securely learned if it is presented in a carefully sequenced instructional series and if multisensory teaching techniques are utilized.

To that end the following series is presented for study.

The Latin and Greek roots, prefixes, and suffixes have been sorted and grouped by their patterns of regularity, their patterns of commonality in the transformations they undergo in attaching to each other to form words and variations in parts of speech, and by degree of complexity for spelling. The resulting units of study are called **packs**, since it is recommended that students make card packs of the clusters of roots and prefixes that they are learning at the time. There are 12 sets of "root packs" in all, and a supplementary reference guide of Latin and Greek word parts, many of which were not included in this instructional sequence.

Pack A provides an introduction to Latin roots and prefixes. The roots selected for the introduction are phonetically correct, have concrete meanings, and attach to suffixes in regular patterns. The prefixes have been carefully sequenced so that the first set to be learned requires no changes in spelling when attached to the root. However, the second set introduces "chameleon" prefixes. These change to blend with the root. The third set expands and reinforces this idea. Only the simplest and most common suffixes (-ed, -ing, -ive, -ly) are integrated for review.

Pack B presents another set of concrete and clear Latin roots. Practice with these roots reinforces all the prefixes and prefix concepts introduced in Pack A. Some other common prefixes and "chameleon" forms are added. Suffix choices are introduced: -or/-er/-ar; -tion/-sion; -able/-ible. A foundation is laid for the process of attending to suffix selection.

iii

Root Pack A

Introduction
to
Latin Roots

<u>Present Information on the A-1 Prefixes:</u>
Write the new prefixes on the board one at a time.

<u>Prefixes</u>	=	<u>Meaning</u>	<u>Key Word</u>
de	**=**	**down, from**	**deplane; depress**
dis	**=**	**away, apart; not**	**distract; disrupt distrust**
inter	**=**	**between**	**interrupt**
re	**=**	**back; again**	**reject replay**

<u>Make cards for the A-1 prefixes:</u>
Discuss meanings and brainstorm illustrative words as you go.

<u>de- = down, from</u>
deplane: get down, from the plane
depressed: feel "down"
deport: to carry <u>from</u> the country
       (Watch for confusion with "depart", which literally means to "part from".)
       (Students may draw an arrow pointing down on their root cards, as a pictograph to aid in memory of the meaning.)

<u>dis- = away, apart; not</u>
distract: to pull someone's attention away
disrupt: to break (the class) apart
       (Notice that with the Latin roots, "dis-" usually means "away" or "apart". With the more common Anglo-Saxon words, "dis" usually means "not", as in <u>distrust, dislike, disagree, or dishonest</u>.)
       (Also, the chameleon forms of <u>dis-</u> will be presented later.)

<u>inter- = between</u>
interrupt: to break "between"; to get in the middle of something and bother it
       (Watch for the double "r" in interrupt: one "r" is for the prefix, and the other is for the root.)
interscholastic: interscholastic sports are those played "between" schools
       (Use this word for discussion, not for spelling.)

11

A-1:   Dictation

<u>To the teacher</u>:
In most cases the full number of sentences provided here would not be dictated in one sitting. Several could be used one day and several the next.

Ask the students to listen to the *whole* sentence before beginning to write. Their goal should be to remember the whole sentence. This will provide practice in auditory memory and will limit the need to repeat the sentence.

Check the sentence as it is written. Corrections should be made immediately, since only "perfect practice" makes "perfect". Marks may be given: a check plus for a perfectly written sentence; a check given for the need to correct only a small error; a check minus given for the need to correct big errors.

"Red" words and other words not part of the current root pack should be reviewed and listed on the chalkboard before the dictation.   Each teacher should select the words which need reinforcement for his/her students.

<u>Suggested Review Words</u>:
one   our   who   leader   cream   mayor

<u>Sentences:</u>

1. One boy <u>disrupted</u> our class all the time.
2. The noise <u>distracted</u> me from my work.
3. Mary looked <u>depressed</u> after her vacation.
4. The girl asked me if I felt <u>dejected</u>.
5. Don't <u>interrupt</u> me when I am talking.
6. The leader will <u>reject</u> our plan if it isn't a strong one.
7. Can you <u>resist</u> cake and ice cream?
8. The mayor <u>retracted</u> his statement.
9. Have you ever known someone who went <u>bankrupt</u>?
10. Joe likes to <u>interject</u> his own comments no matter who is talking.
11. The cops said, " Stop and <u>desist</u>."
12. The junk in the yard <u>detracted</u> from the value of the house.
13. The boys <u>interrupted</u> my report about the fight.
14. Did you think that the movie was <u>depressing</u>?

A-1: Vocabulary Test, continued:

IV. Sentence Making: Use each word in an original sentence. You may add endings. (4 points each)

1. reject -- _____

_____

2. bankrupt -- _____

_____

3. disrupt -- _____

_____

V. Fill in the Blanks: Write the best word in the blanks. (4 points each)

desist	detract	deport	disrupt
interject	interrupt	report	resist

1. Mary cannot _____ eating chocolate.

2. She wrote a good _____ about Walt Whitman.

3. Loud talking will _____the classroom setting.

4. Our country is planning to _____ illegal aliens in the future.

5. The leaders of the two countries hoped the rebels would _____ from fighting.

6. Your mom asked you not to _____ while she is talking on the phone.

7. Sam will always _____ a comment whenever a thought comes to mind.

8. Sloppy clothes _____ from a professional appearance.

23

A-2:   Crisscross Sheet

Name: _Key_

Date: _____

① e rupt / break out of	② re tract / pull back	③ ex port / carry out of
④ dis tract / pull away	⑤ im press / push in	⑥ com press / push together
⑦ con tract / pull together	⑧ inter rupt / break between	⑨ re press / push back
⑩ im port / carry in	⑪ e ject / throw out of	⑫ de ject / throw down

31

A-3: Vocabulary Test, continued:

III. <u>Fill in the blanks.</u> Select the best word from those given to fill in the blank.
            (3 points each)

subsist	suppress	subject	import	abject
rejected	subcontract	subjected	export	deport

1. Sometimes a builder will *subcontract* in order to get the work done.

2. The children had to *suppress* their laughter during the ceremony.

3. Some people *import* cars from Germany.

4. Mr. Grimes *rejected* our plan to have a party after school.

5. Those people try to *subsist* on what they can grow themselves.

6. English was my favorite *subject* for many years.

7. The prisoners were *subjected* to torture.

8. Our country will *export* grain to Russia.

9. Our country will *deport* illegal aliens.

10. Some people in Somalia live in *abject* poverty.

IV. <u>Original Writing:</u> Write a brief story using the following words:
            <u>dejected, interrupt, attract, assist</u>. (20 points)

_____

_____

_____

_____

_____

51

A-3: Vocabulary Test, continued:

V. Build Words. Build real words from the word parts given.

Prefixes to use: de   inter   ex   ab   at   con   in   sub
                   dis   re   e   abs   as   cor   im   sup

Roots to use: port   ject   tract   sist   press   rupt

1. push under _____   6. stand (near) to _____

2. pull toward _____   7. throw back _____

3. throw between _____   8. carry (from) under _____

4. carry out of _____   9. push in _____

5. pull back _____   10. pull out of _____

IV. Which part means? Write the correct word part in the blank. (1 point each)

1. Which part of depress means down?_____

2. Which part of retract means pull?_____

3. Which part of deport means carry?_____

4. Which part of attract means to or toward?_____

5. Which part of abstract means away from?_____

6. Which part of suppress means under?_____

7. Which part of erupt means out of?_____

8. Which part of interject means throw?_____

9. Which part of assist means stand?_____

10. Which part of rejected means back?_____

B-2: WORDS TO KNOW

1. <u>aggress</u>ive -- (tending to step towards) adj. forceful, bold

2. <u>digress</u> -- (to step away) v. to wander away from the main topic

3. <u>dissect</u> -- (to cut apart) v. to cut into parts for the purpose of study

4. ob <u>ject</u>' -- (to throw against) v. to express or feel disapproval
    <u>ob</u>' ject   n. anything that can be seen or touched

5. <u>obstruct</u> -- (build against) v. to block with obstacles that prevent passage

6. <u>oppress</u> -- (to press against) v. to control by cruel force; to weigh heavily on

7. <u>progress</u> -- (to step forward) v. to move forward; n. forward movement

8. pro <u>ject</u>' -- (to throw forward) v. to throw, shoot, or hurl forward
    <u>pro</u>' ject   n. a plan, scheme, proposal

9. <u>prospect</u> -- (to throw forward) v. to search or explore
    <u>pro</u>spects   n. a chance for future success

10. <u>protract</u> -- (to pull forward)   v. to lengthen in time; to prolong
    <u>protract</u>ed   adj. prolonged; lengthened in time

11. trans<u>form</u> -- (to shape beyond) v. to change in shape, form, or appearance

12. trans<u>gress</u> -- (to step across) v. to overstep or break the law

13. trans<u>port</u> -- (carry across) v. to bring or carry from one place to another

14. <u>rupt</u>ure -- (the act of breaking) n. the act of breaking open
                                            v. to break open or apart

15. <u>tort</u>ure -- (the act of twisting) n. the act of causing severe physical mental pain
                                            v. to cause mental or physical pain

16. <u>struct</u>ure -- (the state of being built) n. the arrangement of parts; v. to build

17. in<u>form</u>ative -- (tending to shape in) adj. giving information or fact about something

18. <u>port</u>age -- (act of carrying) n. act of carrying boats or goods overland from one river
                                            (or lake) to another

82

ROOT PACK C--SECTION 1

C-1   SEQUENCE:

Predominant Greek Root: **graph/gram = write**

Other Greek Roots:
auto = self
biblio = book
bio = life
geo = earth
phono = sound
photo = light
mat = work, act

Greek Prefixes:
para = alongside
tele = far

Suffix Choice: **-cle = noun** or **-cal = adjective**

Concepts for Study:
In Pack C three "sound-alike suffixes" will be introduced.   In each pair the correct spelling can be selected from the two choices by the part of speech of the word . With this suffix choice -- **-cle or -cal** -- the word is spelled with **-cle** if it is a noun (article) and with **-cal** if it is an adjective (political).

Many Greek-based words end with **-ic** or **-ics**. The -ics ending connotes a whole field, often a science, or area of study.

C-1   WORDS TO KNOW:

biography	photography	parallel
autobiography	graph	telephone
bibliography	graphics	telegram
automatic	paragraph	telegraph
autograph	photograph	geography

117

Name _____
Date_____

Pack C Cumulative Test on the Suffix Choices

A. -cal   -cle

1. If someone is talented in music, we say they are _____.

2. A bike with three wheels is called a _____.

3. A round drawing is called a _____.

4. Twins that look exactly alike are called _____ twins.

B. -ist   -est

1. A person who owns and runs a flower shop is called a _____.

2. The opposite of the "most hot" is _____.

3. A doctor who takes care of teeth is a _____.

4. I had never taken a test that was so difficult. It was the _____ test I've ever taken.

C. -us   -ous

1. Clowns, animals, and high wire acts are often found in a _____.

2. Often, before a test, my hands sweat because I am _____.

3. The master brain of a cell is called the _____.

4. When a person is well known, we say the person is _____.

<u>ROOT PACK D -- SUGGESTIONS FOR INSTRUCTION AND PRACTICE</u>

1. Give an overview of the unit by presenting a<u>classroom chart of the number</u>
<u>prefixes.</u>

2. Ask each student to<u>make a number chart for personal reference.</u> As the charts are
made, the key words, listed in the chart will trigger meaning.   Discuss these as a way
of showing the range of subjects for which these prefixes are useful.

3. As each section is presented, students should<u>make drill cards</u> for the number
prefixes and new roots presented:

>   --<u>Orange index cards</u> could be used for number prefixes, so that they stand out
>   in the card pack. The color of the marker should still be<u>green,</u> since these are
>   prefixes, and come at the beginning of the word.

>   --The number prefix cards will be made with the Greek and the
>   Latin spelling on the front and with the digit on the back:

<div align="center">

<u>Front</u>   <u>Back</u>

mono uni =   1

</div>

>   --Other new roots will be made on white cards with black markers,
>   as for the other root packs already studied.   These should be
>   marked on the front with a small "D-1" or "D-2", and so forth, for
>   easy sorting for various drills.

2. <u>Drill</u> with the number prefix cards and the new root cards to memorize the spellings
and the meanings. See the PROCEDURES section:
>   --Practice individually.
>   --Do a "Show Me" drill.
>   --Drill in pairs.
>   --Brainstorm words to be constructed from the parts.

3. <u>Master the spelling and meaning</u> of the words:
>   --Write the definitions of the words into the composition books.
>   Discuss and analyze the meanings as they are written.
>   --Spell the words from dictation.
>   --Practice the words in a variety of ways: write sentences,
>   answer quiz questions, fill in the blanks, and so forth.
>   --Watch for applications in content material.

<div align="center">

180

</div>

Type	Word Part	Root	Pack	Page
Root	port	A	1	10
Root	press	A	1	10
Prefix	pro-	B	2	75
Number	quadr-, quatr-	D	2	186
Number	quin-	D	2	186
Prefix	re-	A	1	12
Root	rupt	A	1	10
Root	scope, scopy	C	4	148
Root	sect	B	1	58
Number	semi-	D	3	190
Number	sept-	D	2	186
Number	sex-	D	2	186
Suffix	-sion	B	3	95
Root	sist	A	1	10
Root	sol, sole	D	2	186
Root	soph	C	4	148
Root	spect, spec, spic	B	1	58
Root	sphere	C	6	165
Root	stell	C	3	135
Root	struct	B	1	58
Prefix	sub-	A	3	43
Chameleon	sup- (for sub-)	A	3	43
Chameleon	sy- /sys- (for syn-)	C	4	148
Chameleon	syl- (for syn-)	C	4	148
Chameleon	sym- (for syn-)	C	4	148
Prefix	syn-	C	4	148
Root	techn, techno	C	5	155
Prefix	tele-	C	1	117
Number	tetra-	D	2	186
Root	thermo	C	6	165
Root	thesis, thet	C	6	165
Suffix	-tion = /shun/	B	3	95
Root	tort	B	1	58
Root	tract	A	1	10
Prefix	trans-	B	2	76
Number	tri-	D	2	182
Suffix	-ture = /cher/	B	2	79
Number	uni-	D	1	182
Suffix	-ure	B	2	79
Suffix	-us	C	3	140
Root	vore	C	6	165