

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 Two

Unit E: Latin Roots with Adaptations

Unit F: Latin Roots for Doubling

Margaret H. Kleiber

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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

Advanced Level **SPECIFIC LANGUAGE TRAINING**

A Retrospective

The value of knowing Latin and Greek roots is a lesson that has already been learned through the foundation of knowledge built through the study of **Root Packs A, B, C, and D**. Students are beginning to grasp the fact that the advanced vocabulary of science, medicine, literature, the social sciences, and the functional vocabulary of all fields is largely based in Latin and Greek.

Pack A provided an introduction to Latin roots and prefixes. The roots selected for the introduction were phonetically correct, had concrete meanings, and attached to suffixes in regular patterns. “Chameleon” prefixes were introduced. Only the simplest and most common suffixes (**-ed, -ing, -ive, -ly**) were integrated for review.

Pack B presented another set of concrete and clear Latin roots. Practice with those roots reinforced all the prefixes and prefix concepts introduced in Pack A. Some other common prefixes and “chameleon” forms were added. Suffix choices were introduced: **-or/-er/-ar; -tion/-sion; -able/-ible**. A foundation was laid for the process of attending to suffix selection.

Pack C provided an introduction to Greek roots and prefixes. The most common of the Greek roots were selected for study. (More difficult Greek roots were saved for **Pack L**.) Suffixes introduced in this unit were the ones occurring commonly on Greek roots or those matched with these that are selected according to the part of speech intended: **-ic/-ics; -cal/-cle; -ist/-est; -us/-ous**.

Pack D provided a study of Latin and Greek number prefixes. The first subset in **Pack D** focused on one, two, and three. The second subset addressed number prefixes used in art, music, and sports. The third subset focused on time and ages. The last several sets focused on the vocabulary of math in general, geometry in particular, and the metric system.

5. Practice the WORDS TO KNOW:

Use practice activities after each subset of words presented.

Drill Cards--Class Set:

Make a set of drill cards large enough for the group to see. These should be color-coded with the prefix in green, the root in black, and any suffixes in red. Students should practice reading the word and practice saying the literal definition by saying the meaning of the root first and the meaning of the prefix second:

con spire = breathe together
 prefix root = root prefix

Interpreting the meanings in the "crisscross" order will yield a proper English definition with the verb first. Also, students should practice saying a "dictionary" definition (or "real world" definition) and should practice using the word in a sentence.

conspire = to plot together to make something happen

Jeff and Marie conspired to end school early.

Notice: If the word ends with a suffix, the literal definition will begin with the meaning of the suffix:

ex clu sion = the act of closing out
 prefix root suffix = suffix root prefix

Which one means?

In a small group the teacher can lay the word cards out on a table and ask, "Which one means....?"

I know this; I don't know that.

Students can be asked to sort the cards by the words they know and the words they need help learning.

Sentence Writing

Write a sentence with each word. Use structured sentence writing activities. For example, use sentence starters that force the building of a complex sentence. Read, discuss and check as you go, so that corrections can be made immediately.

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suade = urge

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New Chameleon form:

ir- (for in-) = not (irresponsible)

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E-1: Exercises**Sentence Writing:**

Add a logical ending to each phrase below to make a complete and logical sentence:

1. If my high school transcript _____

2. Since the subscription to my favorite magazine _____

3. The doctor will write a prescription if _____

4. Even though the inscription _____

5. Although the manuscript _____

Match the word to the meaning: Put the letter of the meaning next to the word.

_____ inscription

a. the written copy

_____ prescription

b. a book of sacred writings

_____ description

c. a meaningful word part at the beginning of a word

_____ scripture

d. an order written by a doctor for medicine

_____ transcript

e. something carved or engraved in writing

_____ prefix

f. an account that gives a picture in words

Pack E: Vocabulary Check-up Sections 1,2,3 -- Adjectives
With Review from Packs A and B

Decode the following words,

State a definition orally or compose a sentence orally.

| | | | |
|-------------|-------------|-------------|--------------|
| descriptive | exclusive | conclusive | inconclusive |
| inclusive | respiratory | reclusive | perennial |
| migratory | mandatory | dejected | disruptive |
| impressive | attractive | destructive | corrupt |
| expressive | informative | abrupt | aggressive |

Select a word from the list above that **BEST DESCRIBES** each item below.

Remember, look for a word that describes the item, not one that matches the item by definition.

1. a statement that is final, that puts an end to argument or doubt _____
2. a course of study (a class) that is required _____
3. a club that is open only to a certain select group _____
4. a storm that tears down trees and breaks windows _____
5. writing that gives a very clear picture in words _____
6. a person who is very bold and forceful _____
7. flowers that last through the years, more than one season _____
8. a person who acts dishonestly and may be influenced by bribery _____
9. birds that move from one place to another seasonally _____
10. a person who is capable of showing feelings or saying in words _____
11. a person who is very low in spirits or sad _____
12. a lecture that gives you a lot of information _____

E-5: Brief Definitions

1. **abrade** -- (to scrape away from) v. to wear off by rubbing or scrapping
2. **abrasive** -- (tending to scrape) adj. capable of wearing away by rubbing
n. a substance used to polish or clean by rubbing or wearing away
3. **abrasion** -- n. a scraped area
4. **deride** -- (to tease--in a "put down" manner) v. to ridicule; to make fun of
5. **derision** -- (the act of teasing) n. mockery; ridicule
6. **derisive** -- (in a teasing manner) adj. mocking, ridiculing
7. **derisively** -- adv. in a mocking manner
8. **derisiveness** -- n. the state of acting in a manner that mocks or ridicules
9. **corrode** -- (to gnaw -- cor = intensive) v. to wear away gradually
10. **corrosion** -- n. the act of wearing away gradually
11. **corrosive** -- (tendency to gnaw) adj. capable of wearing off or away;
n. a substance that wears away
12. **erode** -- (to gnaw off) v. to wear away by rubbing or friction
13. **erosion** -- n. a gradual wearing away (of the earth's surface)
14. **erosive** -- adj. causing the gradual wearing away (of the earth's surface...
or other element)

Name KEY
Date _____

E-8: Dictation and Exercise

- | | |
|---------------------|--------------------------|
| 1. <u>allusion</u> | 7. <u>invasion</u> |
| 2. <u>illusion</u> | 8. <u>persuasive</u> |
| 3. <u>delusion</u> | 9. <u>pervasive</u> |
| 4. <u>collision</u> | 10. <u>collaboration</u> |
| 5. <u>elusive</u> | 11. <u>invasive</u> |
| 6. <u>derision</u> | 12. <u>conclusion</u> |

Select words from the dictation above to fill in the blanks.

1. The police tried to tell us that the UFO was just an optical illusion.
2. The movie made many allusion s to the great historical events of the last fifty years.
3. My oldest brother always teases me too much, so I told him I was tired of all his derision.
4. Your conclusion would be stronger at the end of your paper, if you stated the main idea in a different way.
5. There was a very bad collision on the expressway near our house.
6. Schools work better when there is more collaboration and less competition.
7. He said that he would not answer the question since it was an invasion of privacy.
8. The smell of smoke was everywhere; it was pervasive.

E-9: The Suffixes -ably/-ibly**-able + -ly = -ably****-ible + -ly = -ibly**

(Note - **ibly** will be used more often in later root packs with roots with which it will be needed to keep the c & g soft .)

-ably and **-ibly** are adverb endings, meaning “in an able manner”

capable -- capably

dependable -- dependably

probable -- probably

possible -- possibly

Brief Definitions for Words to Know with -ably and -ibly

1. **capable** -- adj. having ability; able; competent
2. **capably** -- adv. in an able manner; competently
3. **probable** -- adj. likely to happen, but not certain
4. **probably** -- adv. most likely
5. **possible** -- adj. capable of happening
6. **possibly** -- adv. perhaps
7. **dependable** -- adj. reliable; able to be depended on
8. **dependably** -- adv. in a dependable manner; in a reliable manner

Sentences for Dictation:

1. Will he act more responsibly as he gets older?
2. Jane delivered the message dependably, as she always does.
3. What materials will possibly be needed to find the answer to the question?
4. Seth probably wants a portable radio for his birthday, since his sister has one.

E-10: Crisscross Sheet
(Student Worksheet)**Name:** _____**Date:** _____① intro vert
↘ ↗

② extro vert
↘ ↗

③ intra mural
↓ ↓

④ inter state
↓ ↓

⑤ contro versy
↘ ↗

⑥ contra dict
↘ ↗

⑦ retro spect
↘ ↗

⑧ con vert
↘ ↗

⑨ ap pend
↘ ↗

⑩ di vert
↘ ↗

⑪ col lude
↘ ↗

⑫ sub vert
↘ ↗

Root Pack E -- Section 12

Main Root: **tend = hold; stretch**
 tens
 tent

E-11: WORDS TO KNOW

| | | | | |
|--|--|---|--|--|
| <u>attend</u> attention attentive inattentive | <u>contend</u> contention contents | <u>content</u> contented discontent malcontent | <u>distend</u> distention | <u>pretend</u> pretense pretension |
| <u>extend</u> extensive extension | <u>extent</u> | <u>intend</u> intense intensive intensity | <u>intent</u> intention intentional unintentional | <u>tense</u> tension |

Note: Attachments with endings are various; all must be memorized since they do not follow regular patterns.

Additional Alternate Spellings, same root--ten, tin-- to be introduced in Pack J

Name _____
Date _____

Pack E--Sections 8, 9, 10, 11, and 12: Vocabulary Check-up -- Verbs

Decode the following words,

State a definition orally or compose a sentence orally.

| | | | |
|-------------|------------|------------|---------|
| delude | allude | elude | collude |
| collaborate | compensate | expend | depend |
| convert | divert | revert | invert |
| avert | subvert | abstain | attain |
| contain | detain | obtain | retain |
| pertain | maintain | attend | contend |
| pretend | extend | overextend | intend |

Select the word from the above list that **best** matches the definition given below.

1. to avoid by cunning or daring _____
2. to refrain; to keep oneself from doing something _____
3. to turn away from; to change the direction of _____
4. to rely on for what is wanted or needed _____
5. to make an indirect reference to _____
6. to work with others cooperatively _____
7. to crash _____
8. to make up (for); to make a payment for work _____
9. to overthrow; to undermine the loyalty or principles of _____
10. to keep in operation; to keep or hold on to _____

Name KEY

Date _____

Pack E--Sections 8, 9, 10, 11, and 12: Check-up -- Nouns--Set 2**Decode** the following words,**State a definition** orally or compose a sentence orally.

| | | | |
|-------------|-----------|------------|------------|
| convertible | diversity | diversion | aversion |
| adversary | adversity | abstention | attainment |
| containment | detention | retention | pretense |
| pretension | extension | malcontent | contention |

Fill in each blank with a word from above:

1. Every year our school celebrates diversity by having an ethnic luncheon with foods from all over the world.
2. Seth had a(n) aversion to dirty work, so he volunteered to help answer the phones instead of working on the clean-up crew.
3. The teacher who is in charge of after school detention has to be patient, but firm.
4. Playing games on the computer has become a common diversion for many students, as well as for workers.
5. All of us need to learn to be strong when faced with adversity, since we all face difficulties in our lives at times.
6. Retention in a grade is difficult to accept, but is sometimes necessary for students to learn more effectively the second time around.
7. Martin's contention that beef was not healthy had no impact on his friends who love to eat hamburgers and steaks.
8. Most people enjoy the idea of riding in a convertible with the top down on a beautiful spring day.
9. The extension cord was not long enough to reach the lamp by the bed.

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F-1: Word Dictation and Fill-in Exercise:

- | | |
|-----------------------|-----------------------|
| 1. <u>impulsively</u> | 8. <u>impulsivity</u> |
| 2. <u>expelled</u> | 9. <u>repulsive</u> |
| 3. <u>compulsory</u> | 10. <u>pulsar</u> |
| 4. <u>expulsion</u> | 11. <u>dispel</u> |
| 5. <u>repellent</u> | 12. <u>compulsive</u> |
| 6. <u>propulsion</u> | 13. <u>dispelling</u> |
| 7. <u>impelling</u> | 14. <u>compelled</u> |

Directions: Select a word from the dictation above that best fills the blank in the sentence.

1. When we hiked into the swamp, we had to use insect repellent to keep the bugs away.
2. The principal of the high school tried to dispel our fears about harder work in a new setting.
3. Harriet often acts without thinking; some day her impulsivity will get her in trouble.
4. The boys didn't know they would be expelled from school because of the prank they played.
5. Teachers are compelled to help their students grow and learn.
6. In the United States, education in the elementary years is compulsory.
7. To me, raw fish is totally repulsive. I can't stand the thought of eating it.
8. My brother was grounded for months after his expulsion from school.

Root Pack F -- Section 3:**The Suffix Choice -ence (-ent, -ency) or -ance (-ant, -ancy)**

Overview: This section of **Pack F** provides clues for choosing between two sound alike suffixes. Guided dictations may help students absorb some of the clues. When the clues fail, the bottom line is that the students will know that there is a choice and can use the spell checker on the computer or a dictionary to determine the correct alternative.

Note that a number of words appear under more than one clue, since more than one clue applies to the word.

Many words will be or have been presented for mastery in other root packs. Hence, the idea of this section is simply to develop familiarity with the choice and then to move on, for the section with new roots, for a more in depth focus on the meanings.

Clue #1: If a companion word ends in **-ate** or **-ation**,
use **-ance**, **-ant**, and/or **-ancy**:

contaminate -- contamination -- contaminant

dominate -- domination -- dominant -- dominance

emigrate -- emigration -- emigrant

expectation -- expectant -- expectancy

hesitate -- hesitation -- hesitant -- hesitance -- hesitancy

immigrate -- immigration -- immigrant

indignation -- indignant

information -- informant

irritate -- irritation -- irritant

lubricate -- lubrication -- lubricant

migrate -- migration -- migrant

F-3: Suffix Choice -ence or -ance, continued:

Clue #5: There is a pattern of choice for particular roots:

“form” -- takes -ance: (form = shape)
performance, informant

“fer” -- takes -ence, -ent: (fer = bring, carry)
conference, difference, different, inference, preference, reference

“flu” -- takes -ence, -ent: (flu = flow)
affluence, influence, affluent, fluent, fluency

“here” -- takes -ence, -ent: (here = stick)
adherence, adherent, coherence, coherent, inherent

“pone” -- takes -ence, -ent: (pone = put, place)
component, exponent, proponent, opponent

“spend” -- takes -ence, -ent: (spend = promise)
respondent, response, correspondent, correspondence, despondent,
despondence

Note to Clue #5: Some roots take either, depending on the particular word:

“sist” -- takes either: (Previous pack: sist = stand)
consistent, consistency
persistent, persistence

assistant, assistance
resistant, resistance

“mit” -- takes either:

intermittent

admittance

Root Pack F -- Section 6:**Main Root:** cure = care for**New Prefix:** se = without**Prefixes to Review:** pro- = for
in- = not**Roots to Review:** ped (pedi) = foot
manu (mani) = hand**Suffixes to Review:** -ous = adjective: tendency to, characterized by
-ity = noun: state or quality of**Review:** The significance of the silent e; notice the difference
in the sound of "cur" (meaning run) and
"cure" (meaning care for).

| <u>Verbs:</u> | <u>Verb Endings:</u> | <u>Nouns:</u> | <u>Adjectives:</u> | <u>Adverbs:</u> |
|---------------|----------------------|------------------------------|--------------------|-----------------|
| cure | | cure curator curiosity | curable curious | |
| procure | | procurement | | |
| secure | | security | secure insecure | |
| | | manicure pedicure | | |