

Louisa Cook Moats  
Bruce L. Rosow

# SPEECH to PRINT

*Language Exercises for Teachers*

WORKBOOK



THIRD EDITION

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# Speech to Print Workbook

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## Language Exercises for Teachers

### Third Edition

**Louisa Cook Moats, Ed.D.**  
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Sun Valley, Idaho

and

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## About the Authors

**Louisa Cook Moats, Ed.D.**, President, Moats Associates Consulting, Inc., Sun Valley, Idaho

Dr. Moats has been a teacher, psychologist, researcher, graduate school faculty member, consultant, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She earned her bachelor of arts degree from Wellesley College, her master's degree at Peabody College of Vanderbilt, and her doctorate in reading and human development from the Harvard Graduate School of Education. She began her professional career as a neuropsychology technician, teacher of students with learning disabilities, curriculum director in a residential school, and education specialist in a hospital learning clinic.

After completing her doctorate, she spent 15 years in private practice as a licensed psychologist in Vermont, specializing in evaluation and consultation with individuals of all ages who experienced learning problems in reading and language. Subsequently, she was employed as the Visiting Scholar in the Sacramento County Office of Education, where she helped obtain a \$1 million grant to write teacher training materials for California's reading initiative.

Dr. Moats spent the next 4 years as site director of the National Institute of Child Health and Human Development (NICHD) Early Interventions Project in Washington, DC. This longitudinal, large-scale project was conducted through a grant to the University of Texas, Houston, under the direction of Barbara Foorman. It investigated the causes and remedies for reading failure in high-poverty urban schools. Evidence from the study strongly supported the value of in-depth training for teachers on the essential components of effective instruction.

During the last two decades, Dr. Moats has focused her efforts on developing courses and workshops for teachers based on her experiences at the Greenwood Institute in Vermont, St. Michael's College in Vermont, the NICHD Early Interventions Project, the California Reading Initiative, and Reading First. Those professional development materials are called *LETRS: Language Essentials for Teachers of Reading and Spelling*, published by Voyager Sopris Learning. Dr. Moats's other publications include, in addition to many journal articles, *Spelling: Development, Disability, and Instruction* (York Press/PRO-ED, 1995); *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years* (with Susan Hall; Contemporary Books, 1999); *Parenting a Struggling Reader: A Guide to Diagnosing and Finding Help for Your Child's Reading Difficulties* (with Susan Hall; Broadway, 2002); and *Basic Facts About Dyslexia and Other Reading Problems* (with Karen Dakin; International Dyslexia Association, 2007). She is also well known for authoring the American Federation of Teachers' "Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do" (1999).

Dr. Moats's awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field, the Eminent Researcher Award from Learning Disabilities Australia, and the Benita Blachman award from the Reading League.

**Bruce L. Rosow, Ed.D.**, Special Educator, Windham Central Supervisory Union, Vermont, Post Office Box 66, Williamsville, Vermont 05362

Dr. Rosow completed his doctoral studies in educational psychology at American International College. He began his career as an intermediate grade classroom teacher at Guilford Elementary School in Southern Vermont before moving into a remedial instruction role teaching word study and math. During this time, Dr. Rosow worked with Dr. Moats to design word study lessons for diverse students based on the principles of structured language instruction. One result was *Spellography* (with Louisa Cook Moats; Sopris West, 2003), a word study curriculum for intermediate and middle school students. After serving as the Academic Dean at the Greenwood School for a decade, working with boys with language-based learning differences, Dr. Rosow returned to public education in the Windham Central Supervisory Union in Southern Vermont. There, he runs The Language Lab to provide remedial instruction to struggling middle and high school readers. For almost two decades, Dr. Rosow also taught in the Language and Literacy Program through the Reading Institute in Williamstown, Massachusetts, Simmons College and Bay Path University, using *Speech to Print: Language Essentials for Teachers*, and developing the material you will find in this workbook.

# 1

## To the Student

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You are probably studying the third edition of *Speech to Print* in an undergraduate language class or a graduate course in reading and language. You might have been convinced that you need to know more about language in order to apply current science-based teaching practices. Maybe you are curious about language structure and are studying on your own. (We wish you luck!) In any case, welcome to the current edition of the *Speech to Print Workbook*—which still owes much to the knowledge, experience, and humor of Bruce Rosow. Bruce has taught numerous courses and hundreds of students with *Speech to Print*, and he understands exactly where students like you need clearer explanations, more examples, and more practice as you tackle this material.

A course on the language essentials presented in this book will make the most sense to you if you have at least some exposure to or experience with students who struggle to learn to read. What may have been easy for you in language, reading, or writing can be very difficult or elusive for a significant number of younger or struggling learners. Your less gifted students will depend on you to explain oral and written language to them in a way that makes sense. They will need instruction about sounds, letters, words, sentences, paragraphs, and longer texts to access meaning from text. Those students will respond much better to a systematic, cumulative, explicit approach to teaching than to one suitable for students who “get” language easily.

Those words—*systematic, cumulative, explicit*—are easy enough to recite but quite challenging to realize in practice. It is impossible to explain to a confused student what you yourself are confused about. It is impossible to teach the language systems implied in the word *systematic* unless you understand how the elements of a system are organized and how they relate to one another. It is only possible to teach cumulatively if the inherent order of content, from easier to more difficult, is part of your knowledge base. To be smarter than your instructional materials, which may not be clearly written, you must know your content. What if a student needs extra practice with a concept? You are the one who will select good examples and create more exercises for the student or at least know what to look for in other resources on your shelf.

*Speech to Print: Language Essentials for Teachers, 3rd Edition*, and this workbook are written specifically for teachers of reading and spelling. Students in communication disorders programs who may be using these materials will see continual emphasis on the application of language concepts to the teaching of reading and writing. Nevertheless, these texts must be supplemented by other resources that describe in detail how to teach language-specific skills necessary for literacy (e.g., Birsh & Carreker, 2018). Our emphasis is your understanding of the content necessary to teach the full range of students who will be in your classes.

After teaching hundreds of undergraduate and graduate students in education programs, we continue to be impressed by the amount of study and practice necessary to fully grasp the content in *Speech to Print*. We studied for quite a few years ourselves before we were able to write the chapters and these exercises. For better or for worse, our elementary and secondary schools do not place much emphasis on understanding and using language, and teacher training programs may include almost none of the information in this text. Certainly, that was true for both of us; we were licensed to teach without learning anything useful about phonemes, graphemes, morphemes, sentences, or the rest.

## HOW TO USE THIS WORKBOOK

This workbook is very much a companion piece for the textbook. The exercises are all referenced to specific topics in the main *Speech to Print* text. You will probably get the most out of this workbook if you read the textbook chapter first and try all the exercises in the

textbook. Then, we suggest that you work through the workbook chapter for additional clarification and practice. You may prefer to work through the textbook and workbook in parallel, with both open at once. Chapters 3 through 7 each conclude with a review quiz, and there is a cumulative review at the end of Chapter 5 on morphology as well as a final course examination. If you pass these tests, you are well on your way to being a content expert.

## WHAT'S THE BIG IDEA?

In a nutshell, we learn and store words by their linguistic features, and we comprehend written text by employing a range of linguistic and cognitive skills. Once we are proficient readers and writers, much of this mental activity is accomplished below the level of conscious awareness. The more we know about a word, the more likely we are to recognize it accurately and rapidly and to remember its spelling. The graphic organizer shown in Figure 1.1 represents all that we might know about a word when we know it extremely well. Explicit language teaching aims to deepen and broaden students' knowledge of words at all these levels.

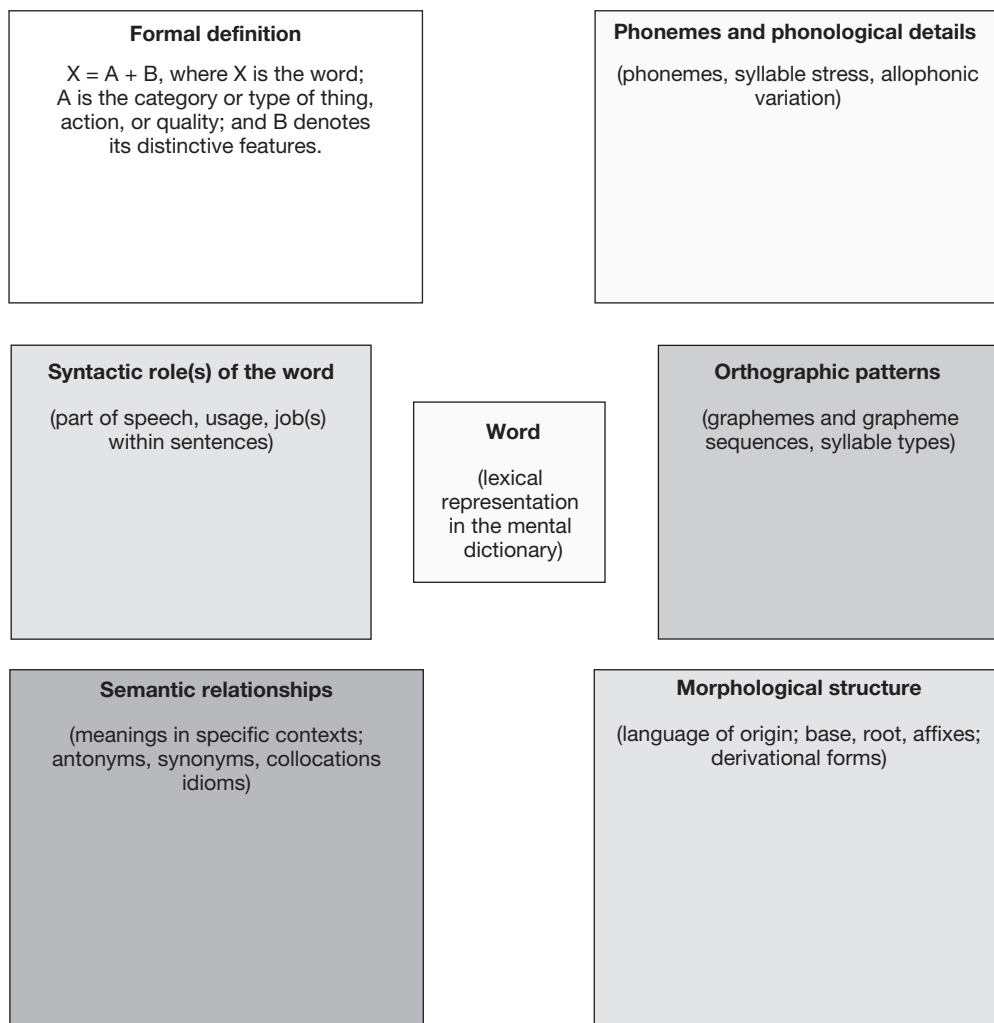


Figure 1.1. Aspects of word knowledge.

## PRELIMINARY EXERCISE

Textbook page 5

## Identify Features of a Word's Linguistic Structure and Meaning

Use a blank copy of the graphic organizer in Figure 1.1. For one of the words below, show what you already know about the word by filling out all cells in the chart as well as you can. We will return to this kind of exercise at the end of the workbook, after you have studied each aspect of language.

school

language

morphology

### A Note About Answer Keys

You'll find answer keys for the exercises at the end of each chapter. We encourage you to try your best with the exercises before consulting the answer keys. Answer keys for the final quizzes, however, are provided only to course professors.

### KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING

The standards listed in Table 1.1 are from the summary table of the International Dyslexia Association's (IDA's) revised and improved *Knowledge and Practice Standards for Teachers of Reading* (2018). These standards provide an overview of the knowledge base for teaching reading and writing in classrooms and therapeutic settings.

**Table 1.1.** Knowledge and practice standards for teachers of reading summary table (*does not include knowledge and practice examples*)

Standard 1: Foundations of literacy acquisition	
Q1.1	Understand the five language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phoneme awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of diverse reading profiles, including dyslexia	
2.1	Recognize the tenets of the (2003) International Dyslexia Foundation (IDA) definition of dyslexia or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

**Table 1.1.** *continued*

2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
<b>Standard 3: Assessment</b>	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g. reliability, validity, criterion, normed).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with curriculum-based measures, including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
<b>Standard 4: Structured literacy instruction</b>	
<b>Substandard A: Essential principles and practices of structured literacy instruction</b>	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language learning techniques.
4A.3	Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
<b>Substandard B: Phonological and phonemic awareness</b>	
4B.1	Understand rationale for/identify, pronounce, classify, and compare all of the consonant phonemes and all of the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phoneme awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phoneme awareness skill development across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phoneme awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phoneme awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
<b>Substandard C: Phonics and word recognition</b>	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllable regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

*(continued)*

**Table 1.1.** *continued*

4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
<b>Substandard D: Automatic, fluent reading of text</b>	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
<b>Substandard E: Vocabulary</b>	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
<b>Substandard F: Listening and reading comprehension</b>	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.
<b>Substandard G: Written expression</b>	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.
<b>Standard 5: Professional dispositions and practices</b>	
5.1	Strive to do no harm and to act in the best interest of struggling readers and readers with dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.



**Table 1.1.** *continued*

---

5.6	Respect the training requirements of established credentialing and accreditation organizations supported by the Center for Effective Reading Instruction and IDA.
5.7	Avoid conflicts of interest when possible, and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

---

## HOW TO USE THE SURVEY OF LANGUAGE KNOWLEDGE

This pretest is a self-evaluation to use as a baseline before you begin to study the content. You are not supposed to know the answers before you begin. We do hope, however, that you will gain some insight into what you will need to learn. If you have any energy left at the end of your course, you might go back to this pretest and take it again. It'll be a piece of cake.

Finally, we hope you find your coursework enjoyable and end up loving language study as much as we do.

# Survey of Language Knowledge

1. From the list below, find an example of each of the following (answer will be a word or part of a word).

peaches    incredible    slowed    although    shameful  
bicycle    neuropsychology    sandpaper    vanish

Inflected verb

---

Compound noun

---

Bound root

---

Derivational suffix

---

Greek combining form

---

2. For each word on the left, determine the number of syllables and the number of morphemes.

	Syllables	Morphemes
bookworm	_____	_____
unicorn	_____	_____
elephant	_____	_____
believed	_____	_____
incredible	_____	_____
finger	_____	_____
hogs	_____	_____
telegram	_____	_____

3. A closed syllable is one that

---

An open syllable is one that

---

4. How many speech sounds are in the following words?

sigh \_\_\_\_\_      thrown \_\_\_\_\_      scratch \_\_\_\_\_  
ice \_\_\_\_\_      sung \_\_\_\_\_      poison \_\_\_\_\_  
mix \_\_\_\_\_      shrink \_\_\_\_\_      know \_\_\_\_\_

5. What is the third speech sound in each of the following words?

joyful \_\_\_\_\_      should \_\_\_\_\_      talk \_\_\_\_\_  
tinker \_\_\_\_\_      rouge \_\_\_\_\_      shower \_\_\_\_\_  
square \_\_\_\_\_      start \_\_\_\_\_      mixture \_\_\_\_\_  
protect \_\_\_\_\_      patchwork \_\_\_\_\_      exact \_\_\_\_\_

(continued)

SURVEY OF LANGUAGE KNOWLEDGE *(continued)* FOR MORE, go to <http://bit.ly/MoatsWB>

6. Underline the schwa vowels.  
 telephone    acclaim    acclamation    mysterious    talon
7. Underline the consonant blends (not all words have blends).  
 knight        climb        wreck        napkin        squished    springy    first
8. Underline the consonant digraphs (not all of these words have digraphs).  
 spherical    church    numb        shrink        thought    whether
9. When is *ck* used in spelling?  
 \_\_\_\_\_  
 \_\_\_\_\_
10. What letters signal that *c* is pronounced /s/?  
 \_\_\_\_\_  
 \_\_\_\_\_
11. List all of the ways you know to spell long *o*.  
 \_\_\_\_\_  
 \_\_\_\_\_
12. List all of the ways you know to spell the consonant sound /j/.  
 \_\_\_\_\_  
 \_\_\_\_\_
13. When adding a suffix to a word ending with silent *e*, what is the spelling rule?  
 \_\_\_\_\_  
 \_\_\_\_\_
14. How can you recognize an English word that came from Greek roots?  
 \_\_\_\_\_  
 \_\_\_\_\_

## REFERENCES

- Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills*. Baltimore, MD. Paul H. Brookes Publishing Co.
- International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading* (2nd ed.). Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

# Chapter 1 Answer Key

## **PRELIMINARY EXERCISE, Identify Features of a Word's Linguistic Structure and Meaning**

Answers will vary.

## **SURVEY OF LANGUAGE KNOWLEDGE**

Answers will vary.