

Statewide Conference on the Education of the Deaf

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Developing Literacy and the Use of Affixes In Deaf Students by Educators & Sign Language interpreters

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“Trip Up” Syntactic Learning

“Between 3 and 5 years of age, as the child pivots and sequences his growing vocabulary into growing sentences, he basically acquires the necessary rules of grammar and the complex rules of discourse that characterize his parents’ language.” (Owens, 1996 via [Best Practices](#))

“This period is referred to as the “critical language learning period.”



“Trip Up” Predictions

Patrice’s definition: Any key words or phrases, voiced or written, that could confuse or throw students off course such as these examples from An Introduction to Language

- ▶ idioms – snap out of it, throw her weight around, hit it off, cut it out, bite your tongue, give a piece of your mind...
- ▶ wild Semantic/syntax relationships – “He can smell better than we can, but he usually smells worse.” (Dennis the Menace)



“Trip ups”...cont....




- ▶ jargon and slang – bit (binary digit), a pregnant pause
- ▶ multiple meaning words – trunk, bank, mean...
- ▶ Inflected words that look/sound like others – lay, thought, bore, dove...
- ▶ Homographs – lead, read, bass, wind...
- ▶ verbs that are nouned – cook, look, delegate, produce, nouns that are verbed,
- ▶ Prepositions – hold on, on hold, hold out, hold in, hold up, uphold, ... ,
- ▶ words with affixes – graces, gracious, gratuity...



Name Key Affixes by grade

- ▶ 1st Grade
- ▶ 3nd Grade
- ▶ 5th Grade

“Trip-ups” - Affix issues



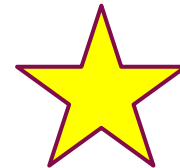
“To read English you need to know these prefixes and suffixes.” Barbara Luetke, Ph.D. NW School for the Deaf and Harcourt Reading Series

<u>1st grade</u>	<u>3rd grade</u>	<u>5th grade</u>
dis-	-able	-ity
-ed	-an	-less
-en	-a/ence -ment	-ch
-ly	-a/ent	mis-
-ful	-er	-n't
-ing	-ous	-or
-s (pl. poss, 3 rd p)	-ic	re-
-y	-ice	-th
		-tion(ion,ion)
		-age
		-al
		-est
		-ify
		-ish
		-ist
		-ite
		-ize

“Trip-ups” - Affix issues



- ▶ In typical school material, affixed words are four times as common as simple words
- ▶ The morphographic system in English is visual, segmental, and predictable.
- ▶ Morphographic analysis expedites text processing and is a trainable skill.
- ▶ It is essential to advanced levels of reading
- ▶ For each common English root, there are an average three to four additional forms closely related through the morphemic process. (help, helping, helpful, helpless. Hope, hopeful, hopefully, hopeless. Divide, division, divisor, divisible.
- ▶ (Contributed by Dan Diffie from *The Journal of Deaf Studies and Deaf Education* 2004)



Thanks to our references:



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STAAR website

