

“As a scholar with deep knowledge of etymology, Gillingham would, I believe, respond positively to Rameau, Bowers, and Cooke’s ‘Scientific Word Investigation’ (SWI). SWI is not only consistent with Gillingham and Stillman’s work, but it enhances cognitive development, vocabulary acquisition, and understanding of the morphemic structure of English.”

Wilkins, A. (Fall, 2016). What would they be thinking today?
Academy of Orton-Gillingham Practitioners and Educators Newsletter, pp. 18-20.

“Recently, I was pointed to an article by Angela Wilkins that offered a welcome reinterpretation of what SWI could stand for. In her description of this instruction with matrices and word sums, she referred to SWI as ‘scientific word investigation’ and I loved it! Her phrase is a more direct description of exactly what SWI is supposed to be – and conveniently, it offers the same acronym.”

Response by Pete Bowers in Structured Word Inquiry “scientific word investigation.” www.WordWorksKingston.com

Websites

A.Word.A.Day Home Page, www.wordsmith.org/awad/index.html

Etymology Online, www.etymonline.org

Explore English Words by Focusing on Words, www.wordexplorations.com

LEX, www.linguisteducatorexchange.com

Real Spelling, www.realspelling.fr

Vocabulogic, www.vocablog-pic.blogspot.com

Word Root Quick Reference, www.espindle.org/roots.html

Word Searcher, www.neilramsdn.co.uk/spelling

The WordsWorth Compendium, www.dictionary-thesaurus.com

WordWorks, www.wordworkskingston.com

Useful Blogs

SWI Blogs:

Caught in the Spell of Words by Ann Whiting and Lyn Anderson

caughtinthespellofwords.wordpress.com

Learning About Spelling by Sue Hegland

learningaboutspelling.com

Mrs. Steven's Classroom Blog by Mary Beth Stevens

mbsteve.edublogs.edu

RebeccaLoveless.com/swi by Rebecca Loveless

O-G Blogs :

Orton-Gillingham Weekly by Brainspring.com

Orton-Gillingham Online Academy Blog

Academy of Orton-Gillingham Practitioners & Educators

Check Facebook for additional Orton-Gillingham and
Structured Word Inquiry sites.

Resources for Etymology & Morphology Instruction

- Bebko, A.R., Alexander, J., & Doucet, R. (n.d.). *LANGUAGE!: Roots* (2nd ed.). Longmont, CO: Sopris West.
- Bowers, P.N. (2009). Teaching how the written word works. www.WordWorksKingston.com.
- Bowers, P.N., & Kirby, J.R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing*, 23, 515-597.
- Bowers, P.N., & Cooke, G. (Fall, 2012). Morphology and the common core. *Perspectives on Language and Literacy*. Baltimore: IDA, pp. 31-35.
- Cooke, G., & Mills, S. (2018). Matrix study sheets (vol.2). LinguistEducatorExchange.com
- Ebbers, S.M. (2004). *Vocabulary through morphemes*. Longmont, CO: Sopris West.
- Henry, M.K. (Spring, 2017). Morphemes matter: A framework for instruction *Perspectives on Language and Literacy*. Baltimore: IDA, pp. 23-26.
- Henry, M.K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.) Baltimore: Brookes Publishing.
- Henry, M.K. (2010). *WORDS: Integrated decoding and spelling instruction based on word origin and word structure* (2nd ed.). Austin, TX: PRO-ED.
- Henry, M.K., & Redding, N.C. (2002, 2nd ed.). *Patterns for success in reading and spelling*. Austin, TX: PRO-ED.
- Kirby, J.R., Deacon, S.H, Bowers, P.N. et al (2012). Children's morphological awareness and reading ability. *Reading and Writing*, 25, 389-410.

Thanks for your interest in this presentation.

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