



Study Guide

Standard I— Language Learning and Literacy Development

Karen Blacklock & Lynette Hill, Northwest Nazarene University

Patti Copple, College of Idaho

Emily Duvall & Deanna Gilmore, University of Idaho

Anne Gregory & Stan Steiner, Boise State University

Lynda Hawks, Brigham Young University – Idaho

Sara Helfrich, Idaho State University

Carol Nelson & Holly Tower, Lewis-Clark State College

June 3, 2010

Copyright 2010 by
Idaho Literacy Consortium
ALL RIGHTS RESERVED

Table of Contents

	Page
Standard I—Structure of Language.....	1-1
Terms.....	1-5
Phonics Notes I.....	1-6
Phonics.....	1-6
Consonants.....	1-6
“Hard” and “soft” consonants.....	1-6
Other consonant phonemes.....	1-6
Vowels.....	1-6
Schwa.....	1-7
Consonant Clusters.....	1-7
Consonant digraph.....	1-7
Consonant blend.....	1-8
Silent consonant clusters.....	1-8
Voiced and Unvoiced Consonants.....	1-8
Syllabic Consonants.....	1-8
Letter y as Final Letter.....	1-8
Other Frequent Patterns.....	1-8
Onset.....	1-9
Rime.....	1-9
Spelling Rules.....	1-9
Syllable Division.....	1-9
Accented Syllables.....	1-10
Dividing Words into English Morphemes.....	1-10
Phonics Notes II.....	1-10
Vowel Patterns.....	1-10
Vowel phonemes.....	1-10
Single, short vowel categories.....	1-11
Single, long vowel categories.....	1-11
Vowel teams.....	1-11
Phonics: “Shoebboxes in a Closet”.....	1-13
Consonant Blends, Digraphs and Silent Letters.....	1-14
Consonant blends.....	1-14
Consonant digraphs.....	1-15
Silent consonants.....	1-15
Structure of Language Instructional Strategy—Word Sorts.....	1-15
Structure of Language—Rationale for Instruction.....	1-16
Practice Items.....	1-17
Section One – Terminology.....	1-17
Section Two – Identification of Spelling Patterns and Basic Instructional Practices.....	1-19
Part 1.....	1-19
Part 2.....	1-24

Section Three – Application	1-27
Practice Items with Answers.....	1-29
Section One – Terminology.....	1-29
Section Two – Identification of Spelling Patterns and Basic Instructional Practices.....	1-31
Part 1	1-31
Part 2	1-36
Section Three – Application.....	1-39

Standard I – Structure of Language

Terms

Affix	Isolated phonics
Aliteracy	Language Experience Approach (LEA)/Story Dictation
Alliteration	Lexicon
Alphabetic principle	Literacy
Analytic phonics	Morpheme
Automaticity	Morphology/Structural analysis
Big Books/Shared reading	Onset
Compound word	Orthography
Concepts About Print	Phoneme
Consonant	Phonemic awareness
Consonant blend	Phonics
Consonant digraph	Phonological awareness
CVC	Pragmatics
CV	Prefix
CVVC	Repeated reading
Decoding	Rime/phonogram
Derivation	Root word
Dialect	Scaffolding
Elkonin boxes	Schwa sounds
ELL	Semantics
Emergent literacy	Sight words
Embedded phonics	Simile
Environmental print	Six syllable types: open, closed, VCe, vowel teams, r-controlled, consonant-le
Etymology	Syllable
Explicit instruction	Syntax
Fluency	Synthetic phonics
Grapheme	Vowel
Graphophonics	Vowel digraphs
High frequency word	Vowel diphthong
Homographs	Word family/Decoding by analysis
Homonyms	Word Sorts
Homophones	Word Study
Idiom	Word Wall
Illiteracy	
Inflectional endings	
Implicit instruction	

Consult the IRA literacy dictionary for definitions.

Harris, R. L. & Hodges, R. E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
ISBN: 0-87207-138-3

The presentation of phonic knowledge in this study guide and in the ICLA itself follows definitions and examples presented in the International Reading Association Literacy Dictionary (1995) and recent phonics publications such as *Phonics They Use* by Cunningham (2000) and *Words Their Way* by Bear, Invernizzi, Templeton, and Griffin (2000). Graphemic representation of phonemes and counting phonemes are consistent with these sources, as opposed to utilizing the notational system typically employed in the field of linguistics.

Phonics Notes I

Phonics

Relationship between spelling patterns and the speech sounds they represent

Consonants

Speech sounds that are produced by obstructing the stream of breath.

25 consonant phonemes

Words containing single consonants (consonants are underlined):

as, key, pie, rip, so, one, jaw, car

“Hard” and “soft” consonants.

c = /k/ cat, cot, cut (Hard) & /s/ city, certain, cypress (Soft)

g = /g/ get, got, gut (Hard) & /j/ gym, gem, giraffe (Soft)

c followed by *i*, *e* or *y* represents the soft, or /s/ sound; g followed by *i*, *e* or *y* represents the soft, or /j/ sound.

Other consonant phonemes.

d = /d/ dog and played, d = /t/ walked

h is sometimes silent when followed by a vowel = herbs, honest.

exceptions = hot, hand, hurt, hiss

s = /s/ soon, /z/ toys, /sh/ sugar, mission, and silent in isle and island.

t = /t/, as in tent, & /sh/ when followed by i: portion, partial, cautious and sometimes u: unctuous

qu = /k/ antique & /kw/ queen

x = /ks/ exit, /gz/ exam, /z/ xylophone

Vowels

Speech sounds that are produced by a relatively unobstructed stream of air. There are approximately 19 separate vowel phonemes (excluding “long u”), which are represented by more than 200 spelling patterns.

“Short” vowels	“Long” vowels
/a/ an, has, grand	/a/ stay**, vein, made, pain, they**
/e/ edge, pet, then	/e/ me, beat, see, meal, funny*, Pete, key**
/i/ in, splint	/i/ my*, kite, sign, height
/o/ on, moth	/o/ go, colt, comb, groan, snow**

“Short” vowels	“Long” vowels
/u/ up, muss, shunt	/u/ (sounds like /y/ /oo/) unicorn, mule, use, you, few**, cue

* The letter *y* can, by itself, represent the vowel sounds of short *i* (gym), long *i* (sky), and long *e* (bunny, friendly).

**When the letters *r*, *w* and *y* follow a vowel letter and are in the same syllable, *r*, *w* and *y* become part of the vowel phoneme and graphemes; *r*, *w* and *y* cease being consonants under these circumstances.

r-controlled vowels	Diphthongs (dif’ thongs)	Common vowel team phonemes
/ar/ star**	/oi/ coin	/aw/ fawn**, caught
/or/ store**	/oy/ boy**	/oo/ boot, suit, stew**, blue
/air/ stare** stair	/ou/ out	/oo/ hood, could
/ear/ steer** stear	/ow/ brown, owl**	
/er/ stir** father fur		

**When the letters *r*, *w* and *y* follow a vowel letter and are in the same syllable, *r*, *w* and *y* become part of the vowel phoneme and graphemes; *r*, *w* and *y* cease being consonants under these circumstances.

Schwa

/uh/ = indicates the pronunciation of an unstressed vowel phoneme in many unaccented syllables (secretary, animal, collect, umbrella, hippopotamus, nationo, nervos).

Consonant Clusters

Consonant clusters include digraphs, blends, and silent consonant clusters. Consonant Clusters occur within the same syllable (hunter, secret). Some words with the same spelling pattern are not consonant clusters (banter, secretary).

- Consonant Digraph
A single consonant phoneme represented by two or three consonant letters; the phoneme is usually not a sound assigned to any of the consonants in the digraph. Most consonant digraphs have the letter *h*. (chip, thing, shoe, whip, pledge, cachu, duck).
- Consonant Blend
Two or three consonants together in the same syllable and the sound of each consonant is heard (skip, scare, lend, split, scream, tree). In some three letter consonant blends, two of the letters form a consonant digraph (three, shrew, chrome). In a few, the letter *e* marks the preceding consonant as /s/ or /j/ (since, singe).

- Silent Consonant Cluster

Consonant clusters in which only one consonant is sounded. Many of these words have origins in other languages and/or their roots in Latin.

1. The letters *k* and *g* are usually silent before *n* (know, knit, gnat, gnu, sign); *g* is usually silent before *h* when it does not begin the syllable (high, eight, though). *H* is silent when it follows *g* at the beginning of a syllable (ghost, ghastly). The letter *g* may also be silent before *m* (phlegm, diaphragm).
2. In words beginning with *wr*, the *w* is not sounded (wrap, wring).
3. In words ending with *mb*, the *b* is not sounded (comb, plumb).
4. When preceded by the letter *r*, *h* is silent (rhinoceros, rhyme).
5. The letter *t* is sometimes silent after *s* or *f* (often, listen, soften, thistle).

Voiced and Unvoiced Consonants

Voiced: /th/ them, they, bathe

Unvoiced: /th/ thin, thistle, bath

Voiced: /b/ bet; /d/ dead

Unvoiced: /p/ pet; /t/ ten

Syllabic Consonants

The letter *m* sometimes represents an entire final syllable. A vowel phoneme is sounded but not written (rhythm, criticism, enthusiasm, patriotism, prism). The same can be true with the letter *r* (souṛ, flouṛ).

Letter y as Final Letter

1. When *y* is preceded by a consonant at the end of a multiple syllable word, it represents the long *e* sound (bun ny, sil ly, an y, bod y, longing ly).
2. When *y* is preceded by a consonant at the end of a single syllable word, it represents the long *i* phoneme (by, ply).

Other Frequent Patterns

1. When *o* is followed by *ld*, or *lt* it frequently has a long vowel sound (old, sold, molt, bolt).

2. When *i* is followed by *gh*, *ght*, *ld*, or *nd* it has the long *i* sound (sigh, high, fight, right, wild, blind, mind, grind).

Onset

The consonant phoneme(s) preceding the vowel within a syllable (care, scare, shrink). Some syllables do not have onsets (ant, it).

Rime

The vowel phoneme and final consonant phoneme(s) of a syllable (care, scream, shrink, ant).

Spelling Rules

1. CVC pattern words ending in a single consonant, double the final consonant before adding a suffix that begins with a vowel (hop/hopping, hit/hitting, bat/batter, pin/pinned). These double consonants are not silent digraphs because a digraph cannot be divided by a syllable break. CVC pattern words ending in two consonants, simply add the suffix (jump/jumping, rest/resting, toss/tossing, fish, fished, hat/hatless).
2. For words that follow the CVCe pattern, drop the *e* before adding *ing* (hope/hoping, make/making, pine/pining, tape/taping).

Syllable Division

1. There is one and only one vowel *phoneme* per syllable.
2. If the first vowel in a two-syllable word is followed by a single consonant, that consonant can begin the second syllable unless the vowel is an obvious short vowel. Then divide after the single middle consonant (si'lent, cro'cus, lo'cal) versus (cab in, rap id, sec ond).
3. When two vowel letters are separated by two consonants, the syllable division is generally between the consonants (pup'pet, plas'tic, slug'gish), unless the consonants are a blend or digraph (se'cret, to geth'er, fath'er).
4. Prefixes and suffixes usually form separate syllables (de lay', re lent'less). However, the inflectional ending *s* does not form a separate syllable (plays, cats), nor does *ed* if it is pronounced /t/ or /d/ (jumped /t/, played /d/) versus want ed, hand ed. Some prefixes and suffixes are themselves two-syllable patterns (over, inter, able, ity, ial), because they are still separated from the root (o ver state, re fund a ble, tu to ri al).
5. If the final syllable of a word ends in *le* preceded by a consonant, that consonant begins the last syllable unless the consonant is part of a consonant digraph. The pronunciation of these syllables can be shown as:

a ble, *ble* = /b ə l/
 marble, *ble* = /b ə l/
 circle, *cle* = /c ə l/
 rifle, *fle* = /f ə l/

If the consonant preceding the *le* is part of a consonant digraph the *le* is the last syllable (pick le').

Long vowels that are followed by *le* or *l* (i.e., mail, sale) often sound as if the /l/ is preceded by a schwa. These perceived sounds are not counted as a phoneme, but are a product of co-articulation.

Accented Syllables

1. Accent is sometimes on the root words, not on prefix or suffix (a gree'a ble). Other times it is not (pre' dis pose')
2. Accent on the first word in compound words (frame'work, see'saw).
3. Accent, syllable division and vowel phoneme may shift in words which are both nouns and verbs (ob'ject, ob ject'; pres'ent, pre sent').

4. In double consonant words, the accent falls on the first of the two syllables with the double letters (but'ton, lit'tle).
5. In words of more than two syllables ending in *tion*, the primary accent falls on the syllable just preceding *tion* (dec la ra'tion, lo ca'tion).
6. If no other clue is apparent the accent usually falls on the first syllable (scoun'drel, o'men, mon'key).

Dividing Words into English Morphemes

1. Compound words are two words joined together in which the meaning of the compound word is a combination of the meanings of the separate words.
something, grandmother, become, broadcloth
These are not compound words: father, understand, bonnet.
2. Combination of Latin and Greek forms in English
bio + logy = science of life
geo + graphy = writing about the earth
thermo + meter = measuring heat
3. Prefix/root word/suffix from Latin and Greek
re-cycle: cycle again
statu-esque: like a statue
child-hood: condition of being a child
semi-conscious: half conscious

Phonics Notes II

Vowel Patterns

This is one way of classifying vowel spelling patterns. It lists the spelling pattern and the various sounds it can represent. Another classification scheme is to list a particular vowel phoneme and the various ways that sound can be spelled. Both systems are useful to teaching phonics.

- Vowel Phonemes

There are 20 “common” vowel phonemes (sounds), represented in the following words:

Short	Long	“Regular”	r-controlled
Pan /a/	Cake /a/	Paw /aw/	Car /ar/
Pen /e/	Pete /e/	Too /oo/	For /or/
Pin /i/	Pine /i/	Foot /oo/	Stare /air/
Pon /o/	Cone /o/	Coin /oi/	Hear /ear/
Pun /u/	Cute /u/	Shout /ou/	Stir /er/

- Single, short vowel categories

Short vowel, closed syllable, (C)VC pattern. A single vowel letter followed by one or more consonants and the vowel sound is the short sound for that vowel letter. The Cs

can be single consonant letters and consonant clusters—blends, digraphs, silent letters; the (C)VC parentheses indicate that the first consonant is optional.

Vowel	Yes	No
/a/	Ad, pan, splat, shank, bang	all, was, make, car, saw,
/e/	dress, spent, edge, shell	her, key, few
/i/	is, pit, splint, fish	I, child, grind, fir
/o/	on, frog, chomp	won, only, old, bolt, most
/u/	up, plunge, shut, cull	bull, huge
/y/	gym, rhythm	say, yard, bunny, my

- Single, long vowel categories
(C)V \bar{C} e (silent e) and (C)V (open syllable). In both patterns, the vowel sound is long (i.e., “says its name”). The second C in the pattern (C)V \bar{C} e must represent just one phoneme. It cannot, therefore, be a consonant blend or silent consonant cluster.

(C)V \bar{C} e

Vowel in (C)V \bar{C} e	Yes	No
/a/	ate, make, bathe, flame	awe, fare
/e/	Pete	few, here, eat
/i/	glide, shine, writhe, splice	fire, choir
/o/	ode, stone, choke	cold, roan, oar, gone, done
/u/	Ute, mule, huge	Duke, rule,
/y/	Rhyme	----

(C)V

Vowel in (C)V	Yes	No
/a/	-----	Ma, ha, stay
/e/	She, me	-----
/i/	Hi J	ski
/o/	so, go	do, two, throw
/u/	u nit	gnu,
/y/	My, sky, funny, candy	say, they, boy, guy

- Vowel teams
Vowel teams/clusters (some sources term these patterns “vowel digraphs:” a cluster of two or three vowel letters representing one phoneme, or sound. There are four such categories of vowel teams—r-controlled vowels, (C)V \bar{V} (C), diphthongs, and regular (common) vowel patterns.

R-controlled vowel patterns (arranged by sound)

/are/	/ore/	/mare/	/ear/	/fir/
-------	-------	--------	-------	-------

star, card	for, door, more, pour, corn,	fair, stare, there, their, bear,	shear, steer, here,	her, fur, earn, honor, dollar, stir, fi-re, centre
---------------	------------------------------------	-------------------------------------	---------------------------	---

(C)VVC

In the (C)VVC pattern, at least one C must be present. This is the “when two vowels go walking, the first one does the talking” pattern (first vowel is long).

Vowel pattern	Yes	No
ai	aid, grail, chain	said, plaid, aisle, air
ee	fleece, eel, knee, freeze	Sheer, been
oa	toad, oats, throat	Oasis, boa (not vowel teams)
ea	east, mean, sea, grease	steak, fear, head
ei	re-ceive, eith-er	vein, height
ie	pie	niece
oe	toe	shoe

Diphthongs

Dialect makes a big difference across the U.S in whether a vowel sound is a diphthong or not; however, everyone agrees that /oi/ and /ou/ are diphthongs.

Vowel pattern	Yes	No
/oi/ & /oy/	spoil, coin; oyster, boy	----
/ou/ & /ow/	out, shroud; brown, cow	soup, cough, though, touch; snow, grown

“Regular” Vowels

These are frequently appearing vowel spelling patterns that are usually sounded in this way.

Regular vowel pattern	Yes	No
au	augment, laud, auto	----
aw	saw, awful, fawn	----
ay	day, stray, gray	----
ea	spread, threat	break, meat
ei	Eight, vein, neigh	height, per-ceive
ew	few, crew	----
ey	key, mon-ey	they, grey, whey
oo	moo, shoot, hoop, oops	blood, flood
oo	hood, cook	blood, flood
ow	glow, show, crow	crowd, brown
ue	Glue, cue, true	----

Phonics: “Shoeboxes in a Closet”

Suppose you are organizing a phonics “closet” so as to remember these patterns. On the top shelf you have three shoeboxes to hold your “collection” of consonant clusters—initial and final consonant blends in one box, consonant digraphs in a second box, and silent consonant patterns in a third, not all of which are consonant clusters. The idea here is that a particular consonant spelling pattern could only fit in one box—one category, and so be excluded from the other two “boxes.”

The same idea could then be useful for organizing the single vowel spelling patterns [(C)VC, (C)VCe and (C)V] and vowel teams/clusters [(C)VV(C), r-controlled, “regular,” diphthongs] on the middle shelf. The remaining vowel spelling/sound patterns not fitting into one of your vowel shoeboxes would end up on the floor of the closet as irregular/uncommon patterns (much as single shoes, ugly ties, and holy socks do in real life).

Consonant Blends	Consonant Digraphs	Silent Consonants
string, blimp, range, lunch, square	stuck, lurch, thrush, fudge, shame	wrong, ghost, walk, hour, straight

Short Vowel [(C)VC]	Long Vowel – [(C)VCe]	Long Vowel – Open syllable [(C)V]
pan, pen, pin, pot, pun	ate, Pete, kite, chrome, cute	she, I, ho, sky

(C)VV(C)	r-controlled	“Regular” Vowel	Diphthong
eel, aid, oak, sea, either, pie, doe	card, horn, stir, her, curt, hair, fear, earn	auto, hawk, stay, bread, eight, few, key, boot, foot, grown, blue	/oi/ coin, oyster /ow/ brown, shout

Examples of the closet floor: *Phonically Irregular* (uncommon) vowel patterns

Schwa, -tion, -ous, (c)le, most words with ou, al words
said, come, pull, able, though, cough, tough, through, always, listen, was, of, the, a, range

Consonant Blends, Digraphs and Silent Letters

- Consonant Blends

A cluster of two or three consonant letters, which represent two or three distinct phonemes, or sounds.

- Initial Consonant Blends – consonant blends appearing *before the vowel* within a syllable

1. s-blends

sc - scare	sk – skunk	sm - smile	sn - sniff
sp - spear	st – step	sw - swim	

2. l-blends

bl - blade	cl - cling	fl - flag
gl – glow	pl - plaid	sl - sled

3. r-blends

br - broom	cr – craft	dr - drink	fr - friend
gr – grape	pr – press	tr - trick	

4. w-blends:

Dw – dwell	tw – twirl	sw – swing
------------	------------	------------

5. 3-letter blends with three phonemes

scr – scream	spl – splash	spr – spring
str – strip	squ – squash	

- 6. 3-letter blends with two phonemes (two of the consonants form a consonant digraph representing one sound)

chl – chlorine	chr – chrome
shr – shrink	thr – through

- Final Consonant Blends – consonant blends appearing *after the vowel* within a syllable

1. 2-letter final consonant blends

ct – fact	ft – lift	ld – wild	lk – milk
lm – film	lt – halt	mp – limp	nd – spend
nk – think	nt – pint	pt – kept	sc – disc
sk – risk	sp – wasp	st – twist	

2. 2 & 3-letter final consonant blends (two of the consonants form a consonant digraph representing one sound, or the letter e marks the preceding consonant as “soft” /c/ or /g/)

lch – gulch, belch	nce – since, dunce /ns/
nch – lunch, ranch	nge – range, fringe /nj/

- **Consonant Digraphs**

A cluster of two or three consonant letters, which represent one phoneme not usually associated with the consonant letters.

ch /ch/ - chain, church	ch /sh/ - champagne, Chicago	ch /k/ - choir, chemistry
ck – duck, black	gh /f/-cough, rough	ng – wing, song, tang
ph /f/ - phone, nephew	sh – shave, brush	th /voiced/ - the, that
th /voiceless/-think, bath	wh /hw/ - what, which	wh /h/ -whole, who
*tch /ch/-pitch, watch	*dge /j / - Dodge, edge	

*digraph containing a silent consonant letter also

- **Silent Consonants**

A consonant letter, or letters, the phoneme(s) of which cannot be heard, but which may be felt in terms of the positioning of tongue/lips/teeth.

Gh /g/ ghost	Gh /-/ sight, high	Gn /n/ gnat, gnu	Kn /n/ knew
H /-/ honor, hour	Pn /n/ pneumonia	Rh /r/ rhino	Wr /r/ write, wrong
B /-/ debt	L /-/ half, could, walk	T /-/ listen	

Structure of Language Instructional Strategy – Word Sorts

The purpose of word sorts is to focus student attention on various features of the words (Cunningham, 2000). Word sorts are part of a larger group of instructional activities that give students practice “doing” a word wall.

How to do Word Sorts

1. Write 10 – 15 words on large index cards and have the students write these words on separate slips of paper.
2. Have the students sort the words into different piles, depending on some features certain words share. Students may sort:
 - a. All words with certain numbers of letters.
 - b. All words that begin with a certain letter.
 - c. All words that have a certain letter anywhere in them.
 - d. Words according to semantic features.
 - i. words that name people

- ii. words that describe things
 - iii. words that tell what you can do
 - iv. words that name things found outside
3. Sometimes the teacher tells the students the criterion on which to sort (all words with an *a* in them. Other times the teacher tells the students which words to select (*boy, try, my, day*) and the students must guess how these words are all alike.
4. Once students understand the various ways the words can be sorted, they can play the role of the teacher and tell which words to choose or a criterion for sorting the words.

Structure of Language – Rationale for Instruction

Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Cunningham, P.M. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.

- The importance of phonemic awareness in emergent literacy.
- Phonics should be taught within the context of meaningful language use.
 - ✓ Embedded—words for study come from meaningful texts
 - ✓ Explicit—The teacher points out the phonic generalizations to the students
 - ✓ Analytic—identify the individual phonemes within words rather than starting with the phonemes to build words. The latter is synthetic phonics.

ICLA Standard I
Language Learning and Literacy Development
Practice Items

Section One – Terminology

Directions: Match each definition with the correct item, and record the letter on the line.

- _____ 1. A vowel and any following consonants of a syllable, as /ook/ in *book* or *brook*, /ik/ in *strike*, and /a/ in *play*.
- a. Open syllable
 - b. Schwa
 - c. Prefix
 - d. Rime
- _____ 2. A voiced speech sound made without stoppage or friction of the air flow as it passes through the vocal tract.
- a. Vowel
 - b. Diphthong
 - c. R-controlled vowel
 - d. Consonant
- _____ 3. A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word *book*, or that is a component of a word, as *s* in *books*.
- a. Digraph
 - b. Blend
 - c. Morpheme
 - d. Rime
- _____ 4. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. Examines changes over time in how the child thinks about literacy and in the strategies the child uses.
- a. Orthography
 - b. Semantics
 - c. Alphabetic principle
 - d. Emergent literacy
- _____ 5. A conventional writing system in a given language
- a. Morphology
 - b. Orthography
 - c. Pragmatics
 - d. Semantics

- _____ 6. In a syllable, a sequence of two or more distinguishable consonant sounds before or after a vowel sound, as /skr/ and /mz/ in *screams*. The term refers only to sounds, not to letters representing sounds.
- Consonant blend
 - Consonant digraph
 - Consonant
 - Vowel digraph
- _____ 7. The study of meaning in language, as the analysis of the meanings of words, phrases, sentences, discourse, and whole texts
- Semantics
 - Pragmatics
 - Implicit instruction
 - Explicit instruction
- _____ 8. Instruction that guides the student to formulate generalizations without direct instruction.
- Language Experience Approach (LEA)
 - Word study
 - Explicit instruction
 - Implicit instruction
- _____ 9. The identification of word-meaning elements, as *re* and *read* in *reread*, to help understand the meaning of a word as a whole. Commonly involves the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and, in some cases, syllabication. Is sometimes used as an aid to pronunciation or in combination with phonic analysis.
- Scaffolding
 - Alphabetic principle
 - Structural analysis
 - Automaticity
- _____ 10. The ability to hear and manipulate the constituent sounds of words
- Word study
 - Phonemic awareness
 - Analytic phonics
 - Synthetic phonics

Section Two – Identification of Spelling Patterns and Basic Instructional Practices

Part 1

Directions: Select the correct response for each item, and record it on the line.

- _____ 11. Which of the following word(s) have exactly five (5) phonemes?
song **bread** **telephone**
stand **bank** **frost**
a. frost
b. telephone
c. bank & bread
d. song
e. frost & stand
- _____ 12. Which of the following word(s) have exactly four (4) phonemes?
digit **cloth** **listen**
stock **toenail** **sheep**
a. cloth
b. toenail
c. stock & cloth
d. listen & digit
e. cloth & sheep
- _____ 13. Which of the following word(s) have exactly seven (7) phonemes?
candid **magpie** **eight**
arboretum **through** **stopped**
a. candid
b. arboretum
c. magpie & stopped
d. candid & arboretum
e. through
- _____ 14. Which of the following word(s) have exactly three (3) phonemes?
bomb **Industry** **bonnet**
Climb **coin** **cabbage**
a. bomb & coin
a. bonnet
b. climb
c. cabbage & industry
d. industry & climb
- _____ 15. Which of the following word(s) have exactly four (4) phoneme?
listen **bombed** **bonnet**

- | | | |
|--------------|--------------|----------------|
| candy | Cloth | crossed |
|--------------|--------------|----------------|
- bombed & cloth
 - crossed & eight
 - candy & bombed
 - bonnet
 - listen

_____ 16. Which of the following word(s) have exactly three (3) graphemes?

- | | | |
|--------------|---------------|-----------------|
| rigid | floppy | lemon |
| host | whale | straight |
- straight
 - lemon
 - rigid
 - whale
 - host & floppy

_____ 17. Which of the following word(s) have exactly four (4) graphemes?

- | | | |
|------------------|--------------|----------------|
| oasis | bomb | sketch |
| finalized | about | toasted |
- toasted
 - bomb
 - sketch & about
 - oasis & toasted
 - finalized & sketch

_____ 18. Which of the following word(s) have exactly eight (8) graphemes?

- | | | |
|--------------|-------------------|-----------------|
| virus | soybean | industry |
| gnome | springtime | science |
- science
 - gnome
 - soybean
 - virus & soybean
 - springtime & industry

_____ 19. Which of the following words(s) have exactly five (5) graphemes?

sick	honest	knife
plant	smelly	fellowship

- sick
- honest
- knife & sick
- plant, honest, & smelly
- smelly, fellowship, & knife

_____ 20. Which of the following word(s) have exactly one (1) syllable?

stopped	microcosm	understanding
cowboys	Sioux	military

- microcosm
- stopped
- military
- cowboys & understanding
- Sioux & stopped

_____ 21. Which of the following word(s) have exactly four (4) syllables?

nucleus	honesty	occupation
outcropping	bobbin	argumentative

- occupation
- nucleus
- honesty
- outcropping & bobbin
- argumentative & occupation

_____ 22. Which of the following word(s) have exactly three (3) morphemes?

parsley	Predicted	adored
visionary	Recreate	oppressor

- parsley
- recreate
- oppressor
- visionary & predicted
- recreate & adored

_____ 23. Which of the following word(s) have exactly one (1) morpheme?

pregnant	posthaste	computer
amidships	immaterial	olive

- posthaste
- inquiring
- computer
- amidships & immaterial
- pregnant & olive

_____ 24. Substitute the onset of the word **chase** with a new onset to create a real word.

- a. d
- b. th
- c. v
- d. omp
- e. none of the above

_____ 25. Substitute the rime of the word **lift** with a new rime to create a real word.

- a. r
- b. amp
- c. ix
- d. nt
- e. none of the above

_____ 26. Identify the word(s) with an affix.

- a. message
- b. cowboy
- c. unaware
- d. chomp
- e. none of the above

_____ 27. Identify the word(s) with a prefix.

- a. teacher
- b. railroad
- c. remake
- d. carpet
- e. none of the above

_____ 28. Identify the word with the same final phoneme as the final phoneme in the word **scatter**.

- a. fur
- b. skimp
- c. care
- d. jar
- e. none of the above

Directions: Use the nursery rhyme below to identify words that conform to the phonic patterns requested in questions 29 - 32.

There was an old woman
Who live in Dundee,
And in her back garden
There grew a plum tree;
The plums they grew rotten
Before they grew ripe,
And she sold them for three farthings a pint

- _____ 29. Which two words contain consonant blends?
- there & woman
 - before & ripe
 - plums & grew
 - she & they
 - farthings & pint
- _____ 30. Which two words contain a CVC/ short vowel pattern?
- rotten & Dundee
 - grew & tree
 - her & she
 - and & for
 - grew & three
- _____ 31. Which word contains an r-controlled vowel?
- grew
 - tree
 - rotten
 - ripe
 - farthings
- _____ 32. Which word contains a prefix or an inflectional ending?
- woman
 - plum
 - grew
 - farthings
 - pint
- _____ 33. In which row do all of the words include the short vowel /e/ sounds (closed syllables)?

a.	happen	climber	meant	henpecked	framed
b.	shepherd	refinish	tender	exceptional	Benjamin
c.	breath	restful	egghead	less	mention
d.	check	better	reach	festoon	steep
e.	bench	lesson	treating	trestle	wean

Part 2

Directions: Select the answer choice that best matches the instructional practice in each of the following descriptions, and record the letter on the line.

- _____ 34. Using a Big Book, Ms. Gutierrez points to the title and explains that this is the name, or title, of the story. She covers all but the first two lines and reads the lines aloud slowly as she tracks the words with her finger. She asks students to identify the name of the main character that appears in these lines. Ms. Gutierrez points to the name and reads it aloud, explaining to students that the name is a word bounded by a space before and after it. After practicing locating and counting words in the title and the first two lines of the story, Ms. Gutierrez explains that each word is made up of letters. She involves the students in naming and counting letters.
- Language experience approach (LEA)
 - Synthetic phonics
 - Word families/decoding by analogy
 - Concepts of print
 - None of the above
- _____ 35. Mr. Sakahara selects a Readers' Theater story that is within the instructional level of his third graders. After distributing copies of the story, he reads it aloud as the students follow along in the text. The class discusses the plot and characters and explores how students can use their voices to convey the characters' feelings. Parts are assigned for a Readers' Theater performance to be held in class at the end of the week. Students practice their parts as a choral reading, then in small groups, in order to read smoothly with expression. They take home their copies of the story and practice reading aloud their parts. Finally, the students perform their readings in front of a live audience of kindergarten students, attempting to read smoothly and with expression.
- Developing phonemic awareness
 - Fluency development
 - Pragmatics
 - Emergent literacy
 - Implicit instruction
- _____ 36. On the board, Mrs. Harper prints *tri* in the middle of a word part web, explaining to her fourth graders that *tri* is a Latin word part that means "three." She asks students to brainstorm words that contain *tri* and adds their suggestions to the web. Mrs. Harper discusses the importance of knowing the meaning of some Greek and Latin word parts that are common in English words. She displays a chart showing Greek and Latin morphemes that represent numbers, such as *uni*, *di*, *quad*, *milli*, *oct*, and an example of an English word containing each part. After becoming familiar with these parts through a riddle game, Mrs. Harper divides the class into groups. She assigns

each group a different numeral and asks the students to brainstorm words that begin with the corresponding Greek and Latin morphemes. Each group creates its own number riddles on chart paper and displays them for the rest of the class.

- a. Structural analysis
- b. Phonological awareness
- c. Morphology
- d. a and c
- e. All of the above

_____ 37. Ms. Horton reads Bill Martin Jr.'s, *Brown Bear Brown Bear* to her kindergarten class. After the reading Ms. Horton points out the letter "g" found in the word "green" and draws attention to the sound made by the letter "g." Then she asks the children to find that same letter again in another word. One child finds the "g" in the word "goldfish" on another page. Another child finds "g" at the end of "frog." Ms. Horton points out that "green" and "goldfish" starts with the same sound, which is also the last sound in "frog" and "dog."

- a. Embedded phonics
- b. Phonemic awareness
- c. Word families/decoding by analogy
- d. Synthetic phonics
- e. None of the above

_____ 38. Robinson introduces a game to her kindergarten class. The object of this game is to trade the first phoneme in one's first name with the first phoneme of one's last name. Ms. Robinson tells her class her first and last name "Sue Robinson." Then she explains that to play this game she needs to say, "Rue Sobinson." She then asks for student volunteers to take turns substituting the initial phonemes in their first and last names.

- a. Synthetic phonics
- b. Implicit phonics
- c. Phonemic awareness
- d. Fluency
- e. None of the above

- _____ 39. Ms. Taylor asks the students to help identify brown/town as rhyming words, as well as play/way. Next, she has the students identify the spelling patterns, which rhyme. These are the letters that begin with the first vowel and go to the end of the word, such as “own” and “ay.” Ms. Taylor tells the students that these spelling patterns can be used to figure out new words. To demonstrate this, she has the children sort the words “clown,” “tray,” “down,” and “say” into two groups under the known words, “play” and “brown” according to the spelling pattern.
- Structural analysis
 - Sight words/automaticity
 - Word families/decoding by analogy
 - Embedded phonics
 - a and c
- _____ 40. Once Ms. Holt’s kindergarten class has learned to sing and recite the alphabet, she begins teaching the children the sounds of the consonant letters and then short vowels. The next step in Ms. Holt’s curriculum is to point to three letters placed in a pocket chart, such as *h*, *a* and *t*. While stretching out the sound of each letter, she slowly says the phonemes represented by each letter. She invites the class to blend the sounds of each letter together until the students can recognize the word “hat.”
- Phonemic awareness
 - Analytic phonics
 - Structural analysis
 - Sight words/automaticity
 - Synthetic phonics
- _____ 41. Mr. Warner introduces several high-frequency words by showing pictures with the following captions: a piece of o cake, a box of o cookies, a bowl of o soup or Lori. He also writes the following sentences: Tami is o California; Erin is o Idaho. Mr. Warner includes these words on a Word Wall. Regularly he has the students chant and write these Word Wall words. Daily he has the students number a sheet of paper from one to five. He calls out five words, putting each in a sentence. One student finds the word and points to that word on the wall. The class claps and chants the spelling in a rhythmic fashion. Then they write the word on their paper. Words with which children need additional practice are called out more often than other words.
- Sight words/automaticity
 - Word sorts
 - Embedded phonics
 - a and c
 - None of the above

Section Three – Application

Directions: The following scenario corresponds with questions 42-44. For each question, select the best response and record it on the line.

On a large poster sprayed with adhesive, Mr. Cortez is having his students sort 12 word cards according to the vowel sound in each word. He asks them to read each word and then put the card under the key word “bed”, “keep”, or “her”, depending on which vowel sound the letter “e” makes in the word. After the words are sorted, Mr. Cortez asks the children to read the words in each column orally.

36. _____ What literacy concept is Mr. Cortez presenting in this lesson?
- Sight word recognition
 - Phonemic awareness
 - Phonics/decoding
 - Structural analysis
37. _____ What is Mr. Cortez’s reasoning for teaching this type of lesson to his class in the scenario presented above?
- Knowledge of this skill will develop in-depth understanding of words.
 - Knowledge of this skill will assist students in noticing syllable junctures in words.
 - Knowledge of this skill will improve spelling.
 - Knowledge of this skill will improve phonemic awareness.
38. _____ Of the following activities, which would be most appropriate to help develop the skill depicted in the scenario presented above?
- Mr. Cortez asks students to circle the prefixes and suffixes in a group of multi-syllable words in order to more easily read them.
 - Mr. Cortez’s students work in pairs to read sentence strips containing words with short e, long e, and er spelling patterns.
 - Mr. Cortez’s asks students to find 25 words beginning with the letter e in the dictionary and copy the definitions.
 - As Mr. Cortez’s students listen to him read a poem aloud to the class, they hold up a picture of a sheep every time they hear a word containing the long sound of e.

Directions: The following scenario corresponds with questions 45-47. For each question, select the best response and record it on the line.

Mrs. Fuji explains to students that the prefix *dis-* means “not” or “opposite of”. She prints the following words on the board: *disagree*, *disappear*, *distrust*. For each word, she underlines the prefix *dis-* and asks the students to help identify the base word. The students consider the meaning of the prefix to help them define the entire word.

39. _____ What literacy concept is Mrs. Fuji presenting in this lesson?
- Morphology

- b. Embedded phonics
 - c. Syntax
 - d. Syntactic phonics
40. _____ What is Mrs. Fuji's rationale for teaching this type of lesson to her class (found in the scenario presented above)?
- a. Knowledge of this concept will develop automaticity with high frequency words.
 - b. Knowledge of this concept will lead to increased success in memorizing words for standardized tests.
 - c. Knowledge of this concept will assist students in reading and spelling multi-syllable words.
 - d. None of the above.
41. _____ Of the following activities, which would be most appropriate to help develop the skill depicted in the scenario presented above?
- a. Mrs. Fuji's students play a game in which they count the number of syllables in spoken words.
 - b. Mrs. Fuji's class creates an affix web with a prefix in the middle and words containing the prefix around it. They must define the words in the web.
 - c. Mrs. Fuji's students are asked to stand and individually read to the class unfamiliar sentences containing words with prefixes.
 - d. Mrs. Fuji's asks her students to look up in the dictionary a list of 25 words that begin with the prefix *dis-*, define them and write them in a sentence.

ICLA Standard I
Language Learning and Literacy Development
Practice Items -- Answer Key

Section One – Terminology (Answers)

Directions: Match each definition with the correct item, and record the letter on the line.

- d 1. A vowel and any following consonants of a syllable, as /ook/ in *book* or *brook*, /ik/ in *strike*, and /a/ in *play*.
- a. Open syllable
 - b. Schwa
 - c. Prefix
 - d. Rime
- a 2. A voiced speech sound made without stoppage or friction of the air flow as it passes through the vocal tract.
- a. Vowel
 - b. Diphthong
 - c. R-controlled vowel
 - d. Consonant
- c 3. A meaningful linguistic unit that cannot be divided into smaller meaningful elements, as the word *book*, or that is a component of a word, as *s* in *books*.
- a. Digraph
 - b. Blend
 - c. Morpheme
 - d. Rime
- d 4. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. Examines changes over time in how the child thinks about literacy and in the strategies the child uses.
- a. Orthography
 - b. Semantics
 - c. Alphabetic principle
 - d. Emergent literacy
- b 5. A conventional writing system in a given language
- a. Morphology
 - b. Orthography
 - c. Pragmatics
 - d. Semantics

- a 6. In a syllable, a sequence of two or more distinguishable consonant sounds before or after a vowel sound, as /skr/ and /mz/ in *screams*. The term refers only to sounds, not to letters representing sounds.
- Consonant blend
 - Consonant digraph
 - Consonant
 - Vowel digraph
- a 7. The study of meaning in language, as the analysis of the meanings of words, phrases, sentences, discourse, and whole texts
- Semantics
 - Pragmatics
 - Implicit instruction
 - Explicit instruction
- d 8. Instruction that guides the student to formulate generalizations without direct instruction.
- Language Experience Approach (LEA)
 - Word study
 - Explicit instruction
 - Implicit instruction
- c 9. The identification of word-meaning elements, as *re* and *read* in *reread*, to help understand the meaning of a word as a whole. Commonly involves the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and, in some cases, syllabication. Is sometimes used as an aid to pronunciation or in combination with phonic analysis.
- Scaffolding
 - Alphabetic principle
 - Structural analysis
 - Automaticity
- b 10. The ability to hear and manipulate the constituent sounds of words
- Word study
 - Phonemic awareness
 - Analytic phonics
 - Synthetic phonics

Section Two – Identification of Spelling Patterns and Basic Instructional Practices

Part 1 (Answers)**Directions:** Select the correct response for each item, and record it on the line. e 11. Which of the following word(s) have exactly five (5) phonemes?

song	bread	telephone
stand	bank	frost

- a. frost
- b. telephone
- c. bank & bread
- d. song
- e. frost & stand

 c 12. Which of the following word(s) have exactly four (4) phonemes?

digit	cloth	listen
stock	toenail	sheep

- a. cloth
- b. toenail
- c. stock & cloth
- d. listen & digit
- e. cloth & sheep

 b 13. Which of the following word(s) have exactly seven (7) phonemes?

candid	magpie	eight
arboretum	through	stopped

- a. candid
- b. arboretum
- c. magpie & stopped
- d. candid & arboretum
- e. through

 a 14. Which of the following word(s) have exactly three (3) phonemes?

bomb	industry	bonnet
climb	coin	cabbage

- a. bomb & coin
- a. bonnet
- b. climb
- c. cabbage & industry
- d. industry & climb

 a 15. Which of the following word(s) have exactly four (4) phonemes?

listen	bombed	bonnet
---------------	---------------	---------------

- candy** **cloth** **crossed**
 a. bombed & cloth
 b. crossed & eight
 c. candy & bombed
 d. bonnet
 e. listen

 d 16. Which of the following word(s) have exactly three (3) graphemes?

- rigid** **floppy** **lemon**
host **whale** **straight**
 a. straight
 b. lemon
 c. rigid
 d. whale
 e. host & floppy

 c 17. Which of the following word(s) have exactly four (4) graphemes?

- oasis** **bomb** **sketch**
finalized **about** **toasted**
 a. toasted
 b. bomb
 c. sketch & about
 d. oasis & toasted
 e. finalized & sketch

 e 18. Which of the following word(s) have exactly eight (8) graphemes?

- virus** **soybean** **industry**
gnome **springtime** **science**
 a. science
 b. gnome
 c. soybean
 d. virus & soybean
 e. springtime & industry

 d 19. Which of the following words(s) have exactly five (5) graphemes?

- sick** **honest** **knife**
plant **smelly** **fellowship**
 a. sick
 b. honest
 c. knife & sick
 d. plant, honest, & smelly
 e. smelly, fellowship, & knife

 e 20. Which of the following word(s) have exactly one (1) syllable?

- stopped** **microcosm** **understanding**

- cowboys** **Sioux** **military**
 a. microcosm
 b. stopped
 c. military
 d. cowboys & understanding
 e. Sioux & stopped

 a 21. Which of the following word(s) have exactly four (4) syllables?

- nucleus** **honesty** **occupation**
outcropping **bobbin** **argumentative**
 a. occupation
 b. nucleus
 c. honesty
 d. outcropping & bobbin
 e. argumentative & occupation

 c 22. Which of the following word(s) have exactly three (3) morphemes?

- parsley** **predicted** **adored**
visionary **recreate** **oppressor**
 a. parsley
 b. recreate
 c. predicted
 d. visionary & predicted
 e. recreate & adored

 e 23. Which of the following word(s) have exactly one (1) morpheme?

- pregnant** **posthaste** **computer**
amidships **immaterial** **olive**
 a. posthaste
 b. inquiring
 c. computer
 d. amidships & immaterial
 e. pregnant & olive

 c 24. Substitute the onset of the word **chase** with a new onset to create a real word.

- a. d
 b. th
 c. v
 d. omp
 e. none of the above

 b 25. Substitute the rime of the word **lift** with a new rime to create a real word.

- a. r
 b. amp

- c. ix
- d. nt
- e. none of the above

 c 26. Identify the word(s) with an affix.

- a. message
- b. cowboy
- c. unaware
- d. chomp
- e. none of the above

 c 27. Identify the word(s) with a prefix.

- a. teacher
- b. railroad
- c. remake
- d. carpet
- e. none of the above

 a 28. Identify the word with the same final phoneme as the final phoneme in the word **scatter**.

- a. fur
- b. skimp
- c. care
- d. jar
- e. none of the above

Directions: Use the nursery rhyme below to identify words that conform to the phonic patterns requested in questions 24 - 27.

There was an old woman
Who live in Dundee,
And in her back garden
There grew a plum tree;
The plums they grew rotten
Before they grew ripe,
And she sold them for three farthings a pint

 c 29. Which two words contain consonant blends?

- a. there & woman
- b. before & ripe

- c. plums & grew
- d. she & they
- e. farthings & pint

 a 30. Which two words contain a CVC/ short vowel pattern?

- a. rotten & Dundee
- b. grew & tree
- c. her & she
- d. and & for
- e. grew & three

 e 31. Which word contains an r-controlled vowel?

- a. grew
- b. tree
- c. rotten
- d. ripe
- e. farthings

 d 32. Which word contains a prefix or an inflectional ending?

- a. woman
- b. plum
- c. grew
- d. farthings
- e. pint

 c 33. In which row do all of the words include the short vowel /e/ sounds (closed syllables)?

a.	happen	climber	meant	henpecked	framed
b.	shepherd	refinish	tender	exceptional	Benjamin
c.	breath	restful	egghead	less	mention
d.	check	better	reach	festoon	steep
e.	bench	lesson	treating	trestle	wean

Part 2

Directions: Select the answer choice that best matches the instructional practice in each of the following descriptions, and record the letter on the line.

- d 34. Using a Big Book, Ms. Gutierrez points to the title and explains that this is the name, or title, of the story. She covers all but the first two lines and reads the lines aloud slowly as she tracks the words with her finger. She asks students to identify the name of the main character that appears in these lines. Ms. Gutierrez points to the name and reads it aloud, explaining to students that the name is a word bounded by a space before and after it. After practicing locating and counting words in the title and the first two lines of the story, Ms. Gutierrez explains that each word is made up of letters. She involves the students in naming and counting letters.
- Language experience approach (LEA)
 - Synthetic phonics
 - Word families/decoding by analogy
 - Concepts about print
 - None of the above
- b 35. Mr. Sakahara selects a Readers' Theater story that is within the instructional level of his third graders. After distributing copies of the story, he reads it aloud as the students follow along in the text. The class discusses the plot and characters and explores how students can use their voices to convey the characters' feelings. Parts are assigned for a Readers' Theater performance to be held in class at the end of the week. Students practice their parts as a choral reading, then in small groups, in order to read smoothly with expression. They take home their copies of the story and practice reading aloud their parts. Finally, the students perform their readings in front of a live audience of kindergarten students, attempting to read smoothly and with expression.
- Developing phonemic awareness
 - Fluency development
 - Pragmatics
 - Emergent literacy
 - Implicit instruction
- d 36. On the board, Mrs. Harper prints *tri* in the middle of a word part web, explaining to her fourth graders that *tri* is a Latin word part that means "three." She asks students to brainstorm words that contain *tri* and adds their suggestions to the web. Mrs. Harper discusses the importance of knowing the meaning of some Greek and Latin word parts that are common in English words. She displays a chart showing Greek and Latin morphemes that

represent numbers, such as *uni, di, quad, milli, oct*, and an example of an English word containing each part. After becoming familiar with these parts through a riddle game, Mrs. Harper divides the class into groups. She assigns each group a different numeral and asks the students to brainstorm words that begin with the corresponding Greek and Latin morphemes. Each group creates its own number riddles on chart paper and displays them for the rest of the class.

- a. Structural analysis
- b. Phonological awareness
- c. Morphology
- d. a and c
- e. All of the above

 a 37. Ms. Horton reads Bill Martin Jr.'s, *Brown Bear Brown Bear* to her kindergarten class. After the reading Ms. Horton points out the letter "g" found in the word "green" and draws attention to the sound made by the letter "g." Then she asks the children to find that same letter again in another word. One child finds the "g" in the word "goldfish" on another page. Another child finds "g" at the end of "frog." Ms. Horton points out that "green" and "goldfish" starts with the same sound, which is also the last sound in "frog" and "dog."

- a. Embedded phonics
- b. Phonemic awareness
- c. Word families/decoding by analogy
- d. Synthetic phonics
- e. None of the above

 c 38. Robinson introduces a game to her kindergarten class. The object of this game is to trade the first phoneme in one's first name with the first phoneme of one's last name. Ms. Robinson tells her class her first and last name "Sue Robinson." Then she explains that to play this game she needs to say, "Rue Sobinson." She then asks for student volunteers to take turns substituting the initial phonemes in their first and last names.

- a. Synthetic phonics
- b. Implicit phonics
- c. Phonemic awareness
- d. Fluency
- e. None of the above

 c 39. Ms. Taylor asks the students to help identify brown/town as rhyming words, as well as play/way. Next, she has the students identify the spelling patterns, which rhyme. These are the letters that begin with the first vowel and go to the end of the word, such as "own" and "ay." Ms. Taylor tells the students that these spelling patterns can be used to figure out new words. To demonstrate this, she has the children sort the words "clown," "tray," "down,"

and “say” into two groups under the known words, “play” and “brown” according to the spelling pattern.

- a. Structural analysis
- b. Sight words/automaticity
- c. Word families/decoding by analogy
- d. Embedded phonics
- e. a and c

e 40. Once Ms. Holt’s kindergarten class has learned to sing and recite the alphabet, she begins teaching the children the sounds of the consonant letters and then short vowels. The next step in Ms. Holt’s curriculum is to point to three letters placed in a pocket chart, such as *h*, *a* and *t*. While stretching out the sound of each letter, she slowly says the phonemes represented by each letter. She invites the class to blend the sounds of each letter together until the students can recognize the word “hat.”

- a. Phonemic awareness
- b. Analytic phonics
- c. Structural analysis
- d. Sight words/automaticity
- e. Synthetic phonics

a 41. Mr. Warner introduces several high-frequency words by showing pictures with the following captions: a piece of cake, a box of cookies, a bowl of soup for Lori. He also writes the following sentences: Tami is from California; Erin is from Idaho. Mr. Warner includes these words on a Word Wall. Regularly he has the students chant and write these Word Wall words. Daily he has the students number a sheet of paper from one to five. He calls out five words, putting each in a sentence. One student finds the word and points to that word on the wall. The class claps and chants the spelling in a rhythmic fashion. Then they write the word on their paper. Words with which children need additional practice are called out more often than other words.

- a. Sight words/automaticity
- b. Word sorts
- c. Embedded phonics
- d. a and c
- e. None of the above

Section Three – Application (Answers)

Directions: The following scenario corresponds with questions 42-44. For each question, select the best response and record it on the line.

On a large poster sprayed with adhesive, Mr. Cortez is having his students sort 12 word cards according to the vowel sound in each word. He asks them to read each word and

then put the card under the key word “bed”, “keep”, or “her”, depending on which vowel sound the letter “e” makes in the word. After the words are sorted, Mr. Cortez asks the children to read the words in each column orally.

42. c What literacy concept is Mr. Cortez presenting in this lesson?
- Sight word recognition
 - Sight word recognition
 - Phonemic awareness
 - Phonics/decoding
 - Structural analysis
43. c What is Mr. Cortez’s reasoning for teaching this type of lesson to his class in the scenario presented above?
- Knowledge of this skill will develop in-depth understanding of words.
 - Knowledge of this skill will assist students in noticing syllable junctures in words.
 - Knowledge of this skill will improve spelling.
 - Knowledge of this skill will improve phonemic awareness.
44. b Of the following activities, which would be most appropriate to help develop the skill depicted in the scenario presented above?
- Mr. Cortez asks students to circle the prefixes and suffixes in a group of multi-syllable words in order to more easily read them.
 - Mr. Cortez’s students work in pairs to read sentence strips containing words with short e, long e, and er spelling patterns.
 - Mr. Cortez’s asks students to find 25 words beginning with the letter e in the dictionary and copy the definitions.
 - As Mr. Cortez’s students listen to him read a poem aloud to the class, they hold up a picture of a sheep every time they hear a word containing the long sound of e.

Directions: The following scenario corresponds with questions 45-47. For each question, select the best response and record it on the line.

Mrs. Fuji explains to students that the prefix *dis-* means “not” or “opposite of”. She prints the following words on the board: *disagree*, *disappear*, *distrust*. For each word, she underlines the prefix *dis-* and asks the students to help identify the base word. The students consider the meaning of the prefix to help them define the entire word.

45. a What literacy concept is Mrs. Fuji presenting in this lesson?
- Morphology
 - Embedded phonics
 - Syntax
 - Syntactic phonics

46. c What is Mrs. Fuji's rationale for teaching this type of lesson to her class (found in the scenario presented above)?
- Knowledge of this concept will develop automaticity with high frequency words.
 - Knowledge of this concept will lead to increased success in memorizing words for standardized tests.
 - Knowledge of this concept will assist students in reading and spelling multi-syllable words.
 - None of the above.
47. b Of the following activities, which would be most appropriate to help develop the skill depicted in the scenario presented above?
- Mrs. Fuji's students play a game in which they count the number of syllables in spoken words.
 - Mrs. Fuji's class creates an affix web with a prefix in the middle and words containing the prefix around it. They must define the words in the web.
 - Mrs. Fuji's students are asked to stand and individually read to the class unfamiliar sentences containing words with prefixes.
 - Mrs. Fuji's asks her students to look up in the dictionary a list of 25 words that begin with the prefix *dis-*, define them and write them in a sentence.