



## Study Guide

### Standard I— Language Learning and Literacy Development

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## Standard I – Structure of Language

### Terms

Affix	Language Experience Approach (LEA)
Aliteracy	Lexicon
Alphabetic principle	Literacy
Analytic phonics	Morpheme
Automaticity	Morphology/Structural analysis
Concepts About Print	Multiple literacies
Consonant	Onset
Consonant blend	Open Syllable
Consonant digraph	Orthography
CVC	Phoneme
CV	Phonemic awareness
VCE	Phonics
CVVC	Phonological awareness
Decoding	Pragmatics
Diphthong	Prefix
ELL	Repeated reading
Emergent literacy	R-controlled vowel
Embedded phonics	Rime/phonogram
Environmental print	Root word
Explicit instruction	Scaffolding
Fluency	Schwa sounds
Grapheme	Semantics
High frequency word	Synthetic phonics
Homographs	VAKT
Idiom	Vowel digraphs/Vowel teams
Illiteracy	Word family
Implicit instruction	Word Sorts
Isolated phonics	Word Study

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.

<b>“Short” vowels</b>	<b>“Long” vowels</b>
/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, nation, nervous).

### 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, cachuck).

- 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: /θ/ 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* (sourr, flourr).

### 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 əl/  
 marble, *ble* = /b əl/  
 circle,   *cle* = /c əl/  
 rifle,     *fle* = /f əl/

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~~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~~C~~e must represent just one phoneme. It cannot, therefore, be a consonant blend or silent consonant cluster.

#### *(C)V~~C~~e*

Vowel in (C)V <del>C</del> 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 ☺	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)VV(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)VV(C)**

In the (C)VV(C) 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)Vc 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)Vc]	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
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## 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?

<b>song</b>	<b>bread</b>	<b>telephone</b>
<b>stand</b>	<b>bank</b>	<b>frost</b>

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

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

<b>digit</b>	<b>cloth</b>	<b>listen</b>
<b>stock</b>	<b>toenail</b>	<b>sheep</b>

- 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?

<b>candid</b>	<b>magpie</b>	<b>eight</b>
<b>arboretum</b>	<b>through</b>	<b>stopped</b>

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

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

<b>bomb</b>	<b>Industry</b>	<b>bonnet</b>
<b>Climb</b>	<b>coin</b>	<b>cabbage</b>

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

\_\_\_\_\_ 15. Which of the following word(s) have exactly one (1) phoneme?

<b>listen</b>	<b>bombed</b>	<b>bonnet</b>
<b>candy</b>	<b>Cloth</b>	<b>crossed</b>

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

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

<b>rigid</b>	<b>floppy</b>	<b>lemon</b>
<b>host</b>	<b>whale</b>	<b>straight</b>

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

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

<b>oasis</b>	<b>bomb</b>	<b>sketch</b>
<b>finalized</b>	<b>about</b>	<b>toasted</b>

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

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

<b>virus</b>	<b>soybean</b>	<b>industry</b>
<b>gnome</b>	<b>springtime</b>	<b>science</b>

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

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

<b>sick</b>	<b>honest</b>	<b>knife</b>
<b>plant</b>	<b>smelly</b>	<b>fellowship</b>

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

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

<b>stopped</b>	<b>microcosm</b>	<b>understanding</b>
<b>cowboys</b>	<b>Sioux</b>	<b>military</b>

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

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

<b>nucleus</b>	<b>honesty</b>	<b>occupation</b>
<b>outcropping</b>	<b>bobbin</b>	<b>argumentative</b>

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

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

<b>parsley</b>	<b>Predicted</b>	<b>adored</b>
<b>visionary</b>	<b>Recreate</b>	<b>oppressor</b>

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

- \_\_\_\_\_ 23. Which of the following word(s) have exactly one (1) morpheme?
- |                  |                   |                 |
|------------------|-------------------|-----------------|
| <b>pregnant</b>  | <b>posthaste</b>  | <b>computer</b> |
| <b>amidships</b> | <b>immaterial</b> | <b>olive</b>    |
- a. posthaste  
b. inquiring  
c. computer  
d. amidships & immaterial  
e. 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?
- a. there & woman
  - b. before & ripe
  - c. plums & grew
  - d. she & they
  - e. farthings & pint
- \_\_\_\_\_ 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
- \_\_\_\_\_ 31. Which word contains an r-controlled vowel?
- a. grew
  - b. tree
  - c. rotten
  - d. ripe
  - e. farthings

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

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

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

<b>a.</b>	happen	climber	meant	henpecked	framed
<b>b.</b>	shepherd	refinish	tender	exceptional	Benjamin
<b>c.</b>	breath	restful	egghead	less	mention
<b>d.</b>	check	better	reach	festoon	steep
<b>e.</b>	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.

- a. Language experience approach (LEA)
- b. Synthetic phonics
- c. Word families/decoding by analogy
- d. Concepts of print
- e. 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.

- a. Developing phonemic awareness
- b. Fluency development
- c. Pragmatics
- d. Emergent literacy
- e. 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.
- Synthetic phonics
  - Implicit phonics
  - Phonemic awareness
  - Fluency
  - 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 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

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

#### *Scenario 1*

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. What literacy concept(s) is Mr. Cortez presenting in this lesson?

- a. Sight word recognition
- b. Phonemic awareness
- c. Phonics/decoding
- d. Structural analysis
- e. a & b
- f. c & d

Based on the scenario above, respond to questions 43 through 46 using the following scale to evaluate each rationale:

- a. An appropriate rationale based on the information presented**
- b. An appropriate rationale, but not relevant to this situation**
- c. An inappropriate rationale for literacy learning**

\_\_\_\_\_ 43. Knowledge of this skill will improve spelling.

\_\_\_\_\_ 44. Knowledge of this skill will lead to increased automaticity, thus improving fluency.

- \_\_\_\_\_ 45. Knowledge of this skill will develop in-depth understanding of words.
- \_\_\_\_\_ 46. Knowledge of this skill will assist students in noticing syllable junctures in words.

Based on the scenario above, respond to questions 47 through 51 using the following scale to evaluate each literacy strategy/activity:

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

**PLEASE REREAD THE SCENARIO**

- \_\_\_\_\_ 47. Mr. Cortez asks students to circle the prefixes and suffixes in a group of multi-syllable words in order to more easily read them.
- \_\_\_\_\_ 48. Mr. Cortez’s students work in pairs to read sentence strips containing words with short e, long e, and er spelling patterns.
- \_\_\_\_\_ 49. Mr. Cortez asks students to find 25 words beginning with the letter e in the dictionary and copy the definitions.
- \_\_\_\_\_ 50. Mr. Cortez asks students to find 25 words containing the three sounds of the vowel e.
- \_\_\_\_\_ 51. 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.

***Scenario 2***

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.

- \_\_\_\_\_ 52. What literacy concept(s) is Mrs. Fuji presenting in this lesson?
- a. Structural analysis
  - b. Embedded phonics
  - c. Syntax
  - d. Morphology
  - e. a & d
  - f. b & d

Based on the scenario above, respond to questions 53 through 57 using the following scale to evaluate each rationale:

- a. An appropriate rationale based on the information presented**
- b. An appropriate rationale, but not relevant to this situation**
- c. An inappropriate rationale for literacy learning**

- \_\_\_\_\_ 53. Knowledge of this concept will improve reading comprehension.
- \_\_\_\_\_ 54. Knowledge of this concept will lead to increased success in memorizing words for standardized tests.
- \_\_\_\_\_ 55. Knowledge of this concept will develop in-depth understanding of word meanings.
- \_\_\_\_\_ 56. Knowledge of this concept will develop automaticity with high frequency words.
- \_\_\_\_\_ 57. Knowledge of this concept will assist students in reading and spelling multi-syllable words.

Based on the scenario above, respond to questions 58 through 63 using the following scale to evaluate each literacy strategy/activity:

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

**PLEASE REREAD THE SCENARIO**

- \_\_\_\_\_ 58. Mrs. Fuji's students circle the prefixes and suffixes in a group of multi-syllable words, read the words, and define them.
- \_\_\_\_\_ 59. Mrs. Fuji asks students to do a word sort according to prefixes, and then to define each word with a partner.
- \_\_\_\_\_ 60. Mrs. Fuji's students play a game in which they count the number of syllables in spoken words.
- \_\_\_\_\_ 61. Mrs. Fuji's students match a set of prefixes with their meanings.
- \_\_\_\_\_ 62. Mrs. Fuji's students are asked to stand and individually read to the class unfamiliar sentences containing words with prefixes.
- \_\_\_\_\_ 63. 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.

**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?

<b>song</b>	<b>bread</b>	<b>telephone</b>
<b>stand</b>	<b>bank</b>	<b>frost</b>

- 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?

<b>digit</b>	<b>cloth</b>	<b>listen</b>
<b>stock</b>	<b>toenail</b>	<b>sheep</b>

- 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?

<b>candid</b>	<b>magpie</b>	<b>eight</b>
<b>arboretum</b>	<b>through</b>	<b>stopped</b>

- 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?

<b>bomb</b>	<b>industry</b>	<b>bonnet</b>
<b>climb</b>	<b>coin</b>	<b>cabbage</b>

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

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

<b>listen</b>	<b>bombed</b>	<b>bonnet</b>
<b>candy</b>	<b>cloth</b>	<b>crossed</b>

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

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

<b>rigid</b>	<b>floppy</b>	<b>lemon</b>
<b>host</b>	<b>whale</b>	<b>straight</b>

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

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

<b>oasis</b>	<b>bomb</b>	<b>sketch</b>
<b>finalized</b>	<b>about</b>	<b>toasted</b>

- 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?

<b>virus</b>	<b>soybean</b>	<b>industry</b>
<b>gnome</b>	<b>springtime</b>	<b>science</b>

- 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?

<b>sick</b>	<b>honest</b>	<b>knife</b>
<b>plant</b>	<b>smelly</b>	<b>fellowship</b>

- 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?

<b>stopped</b>	<b>microcosm</b>	<b>understanding</b>
<b>cowboys</b>	<b>Sioux</b>	<b>military</b>

- 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?

<b>nucleus</b>	<b>honesty</b>	<b>occupation</b>
<b>outcropping</b>	<b>bobbin</b>	<b>argumentative</b>

- 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?

<b>parsley</b>	<b>predicted</b>	<b>adored</b>
<b>visionary</b>	<b>recreate</b>	<b>oppressor</b>

- 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)?

<b>a.</b>	happen	climber	meant	henpecked	framed
<b>b.</b>	shepherd	refinish	tender	exceptional	Benjamin
<b>c.</b>	breath	restful	egghead	less	mention
<b>d.</b>	check	better	reach	festoon	steep
<b>e.</b>	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.

- a. Language experience approach (LEA)
- b. Synthetic phonics
- c. Word families/decoding by analogy
- d. Concepts about print
- e. 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.

- a. Developing phonemic awareness
- b. Fluency development
- c. Pragmatics
- d. Emergent literacy
- e. 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.
- Synthetic phonics
  - Implicit phonics
  - Phonemic awareness
  - Fluency
  - 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.
- Structural analysis
  - Sight words/automaticity
  - Word families/decoding by analogy
  - Embedded phonics
  - 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."
- Phonemic awareness
  - Analytic phonics
  - Structural analysis
  - Sight words/automaticity
  - 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:** Select the best response for each item, and record it on the line.

#### *Scenario 1*

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.

- c   42. What literacy concept(s) is Mr. Cortez presenting in this lesson?
- a. Sight word recognition
  - b. Phonemic awareness
  - c. Phonics/decoding
  - d. Structural analysis
  - e. a & b
  - f. c & d

Based on the scenario above, respond to questions 43 through 46 using the following scale to evaluate each rationale:

- a. An appropriate rationale based on the information presented**
- b. An appropriate rationale, but not relevant to this situation**
- c. An inappropriate rationale for literacy learning**

  a   43. Knowledge of this skill will improve spelling.

  b   44. Knowledge of this skill will lead to increased automaticity, thus improving fluency.

- c   45. Knowledge of this skill will develop in-depth understanding of words.
- b   46. Knowledge of this skill will assist students in noticing syllable junctures in words.

Based on the scenario above, respond to questions 47 through 51 using the following scale to evaluate each literacy strategy/activity:

- a. An appropriate literacy decision based on the information presented**  
**b. An appropriate literacy decision, but not relevant to this situation**  
**c. An inappropriate decision for literacy learning**

**PLEASE REREAD THE SCENARIO**

- b   47. Mr. Cortez asks students to circle the prefixes and suffixes in a group of multi-syllable words in order to more easily read them.
- a   48. Mr. Cortez’s students work in pairs to read sentence strips containing words with short e, long e, and er spelling patterns.
- c   49. Mr. Cortez asks students to find 25 words beginning with the letter e in the dictionary and copy the definitions.
- a   50. Mr. Cortez asks students to find 25 words containing the three sounds of the vowel e.
- b   51. 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.

***Scenario 2***

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.

- e   52. What literacy concept(s) is Mrs. Fuji presenting in this lesson?
- Structural analysis
  - Embedded phonics
  - Syntax
  - Morphology
  - a & d
  - b & d

Based on the scenario above, respond to questions 53 through 57 using the following scale to evaluate each rationale:

- a. An appropriate rationale based on the information presented**
- b. An appropriate rationale, but not relevant to this situation**
- c. An inappropriate rationale for literacy learning**

- a   53. Knowledge of this concept will improve reading comprehension.
- c   54. Knowledge of this concept will lead to increased success in memorizing words for standardized tests.
- a   55. Knowledge of this concept will develop in-depth understanding of word meanings.
- c   56. Knowledge of this concept will develop automaticity with high frequency words.
- a   57. Knowledge of this concept will assist students in reading and spelling multi-syllable words.

Based on the scenario above, respond to questions 58 through 63 using the following scale to evaluate each literacy strategy/activity:

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

**PLEASE REREAD THE SCENARIO**

- a   58. Mrs. Fuji's students circle the prefixes and suffixes in a group of multisyllable words, read the words, and define them.
- a   59. Mrs. Fuji asks students to do a word sort according to prefixes, and then to define each word with a partner.
- b   60. Mrs. Fuji's students play a game in which they count the number of syllables in spoken words.
- a   61. Mrs. Fuji's students match a set of prefixes with their meanings.
- c   62. Mrs. Fuji's students are asked to stand and individually read to the class unfamiliar sentences containing words with prefixes.

- a   63. 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.