

Phonics, Phonemic Awareness, and Word Analysis for Teachers: An Interactive Tutorial

Ninth Edition

Donald J. Leu
University of Connecticut

Charles K. Kinzer
*Columbia University
Teachers College*

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal
Toronto Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President, Editor-in-Chief: Aurora Martínez Ramos
Editorial Assistant: Meagan French
Executive Marketing Manager: Krista Clark
Associate Editor: Barbara Strickland
Production Editor: Gregory Erb
Editorial Production Service: S4Carlisle Publishing Services
Manufacturing Buyer: Megan Cochran
Electronic Composition: S4Carlisle Publishing Services
Interior Design: S4Carlisle Publishing Services
Cover Designer: Linda Knowles

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text.

Copyright © 2012, 2006, 2001, 1997, 1990, 1984, 1979, 1974, 1968 Pearson Education, Inc., publishing as Allyn & Bacon, 501 Boylston Street, Boston, MA, 02116. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, 501 Boylston Street, Boston, MA, 02116, or email permissionsus@pearson.com.

10 9 8 7 6 5 4 3 2 1 BRG 15 14 13 12 11



www.pearsonhighered.com

ISBN-10: 0-13-260964-9
ISBN-13: 978-0-13-260964-7

Posttest I

Take this posttest and then compare your answers with the answers provided on pages 110–112.

1. On a separate sheet of paper, define the following central terms that are important in understanding word analysis principles:

- phoneme
- grapheme
- phonemic awareness
- phonological awareness
- onset patterns
- rime patterns
- consonant digraph
- consonant blend
- context clues
- sight words
- phonetic phase
- semiphonetic phase
- precommunicative phase
- morpheme
- affix
- closed syllables
- open syllables
- pronunciation entry

2. Readers use word _____ strategies to analyze written words to construct word sounds and meanings.
3. The spoken word *mast* has _____ phonemes.
4. The spoken word *ship* has _____ phonemes.
5. Context clues may assist readers with both _____ and _____.
6. A close relationship between the letters and sounds in a language is referred to as the _____ principle.
7. In kindergarten, an excellent predictor of later reading success is a child's level of _____ awareness.
8. In English, _____ represent the most consistent letter-sound relationships.
9. The onset letter c usually represents the sound associated with the letter s when it is followed by the vowel letters _____, _____, or _____. We refer to this as the "_____ c" sound.
10. Approximately 200 of the most common words account for about _____ percent of the words in most reading selections.
11. Short _____ sounds often appear in a syllable or single-syllable word that ends in a consonant or consonant cluster.
12. _____ vowels are neither long nor short. They have a sound determined by the _____ r.
13. Y represents a vowel sound when it appears at the _____ of a word.
14. A digraph represents _____ sound. A _____ represents a blending of two vowel sounds.
15. A _____ vowel sound is usually produced when two vowels appear side by side.
16. Words that are recognized and pronounced automatically are called _____ words.
17. Match the vowel sound represented by the underlined letter(s) in the words in Column A with the type of vowel sound in Column B by placing the number of the type of vowel sound in Column B in the space in front of the word in Column A.

A	B
_____ egg	1. long (glided)
_____ go	2. short (unglided)
_____ side	3. r-controlled
_____ joy	4. diphthong
_____ cow	
_____ cord	
_____ cheap	
_____ begin	
_____ pout	
_____ lap	

18. Place an L in the space in front of the word in Column A if the underlined vowel represents a long sound and an S if it represents a short sound. Then select the reason for the vowel sound in Column B and place the appropriate number in the space after the word in Column A.

A	B
begin _____	1. final e
pencil _____	2. vowel digraph
pain _____	3. open syllable
rope _____	4. closed syllable
preacher _____	
digraph _____	
simple _____	
fate _____	

19. Match the principle for syllabication in Column B with the word in Column A by placing the number of the visual clue in the space in front of the word in Column A.

A	B
_____ turtle	1. V/CV
_____ unclear	2. VC/CV
_____ airtight	3. VC/(blend) V
_____ overt	4. VR/V
_____ oral	5. /C-le
_____ mental	6. compound word
_____ simple	7. prefix
_____ belongs	
_____ preview	
_____ football	
_____ peril	
_____ hundred	

20. If the guide words for a page in the dictionary were **protreptic** and **proximate**, indicate whether the following words would appear:
- *on that page* by writing **on** in the space in front of the word.
 - *on a following page* by writing **follow** in the space in front of the word.
 - *before the page* by writing **before** in the space in front of the word.

protostele _____ psaltery _____
 provisory _____ prove _____
 preview _____ protozoan _____
 provost _____ protractor _____
 prude _____

ANSWERS TO POSTTEST I

1. Definitions

phoneme

The smallest single unit of sound in a language that distinguishes one *morpheme* (meaning unit) from another. (chapters 1 and 2)

grapheme

A written or printed representation of a phoneme. (chapter 1)

phonemic awareness

The awareness of individual sounds or phonemes as objects that can be analyzed and manipulated. (chapters 1 and 2)

phonological awareness

The awareness of individual words and syllables as objects that can be analyzed and manipulated. (chapters 1 and 2)

onset patterns

Initial consonant letters found at the *beginning* of syllables and words, such as b, c, d, f, g, sn, st, or str. (chapter 3)

rime patterns

A limited set of the most common *endings* to syllables and words, such as -ake, -ack, -ail, or -ame. (chapter 3)

consonant digraph

Two different consonant letters that appear together and represent a single sound, or phoneme, that is not usually associated with either letter. (chapter 3)

consonant blend

Two or three consecutive consonant letters, each representing a separate phoneme that is blended together. (chapter 3)

context clues

Information around a word that provides assistance in determining its pronunciation and meaning. (chapter 5)

sight words

Words recognized automatically without conscious attention. (chapter 6)

phonetic phase

A phase in developmental spelling where writing looks like a child is trying to represent nearly every sound in each word by spelling it as it sounds. (chapter 7)

semiphonetic phase

A phase in developmental spelling where children use writing to communicate meaning, but words are often represented only by the initial letter sound. More consonants than vowels appear. (chapter 7)

<i>precommunicative phase</i>	A phase in developmental spelling where writing is characterized by not having a consistent communicative intent. (chapter 7)
<i>morpheme</i>	The smallest unit of meaning in a language. (chapter 8)
<i>affix</i>	A prefix or a suffix. (chapter 8)
<i>closed syllables</i>	A syllable ending with a consonant letter, which usually makes the vowel sound short. (chapter 4)
<i>open syllables</i>	A syllable ending with a vowel letter, which usually makes the vowel sound long. (chapter 4)
<i>pronunciation</i>	The entry in a dictionary that provides information about a word's pronunciation. (chapter 10)

2. analysis (chapter 1)
3. four (chapter 2)
4. three (chapter 2)
5. pronunciation, meaning (chapter 5)
6. alphabetic (chapter 2)
7. phonemic (chapter 7)
8. consonants (chapter 3)
9. e, i, y, soft (chapter 3)
10. 50 (chapter 6)
11. vowel (chapter 4)
12. R-controlled, following (chapter 4)
13. end (chapter 4)
14. one, blend (diphthong) (chapter 4)
15. long (chapter 4)
16. sight (chapter 6)
17. Matching vowels (chapter 4)
 - 2 egg
 - 1 go
 - 1 side
 - 4 joy
 - 4 cow
 - 3 cord
 - 1 cheap
 - 2 begin
 - 4 pout
 - 2 lap
18. Long and short vowels (chapter 4)
 - L begin 3
 - S pencil 4
 - L pain 2
 - L rope 1

L preacher 2

L digraph 3

S simple 4

L fate 1

19. Syllabication (chapter 9)

5 turtle

7 unclear

6 airtight

1 overt

4 oral

2 mental

5 simple

1 belongs

7 preview

6 football

4 peril

3 hundred

20. Dictionary guide words (chapter 10)

before protostele

on provisory

before preview

on provost

follow prude

follow psalter

on prove

before protozoan

before protractor