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

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Posttest II

Take this posttest and then compare your answers with the answers provided on pages 116–117.

1. On a separate sheet of paper, define the following central terms that are important to understanding word analysis principles:
   - diphthong
   - graphophonic
   - phonemic awareness
   - prefix
   - VCV pattern
   - vowel
   - grapheme
   - inflectional ending
   - morpheme
   - phonics
   - orthography
   - consonant cluster
   - r-controlled vowel
   - semiphonetic phase
   - alphabetic principle
   - word analysis strategies
   - guide words
   - closed syllable

2. Which of the following is the best predictor of later reading success for kindergarten children? _____
   (a) graphophonic knowledge
   (b) phonemic awareness
   (c) syllabication knowledge

3. True or false: Context clues assist readers in predicting and confirming meaning, but pronunciation is accessed through word analysis clues other than context. _____

4. What are the four types of clues authors provide that readers can use as context clues? _____, _____, _____, and _____

5. The spoken word *poles* has _____ morphemes.

6. The spoken word *poles* has _____ phonemes.

7. The written word *poles* has _____ graphemes.

8. The written word *poles* has _____ alphabetic letters.

9. Approximately 400 of the most common words account for about _____ percent of the words in most reading selections.

10. A digraph represents _____ sound. A _____ represents a blending of two vowel sounds.

11. High-frequency words are usually also _____ _____ for most readers.

12. 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
_____ am	1. long (glided)
_____ me	2. short (unglided)
_____ pride	3. r-controlled
_____ toy	4. diphthong
_____ glow	
_____ bird	
_____ beat	
_____ slim	
_____ pout	
_____ lap	

13. Place an L in the space in front of the word in Column A if the underlined vowel represents the 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 behind the word in Column A.

A	B
_____ to̲ken _____	1. final e̲
_____ le̲ntil _____	2. vowel digraph
_____ ra̲in _____	3. open syllable
_____ slo̲pe _____	4. closed syllable
_____ te̲acher _____	
_____ di̲graph _____	
_____ di̲mple _____	
_____ ga̲te _____	

14. 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
_____ castle	1. V/CV
_____ undo	2. VC/CV
_____ staircase	3. VC/(blend) V
_____ open	4. VR/V
_____ army	5. C-le
_____ magma	6. compound word
_____ dimple	7. prefix
_____ cement	
_____ return	
_____ doorway	
_____ urban	
_____ hundred	

15. If the guide words for a page in the dictionary were **ethic** and **eukaryotic**, 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.

_____ eternity	_____ euglenoid
_____ etiquette	_____ ethmoid
_____ ethereal	_____ etching
_____ etiology	_____ etcetera
_____ eugenic	

16. Being able to identify the initial consonant sound in a word such as *sit* is an example of _____ awareness.

17. Being able to clap each syllable in a word is an example of

    _____.

    (a) phonemic awareness
    (b) phonological awareness
    (c) syllabication awareness

18. The onset letter c̲ usually represents the sound associated with the letter k̲ when it is followed by the vowel letters

    _____, _____, or _____.

19. True or false: When dividing compound words into syllables, each word is usually its own syllable. _____

20. If a word ends in l̲e̲, explain the process you would use to decide on that word's last syllable.

ANSWERS TO POSTTEST II

1. Definitions

diphthong	A type of vowel cluster that is sometimes called a vowel blend, where two vowel letters appear together and represent a blending of the sounds associated with each letter. (chapter 4)
graphophonic	The relationship between sounds in our language and its written letters or spelling patterns. (chapter 1)
phonemic awareness	The awareness of individual sounds or phonemes as objects that can be analyzed and manipulated. (chapters 1 and 2)
prefix	An affix added to the beginning of root words to change their meanings. (chapter 8)
VCV pattern	A vowel-consonant-vowel pattern. A generalization for syllabication that suggests the division appear after the first vowel in the pattern. (chapter 9)
vowel	Sounds produced without a restriction in the airstream, represented by the five letters a̲, e̲, i̲, o̲, u̲, and sometimes y̲ and w̲. (chapter 4)
grapheme	A written or printed representation of a phoneme. (chapter 1)
inflectional ending	An affix added to the end of a root word; it often changes the grammatical function but not the core meaning of the root word to which it is added. (chapter 8)
morpheme	The smallest unit of meaning in a language. (chapters 1 and 8)
phonics	The application of information about the sounds of language to the teaching of reading and the knowledge about how sounds are represented by letters or letter combinations in written language to help readers determine the oral equivalents of unfamiliar words. (chapter 1)
orthography	The writing system of a language. (chapter 1)
consonant cluster	Consonant clusters include two or three consonant letters that often appear together. There are two types: digraphs and blends. (chapter 3)

r-controlled vowel	Vowels that are neither long nor short but have a sound determined largely by the following r. (chapters 4 and 9)
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)
alphabetic principle	The close relationship between the letters and sounds in a language. (chapters 2 and 7)
word analysis strategies	Strategies that permit you to determine both the sounds of words and their meanings. Word analysis strategies include phonological and phonemic awareness, phonics, context use, sight word knowledge, morphemic and structural analysis, and dictionary skills. (chapter 1)
guide words	Words that appear at the top of each page in the body of a dictionary to help readers locate particular words quickly. (chapter 10)
closed syllable	A syllable ending with a consonant letter, usually making the vowel sound short. (chapters 4 and 9)

2. (b) phonemic awareness (chapters 1 and 2)

3. False (chapter 5)

4. definition, synonym, example, mood (chapter 5)

5. two (chapters 1 and 8)

6. four (chapters 1 and 8)

7. four (chapters 1 and 8)

8. five (chapters 1 and 8)

9. 70 (chapter 6)

10. one, blend (diphthong) (chapter 4)

11. sight words (chapter 6)

12. Matching vowels (chapter 4)

    2 am

    1 me

    1 pride

    4 toy

    1 glow

    3 bird

    1 beat

    2 slim

    4 pout

    2 lap

13. Long and short vowels (chapter 4)

    L token   3

    S lentil   4

    L rain   2

    L slope   1

    L teacher 2

L digraph 3

S dimple 4

L gate   1

14. Syllabication (chapter 9)

5 castle

7 undo

6 staircase

1 open

4 army

2 magma

5 dimple

1 cement

7 return

6 doorway

2 urban

3 hundred

15. Dictionary guide words (chapter 10)

before	eternity
on	etiquette
before	ethereal
on	etiology
follow	eugenic
follow	euglenoid
on	ethmoid
before	etching
before	etcetera

16. phonemic (chapter 2)

17. (b) phonological awareness (chapter 2)

18. o, a, u (chapter 3)

19. True (chapter 8)

20. If the letter before the le is a consonant, the consonant plus le form the last syllable. (chapter 9)