ABSTRACT
                This module is the first in a two-module cluster.
Together, the modules are designed to enable students to recognize
and identify by type, the errors that occur in recorded samples of
oral reading. This one--Module A--focuses on the most common phonemic
and morphemic elements of English. In preparation for the analysis of
errors, students learn to analyze words in isolation, the sounds
various spellings represent and where they occur in words, how words
are divided into syllables, where accents fall, and the syntactic
function or meaning of various units of speech. Exercises are
followed by a post-assessment test. (JD)

TOWARD COMPETENCE

INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

COMPETENCY BASED TEACHER EDUCATION PROJECT
THE CITY UNIVERSITY OF NEW YORK
315 PARK AVENUE SOUTH
NEW YORK, N.Y. 10010

2

CLASSIFYING WORD IDENTIFICATION ERRORS
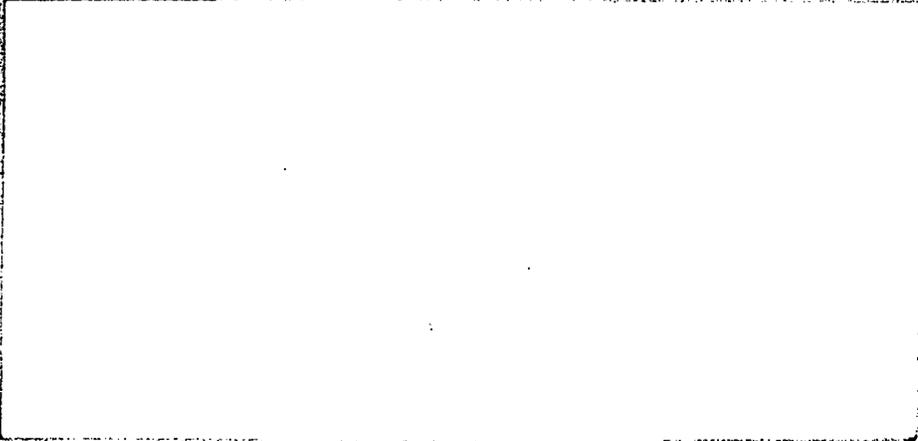## MODULE A:
PHONEMIC AND MORPHEMIC ELEMENTS

LAURA BURSUK, YORK COLLEGE

LOUISE MATTEONI, BROOKLYN COLLEGE

WHAT IS COMPETENCY-BASED TEACHER EDUCATION?

The set of materials you are about to begin using represents a new direction in teacher education. Called competency-based teacher education, this approach to training teachers emphasizes the teacher's performance--what he or she is actually able to do as the result of acquiring certain knowledge or skills.

Performance in a specific area is referred to as a competency. Thus, what we expect the teacher to be like after completing his education can be described in terms of the competencies he should have. The emphasis is on doing rather than on knowing, though performance is frequently the result of knowledge.

This shift in emphasis from knowing to doing accounts, to a great extent, for the differences you will notice in the format and content of these materials. To begin with, the set of materials itself is called a module because it is thought of as one part of an entire system of instruction. The focus has been narrowed to one competency or to a small group of closely related competencies. The ultimate aim of the module is expressed as a terminal objective, a statement describing what you, the teacher, should be able to do as a result of successfully completing this module.

Your final performance, however, can usually be broken down into a series of smaller, more specific objectives. As you achieve each of these, you are taking a step toward fulfilling the ultimate goal of the module. Each intermediate objective is the focus of a group of activities designed to enable you to reach that objective.

4

Together, the activities that make up each element, or part, of the module enable you to achieve the terminal objective.

There are several kinds of objectives, depending on what kind of performance is being demanded of you. For example, in a cognitive-based objective, the emphasis is on what you know. But since these are behavioral objectives, what you know can only be determined overtly. An objective can only be stated in terms of your behavior--what you can do. You might, for instance, be asked to demonstrate your knowledge of a subject by performing certain tasks, such as correctly completing arithmetic problems or matching words and definitions. In addition to cognitive-based objectives, there are performance-based objectives, where the criterion is your actual skill in carrying out a task; consequence-based objectives, for which your success in teaching something to someone else is measured; and exploratory objectives, which are open-ended, inviting you to investigate certain questions in an unstructured way.

Along with the assumption that the competencies, or behaviors, that make for successful teaching can be identified goes the assumption that these competencies can be assessed in some way. In fact, the statement of objectives and the development of assessment procedures form the main thrust of competency-based teacher education. The module, and the activities it contains or prescribes, is just a way of implementing the objectives.

But the module does have certain advantages as an instructional tool. For one thing, it enables you to work on your own and at your own pace. The activities are usually varied so that you can

5

select those which are best suited to your learning style. And

the module enables you to cover certain subject areas with

maximum efficiency; since if you pass the pre-assessment for a

given objective, you are exempted from the module implementing

that objective. What matters is not the amount of classroom time

you put in on a subject but your ability to demonstrate certain

competencies, or behaviors.

6

OVERVIEW

An essential part of both developmental and remedial
reading instruction is the teacher's ability to isolate and analyze
oral reading errors. Word identification is central to fluency
in reading. In order to help his or her pupils achieve that
fluency, you, as a reading teacher, must be able to identify
and classify their word identification errors.

Both teaching skills--identification and classification--
are important. First, you must be able to distinguish between
errors and non-errors. This involves not only being able to
hear errors--being attuned to the sounds of English and how they
are represented in writing--but also knowing whether a variation
in pronunciation represents a misinterpretation of the written
cue or a regional or ethnic dialect difference. In some instances
a child may be decoding correctly--that is, making sounds with
the same semantic content as the written symbols on the page--but
his or her particular set of sounds may not match your expected
response. If you hear / fŏthƏr/ when you were expecting
/färthƏr/ you may need to check further before you decide that
the child has made an oral reading error.

Being able to identify an oral reading error as such is
only the beginning, however. In order to plan ways to remediate
word identification difficulties, you must know what kinds of
errors are being made. Does the pupil consistently have difficulty
pronouncing certain spellings, such as consonant blends or
trigraphs? Does he or she have trouble with particular morphemic

7

elements, such as the -s indicating a regular noun plural or the
adverbial suffix -ly? An understanding of the relationship
between some common spelling patterns in English and the phonemic
and morphemic elements they represent gives you both the vocabulary
to discuss reading errors intelligently and some insight into the
causes of those errors.

This module is the first in a two-module cluster. Together,
the modules are designed to enable you to recognize and identify
by type the errors that occur in recorded samples of oral reading.
This one--Module A--focuses on the most common phonemic and
morphemic elements of English. In preparation for the analysis
or errors, you will learn first to analyze words in isolation.
What sounds do various spellings represent? Where do they occur
in words? How are words divided into syllables? Where does the
accent fall? What is the syntactic function or meaning of various
units of speech? With the tools provided in this module, you will
be able to go on to Module B and the application of this sort
of analysis to reading errors.

Prerequisites

In order to take this module, you should be an undergraduate
or graduate student with

> --Some ability to hear oral reading errors.
>
> --A knowledge of the terminology associated with word
>   identification skills.
>
> --The ability to use a phonetic key in order to read and write
>   phonetic respellings.

8

How to Take This Module

Now that you have read the overview and the prerequisites, you can decide whether you want to go ahead with this module. (You should plan on each of the module's taking about three or four weeks.) If you continue, you will be asked to complete three basic steps. The first is a pre-assessment, which measures your ability to identify and classify a variety of phonemic and morphemic elements in English. If you can answer 90% or more of the items correctly, you can exit after completing the pre-assessment. In other words, success on the pre-assessment indicates that you don't need this module.

However, don't regard lack of success on the pre-assessment as failure. It is simply an indication of the fact that you need the information and skills you will gain from taking this module.

The next step is the completion of one or both of the two elements of this module. (Your score on the pre-assessment will help you decide which of the elements you need to complete.) Each element consists of two activities designed to enable you to achieve the objective of that element. Together, these objectives make up the terminal objective of the module:

Given a series of objective questions about the phonemic and morphemic elements of English, you will answer these questions with 90% accuracy.

Following the module's two elements is an optional activity that can serve either as a supplement to the work you have just

9

done or as a remedial activity if the check-up questions in Activity 2 have given you trouble.

Finally, you can check whether you have acquired the competencies stated in the terminal objective by taking the post-assessment. Upon successful completion of the post-assessment, you can exit from the module.

These steps are shown in graphic form in the flow chart on pages 8 - 10. Look at it before turning to the pre-assessment, which begins on page 11.

10

If you <u>passed both parts</u> or <u>failed both parts</u> of the Pre-Assessment, follow this flow chart.

ENTER → READ MODULE OVERVIEW → CONTINUE → NO → EXIT

YES

PRE-ASSESSMENT

PART 1 | PART 2

SATISFACTORY? — YES → EXIT MODULE

NO

ENTER ELEMENT 1

ACTIVITY 1: READINGS

ACTIVITY 2: CHECK-UP QUESTIONS

SATISFACTORY? — NO

YES

ENTER ELEMENT II

ACTIVITY 1: READINGS

ACTIVITY 2: CHECK-UP QUESTIONS

SATISFACTORY? — NO

YES — OPTIONAL → FOLLOW-UP ACTIVITY

POST-ASSESSMENT

CONFER WITH INSTRUCTOR — SATISFACTORY? — YES → EXIT MODULE

11

-8-
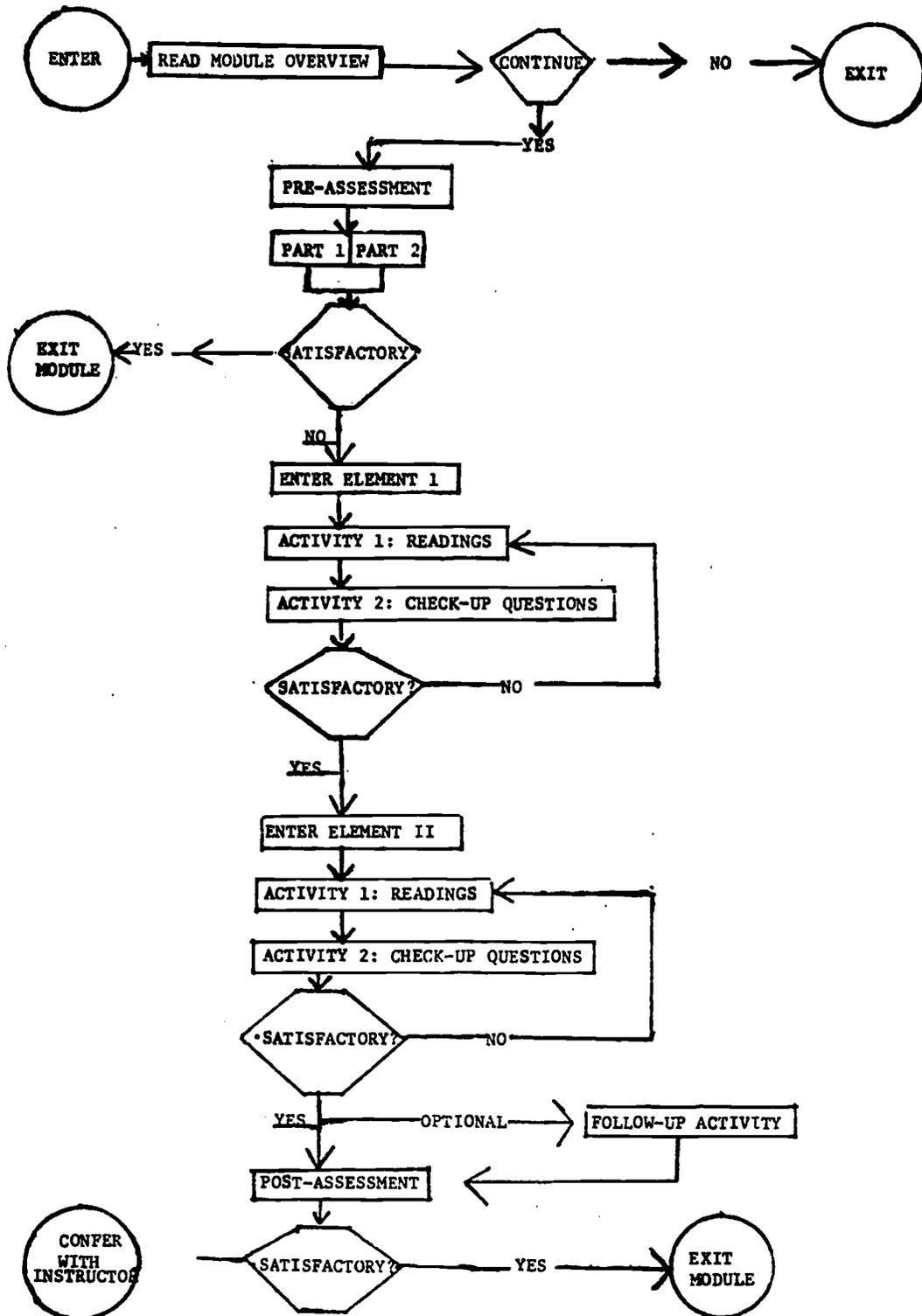
Flow Chart B

If you passed only Part 2 of the Pre-Assessment, follow this flow chart.

```
  ENTER  ──▶  READ MODULE OVERVIEW  ──▶  <CONTINUE?> ──NO──▶  EXIT

                                              │
                                              ▼
                                      PRE-ASSESSMENT

                                              │
                                              ▼
                                          PART 1

                                              │
                                              ▼
                                     <SATISFACTORY?>
                                              │
                                             NO
                                              ▼
                                     ENTER ELEMENT 1

                                              │
                                              ▼
                               ACTIVITY 1: READINGS  ◀──┐
                                              │         │
                                              ▼         │
                          ACTIVITY 2: CHECK-UP QUESTIONS│
                                              │         │
                                              ▼         │
                                     <SATISFACTORY?> ──NO┘
                                              │
                                             YES
                                              ▼
                                     POST-ASSESSMENT

                                              │
                                              ▼
CONFER WITH  ◀──NO── <SATISFACTORY?> ──YES──▶  EXIT
INSTRUCTOR                                     MODULE A
```

12
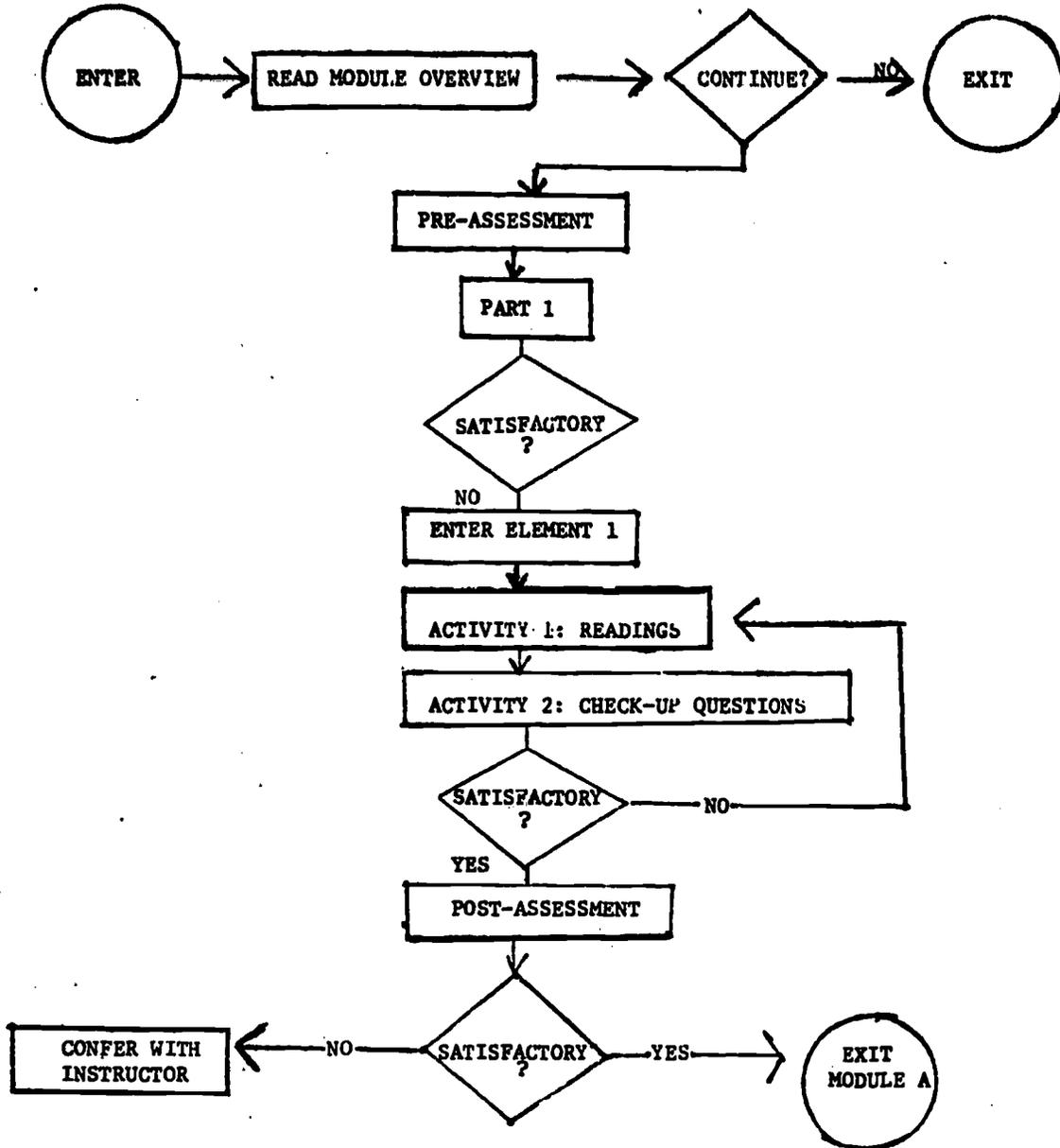
If you <u>passed only Part 1</u> of the Pre-Assessment, follow this flow chart.

```
   ENTER  ──→  READ MODULE OVERVIEW  ──→  CONTINUE?  ──NO──→  EXIT MODULE A
                                              │
                                             YES
                                              ↓
                                      PRE-ASSESSMENT
                                              ↓
                                         PART 2
                                              ↓
                                     SATISFACTORY?
                                              │
                                             NO
                                              ↓
                                     SKIP ELEMENT I
                                              ↓
                                    ENTER ELEMENT II
                                              ↓
                              ACTIVITY 1: READINGS  ←──────┐
                                              ↓             │
                         ACTIVITY 2: CHECK-UP QUESTIONS     │
                                              ↓             │
                                     SATISFACTORY?  ──NO────┘
                                              │
                                             YES
                                              ↓
                                     POST-ASSESSMENT
                                              ↓
   CONFER WITH      ←──NO──  SATISFACTORY?  ──YES──→  EXIT MODULE A
   INSTRUCTOR
```

13
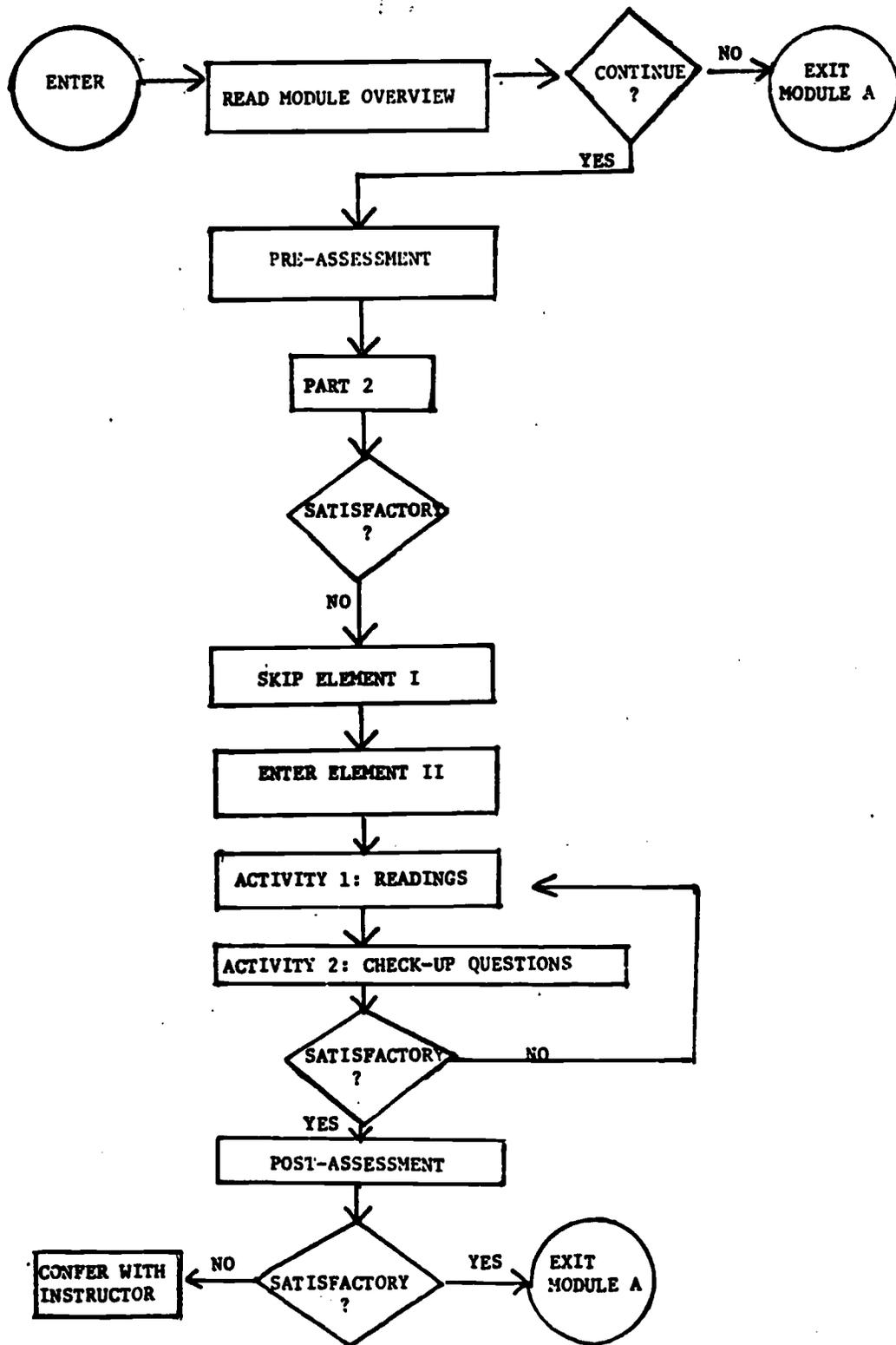
PRE-ASSESSMENT

Complete each of the items in Part One and Part Two as
indicated in the directions. Use the examples as a guide. When
you have finished both parts of the pre-assessment, obtain the
answer key from your instructor. Score each part separately. If
you have a score of at least 90% (no more than 17 errors for Part
One and no more than 31 errors for Part Two), you do not need this
module and may go on to the second module in this cluster.

If you have a score of 90% or more for Part One, but not
for Part Two, you may skip Element I of this module. If you have
a score of 90% or more for Part Two, but not for Part One, you may
skip Element II of this module. Whether you complete just Element
I, just Element II, or the whole module, you must take the entire
post-assessment when you have finished the module activities.

14

I. Phonemic Elements

A. <u>Consonants</u> – Complete the following chart by inserting illustrative root words. Underline the element called for in each case.

Element	Position	
	Initial	Final
Example: single consonant	<u>p</u>at	ta<u>p</u>
single consonant	1_____	2_____
consonant blend	3_____	4_____
consonant digraph	5_____	6_____
consonant trigraph (diagraph-blend)	7_____	8_____
silent consonant	9_____	10_____

B. <u>Vowels</u>

   1. Complete the following chart by inserting illustrative root words with the following <u>short</u> vowel sounds spelled with a single vowel. Underline the vowel spelling and vary the vowel position wherever possible. Finally, indicate the position of the vowel in each word you write.

Element	Word	Position
Example: /ă/	<u>pa</u>t	medial
/ă/	11_____	12_____
/ĕ/	13_____	14_____
/ĭ/	15_____	16_____
/ŏ/	17_____	18_____
/ŭ/	19_____	20_____

2. Complete the following chart by inserting illustrative root words with the following long vowel sounds, using a VCℇ or CVCℇ pattern. Underline the vowel spelling, and indicate the position of the vowel in each word.

Element	Word	Position
/ā/ (Example)	rate	medial
/ā/	21_____	22_____
/ē/	23_____	24_____
/ī/	25_____	26_____
/ō/	27_____	28_____
/ū/	29_____	30_____

(Example: applies to the /ā/ — rate — medial row)

Complete the following chart by inserting illustrative root words with the following long vowel sounds spelled by two letters together. Use the spelling pattern and the vowel position shown at the head of each column, and underline the vowel spelling in each word.

Element	Initial(vvc)	Medial(cvvc)	Final(cvv)
/ā/ (Example)	aim	pain	way
/ā/	31_____	32_____	33_____
/ē/	34_____	35_____	36_____
/ī/	xxx	xxx	37_____
/ō/	38_____	39_____	40_____
/ū/	xxx	xxx	41_____

16

3. For each vowel spelling given below, fill in every blank to the right with a one- or two-syllable word illustrating the different vowel sounds that spelling can stand for.

Example:

ea	peach	ahead	break
ea	42____	43____	44____
ei	45____	46____	
ey	47____	48____	
ie	49____	50____	

4. For each vowel sound given below, fill in every blank to the right with a one-syllable word illustrating a spelling of that sound. Each blank should contain a different spelling. Underline the vowel spelling in each word.

Example:

/ā/	freight	plate	rain
/ā/	51____	52____	53____
/ē/	54____	55____	56____
/ī/	57____	58____	59____
/ō/	60____	61____	62____
/ū/	63____	64____	

5. For each vowel sound given below, fill in every blank to the right with a spelling of that sound. Underline the spelling in each word.

Example:

/ou/	loud	plow
/ou/	65____	66____
/oi/	67____	68____

17

6. For each vowel sound element in the left hand column, write the number of words indicated by the number of lines on the right. In each word the element should be spelled in a different manner. Underline the spelling.

/o͞o/   69_____   70_____   71_____

/o͝o/   72_____   73_____

/ô/ (spelled au and aw)   74_____   75_____

For the following spelling, write two words with different vowel sounds.

oo   76_____   77_____

7. For each element in the left hand column, write an illustrative word with the vowel element followed by the consonant r.

```
Key to symbols:

ä – far                    û – bird

ô – pour                   â – glare
```

ä spelled a   78_____

ô spelled ou   79_____

ô spelled o   80_____

ô spelled oa   81_____

û spelled e   82_____

û spelled i   83_____

û spelled u   84_____

â spelled a   85_____

â spelled ai   86_____

18

8. Write a word illustrating each of the following variant sounds of y.

Consonant   87_____

Short /ĭ/   88_____

Long /ī/   89_____

Long /ē/   90_____

9. Complete the chart below by writing a word that illustrates each of the variant spellings of the schwa. Underline the spelling in each word.

		Position	
Element		Initial	Medial
/ə/ spelled a		91_____	92_____
	e	93_____	94_____
	i	xxx	95_____
	o	96_____	97_____
	u	xxx	98_____

10. Write a word illustrating each of the two sounds of the spellings below.

Example: c		city_____	country_____
	c	99_____	100_____
	g	101_____	102_____
	s	103_____	104_____
	th	105_____	106_____

-16-

II. Morphemic Elements

A. Give an example of each of the following parts of speech and circle the root word in each one.

Example: verb   (talk)ed _____

     article (an) _____

       noun   107 _____

       verb   108 _____

   adjective   109 _____

      adverb   110 _____

function words: preposition 111 _____

         conjunction 112 _____

         article   113 _____

B. Write a word illustrating each part of speech below combined with the inflectional ending given.

Noun

plural - no change in spelling   114 _____

plural - y changed to i   115 _____

plural - word ending in s, z, ch, or sh 116 _____

two different irregular plurals   117 _____

                                        118 _____

Verb

third person singular - present tense   119 _____

past tense - no change in spelling;
no change in number of syllables   120 _____

past tense - final e dropped   121 _____

past tense - no change in spelling;
additional syllable   122 _____

past tense - y changed to i   123 _____

past tense - final consonant doubled   124 _____

-17-

Participle

no change in spelling   125 _____

final consonant doubled   126 _____

final e dropped   127 _____

Adjective

comparative - no change in spelling   128 _____

comparative - y changed to i   129 _____

comparative final e dropped   130 _____

comparative - final consonant doubled   131 _____

superlative - no change in spelling   132 _____

superlative - final e dropped   133 _____

superlative - y changed to i   134 _____

superlative - final consonant doubled   135 _____

C. Write five words, each containing a different prefix. Identify
    the prefix and state its meaning or approximate meaning
    (connotation).

Word	Prefix	Meaning
Example: subway	sub	under
136_____	137_____	138_____
139_____	140_____	141_____
142_____	143_____	144_____
145_____	146_____	147_____
148_____	149_____	150_____

21

D. Write five words, each containing a different suffix. Identify the suffix and state its meaning or approximate meaning (connotation). Identify the part of speech the word in the first column represents.

	Word	Suffix	Meaning	Part of Speech
Example:	glamourous	ous	characterized by	adjective
	151___	152___	153___	154___
	155___	156___	157___	158___
	159·___	160___	161___	162___
	163___	164___	165___	166___
	167___	168___	169.___	170___

PART TWO

I. Phonemic Elements

A. Identify each phonemic element underlined in the words below. Indicate the position in which it occurs in each word.

Word	Specific identity of underlined element	Position in word
e.g. stab	consonant blend	initial
tub	1.	2.
raft	3.	4.
oaf	5.	6.
eight	7.	8.
fold	9.	10.
point	11.	12.
soup	13.	14.
hoard	15.	16.
young	17.	18.
rough	19.	20.
crust	21.	22.
nice	23.	24.
stay	25.	26.
dead	27.	28.
wild	29.	30.
barn	31.	32.
penny	33.	34.
fat	35.	36.
ill	37.	38.
eke	39.	40.

23

Word	Specific identity of underlined element	Position in word
J<u>oe</u>	41.	42.
turk<u>ey</u>	43.	44.
p<u>ew</u>	45.	46.
p<u>u</u>rse	47.	48.
sh<u>y</u>	49.	50.
list<u>e</u>n	51.	52.
<u>th</u>ree	53.	54.
<u>us</u>e	55.	56.
c<u>oa</u>x	57.	58.
<u>ou</u>ch	59.	60.
ch<u>a</u>lk	61.	62.
p<u>e</u>rt	63.	64.
<u>a</u>bove	65.	66.
<u>pl</u>ain	67.	68.
<u>u</u>lcer	69.	70.
<u>te</u>ach	71.	72.
ch<u>ie</u>f	73.	74.
gr<u>ow</u>	75.	76.
t<u>o</u>rn	77.	78.
p<u>ee</u>r	79.	80.
circ<u>us</u>	81.	82.
h<u>u</u>nt	83.	84.
<u>k</u>now	85.	86.
<u>ea</u>ch	87.	88.
gr<u>ey</u>	89.	90.

Word	Specific identity of underlined element	Position in word
clue	91.	92.
ebb	93.	94.
ode	95.	96.
sigh	97.	98.
plow	99.	100.
roof	101.	102.
pawn	103.	104.
heard	105.	106.
excuse	107.	108.
phone	109.	110.
spot	111.	112.
tie	113.	114.
wood	115.	116.
crystal	117.	118.
raisin	119.	120.
street	121.	122.
comb	123.	124.
flair	125.	126.
pain	127.	128.
steak	129.	130.
so	131.	132.
Joyce	133.	134.
clear	135.	136.

-22-

Word	Specific identity of underlined element	Position in word
orange	137.	138.
porch	139.	140.
oxen	141.	142.
pea	143.	144.
deceive	145.	146.
bruise	147.	148.
step	149.	150.
jaunt	151.	152.
squirm	153.	154.
lesson	155.	156.
stare	157.	158.

B. Rewrite the words below using slash marks to divide them into
    syllables and marking the stressed syllable with an accent mark.

                    Example: bas/ket

159. bacon _____   160. humane _____

161. matter_____   162. balloon_____

163. impair _____   164. pencil_____

165. useless_____   166. purchase_____

167. inches_____   168. carefully_____

169. stable_____   170. reaching_____

171. cricket_____   172. unreturnable_____

173. bedroom_____   174. finder_____

175. temple_____   176. strawberry_____

27

B. Morphemic Elements

For each word below, circle the affix. Then complete the information requested at the head of each column.

Word	Part of Speech of Whole Word	Type of Morphemic Element (inflectional ending, prefix, suffix)	Meaning or Function	Spelling change in root (if any)
EXAMPLE: noise(s)	noun	inflectional ending	plural	final e dropped
177.digraph	178._____	179._____	180._____	181._____
182.raining	183._____	184._____	185._____	186._____
187.noisy	188._____	189._____	190._____	191._____
192.bushes	193._____	194._____	195._____	196._____
197.started	198._____	199._____	200._____	201._____
202.scrubbing	203._____	204._____	205._____	206._____
207.faithless	208._____	209._____	210._____	211._____
212.housed	213._____	214._____	215._____	216._____
217.happiest	218._____	219._____	220._____	221._____
222.hats	223._____	224._____	225._____	226._____
227.sees	228._____	229._____	230._____	231._____

232. bigger   233. _____   234. _____   235. _____   236. _____

237. marched   238. _____   239. _____   240. _____   241. _____

242. hottest   243. _____   244. _____   245. _____   246. _____

247. hurried   248. _____   249. _____   250. _____   251. _____

252. noting   253. _____   254. _____   255. _____   256. _____

257. teachers'   258. _____   259. _____   260. _____   261. _____

262. slapped   263. _____   264. _____   265. _____   266. _____

267. noisier   268. _____   269. _____   270. _____   271. _____

272. cutest   273. _____   274. _____   275. _____   276. _____

277. cherries   278. _____   279. _____   280. _____   281. _____

282. darker   283. _____   284. _____   285. _____   286. _____

287. child's   288. _____   289. _____   290. _____   291. _____

292. rewrite   293. _____   294. _____   295. _____   296. _____

ELEMENT I

Objective: You will demonstrate your understanding of basic phonemics
and of phoneme-grapheme correspondences by answering a
a series of objective questions about the phonemic
elements of English with 90% accuracy.

There is only one way to attain the goal of this and each of
the following elements--read the specially prepared material in
Activity 1 and then check your comprehension by answering the
questions in Activity 2.

Read over the material as many times as necessary to absorb
it. When you have finished reading, turn to Activity 2 and write in
your answers to the check-up questions. Then get a copy of the
Answer Key and score yourself. If you attained 90% accuracy on
Activity 2, go on to the next element. If not, reread the material
in Activity 1; then try the questions again.

30

Activity 1

In discussing phonemic elements, the following conventional transcription will be used in writing:

/f/ = f or ph or gh

Letters appearing between vertical slash marks (/ /) represent phonetic symbols for sounds. For example, /f/ represents the sound, not the letter f. The sound may be spelled with the single consonant f, as in fun, or the digraphs ph, as in phone, or gh, as in cough. Letters that are underlined represent the visual symbol, or grapheme, used to represent the sound in conventional orthography.

A. **Phonemes**

1. A phoneme is the smallest unit of speech that in any given language distinguishes one utterance from another. Look at the following examples.

a. ball	b. ball	c. bag
call	bill	bat

a. The letter b in ball represents a sound that is different from the one represented by the letter c in call. Ball and call are distinguished from each other in the initial sound.

b. The letter a in ball represents a sound that is different from the one represented by the letter i in bill. Ball and bill are distinguished from each other in the medial sound.

-28-

c. The letter g in bag represents a sound that is different
from the one represented by the letter t in bat. Bag
and bat are distinguished from each other in the final
sound.

2. Since phonemes are sounds, we can say that every word
contains as many individual phonemes as it has distinguishable
sounds. In the word cat, there are three phonemes: /k/,
/ă/, /t/. In the word grasp, there are five phonemes: /g/,
/r/, /ă/, /s/, /p/.

3. The number of phonemes does not need to have a one-to-one
correspondence with the number of graphemes (letters)
that spell out the word. In the word feet, there are
four graphemes but only three phonemes: /f/, /ē/, /t/.
In the word phone, there are five graphemes but only three
phonemes: /f/, /ō/, /n/. In the word comb, there are
four graphemes but only three phonemes: /k/, /ō/, /m/.
In the word ill, there are three graphemes but only two
phonemes: /i/, /l/.

4. Thus, the number of phonemes may be the same as the number
of graphemes when each grapheme does have a specific sound
in the word, as in the word tap: /t/ /ă/ /p/, or the number
of phonemes may be fewer than the number of graphemes.
However, when some graphemes are silent—as in the word right:
/r/ /ī/ /t/ and the word tie: /t/ /ī/- or when the graphemes

combine to form a single sound-as in the word laugh: /1/ /ă/ /f/
and in the name Phil: /f/ /ĭ/ /1/- the number of phonemes may
be fewer than the number of graphemes.

5. Phonemic analysis is done in relation to syllabic units. These
   units may be either single-syllable words or single syllables in
   multi-syllabic words (words of more than one syllable). In
   discussing phonemic elements, we discuss them in relation to
   their position in words. For example, consonant elements may
   appear in initial, medial, or final positions since consonant
   sounds may be heard at the beginning, middle, or end of a
   syllable.

6. A difference in pronunciation, or sound, doesn't always indicate
   a difference in phoneme. The words sing and zing are distinguished
   from each other in the initial sound: one word starts with /s/
   while the other starts with /z/. The difference between /s/ and
   /z/ corresponds to a difference in meaning. In a word like
   greasy, however, a change from /s/ to /z/ can occur without a
   change in meaning. Whether you say /grēsē/ or /grēzē/, the
   meaning is the same. Although there are two different sounds,
   there is only one phoneme. Similarly, although a Bostonian's pronunciation
   of farther will probably sound like father, while a Chicagoan's
   will not, the spelling ar in farther represents the same
   phoneme for both of them. Differences in pronunciations without
   differences in meaning occur particularly when there are
   regional or ethnic variations in the pronunciation of words.

A chart of phonemic elements begins on page 67 of the Appendix. It contains the most common spellings of the vowel and consonant sounds in English . Remember, letters appearing between slash marks represents sounds. Words to the right are sample words for the phonemic elements. Representative conventional spellings are underlined. The symbol Ә, or schwa, represents the vowel sound heard in certain unaccented syllables (for example, across). Marks appearing above vowels are called diacritical marks and represent the sound of the vowel heard in the sample word. The names of the diacritical marks are as follows:

      U = breve

      ⎯ = macron

      ∧ = circumflex

      ∿ = tilde

Consult this chart as frequently as necessary as you work through the activities in this module. Familiarize yourself particularly with the categories of phonemic elements listed and the symbols representing the vowel sounds.

B. **Syllabication***

   1. Syllabication is an aid to pronouncing difficult words. Words are broken down into speech units. Each speech unit must contain a vowel sound. There are as many syllables as there are vowel sounds in a word.

---

* Note that syllabication rules used in writing--which correspond to the generalizations given here--differ in some instances from the division into syllables that would be shown in a phonetic respelling of a word. For example, for the entry word but·ter, the dictionary might give the respelling /bŭ't Ә r / as a guide to pronunciation.

34

2. Syllabication generalizations which can be applied with
   some degree of accuracy include the following:

   a. If a word contains two sounded vowels and has a double
      consonant or two consonants between the vowels, divide
      the word between the consonants:*

      > but/ter   win/dow

   b. If a word contains two sounded vowels and has a
      single consonant between the vowels, divide the word
      before the consonant:

      > mo/tel

   c. If a word ends in -le, divide the word before the
      consonant preceding the -le:

      > cra/dle

   d. Prefixes and suffixes form separate syllables:

      > un/tie   bold/ly

   e. Divide a compound word between the two root words, and
      then within the root words if so indicated:

      > rain/bow   but/ter/fly

   f. If a multisyllabic word contains a ck, the ck usually
      goes with the preceding vowel:

      > rock/et

   g. When two adjacent vowels are sounded, they form
      separate syllables:

      > ru/in

35

3. Certain general principles should be observed.

a. Diagraphs and initial consonant blends are not usually separated:

fash/ion   spring

b. Certain morphemes form separate syllables:

/ed/ after <u>t</u> and <u>d</u> (but not in <u>hoped</u>)

/es/ after <u>ch</u>, <u>x</u>, <u>s</u>, <u>ss</u>, <u>se</u> (but not in <u>wolves</u>)

4. An open syllable is a syllable that ends in a vowel.

A closed syllable is a syllable that ends in a consonant.

C. <u>Accent</u>

1. Accent is important in determining pronunciation since it indicates which syllable to stress and, therefore, which vowel to prolong or emphasize. In contrast, the vowel in an unstressed syllable is usually shortened, or reduced.

2. Words generally have primary and secondary accent. Primary accent is the most stress given to a syllable. Other syllables are either unstressed or receive secondary (less) stress.

3. Accent generalizations include the following:

a. In compound words, the accent usually falls upon the first word:

play'ground

b. If a two-syllable word contains a double consonant, the accent usually falls on the first syllable:

sud'den

36

c. If a two-syllable word contains a single consonant, the accent may fall on either syllable:

       pa'per   re cite'

d. A final syllable containing a long vowel sound is usually accented:

       con tain'   su preme'

e. Affixes (prefixes, suffixes, inflectional endings) usually are not accented:

       un kind'   love'ly   walk'ing

Activity 2

A. Phonemes

/p/ represents the (1)_____

p represents the (2)_____

The letter p in pick represents a (3)_____

that is different from that of the letter s in sick, distinguishing

pick from sick in the (4)_____sound.

The letter i in pick represents a (5)_____

that is different from that of the letter a in pack, distinguishing

pick from pack in the (6)_____sound.

The letters ck in pack represent a (7)_____

that is different from that of the letter t in pat, distinguishing

pack from pat in the (8)_____sound.

In the word pat, there are (9)_____phonemes.

They are (10)_____(11)_____(12)_____

In the word blast, there are (13)_____phonemes.

They are (14)_____(15)_____(16)_____

(17)_____ (18)_____.

In the word pack, there are (19) _____graphemes

and (20)_____phonemes.

In the word through, there are (21)_____graphemes

and (22)_____phonemes.

In the word sell, there are (23)_____graphemes

and (24)_____phonemes.

In the word sit, the number of phonemes is (more than, less than,

the same as) (25)_____ the number of graphemes.

-35-

38

In the word _sleigh_, the number of phonemes is (more than, less than, the same as) (26)_____the number of graphemes.

In the word _tough_, the number of phonemes is (more than, less than, the same as) (27)_____the number of graphemes.

In the single-syllable word _pat_, there are (28)_____ consonant elements. (29)_____is in (30)_____position. (31)_____is in (32)_____position.

In the multisyllabic word _master_, there are two syllables: _mas_ _ter_. In the first syllable, _mas_, there are (33)_____consonant element. (34)_____is in (35)_____position. (36)_____is in (37)_____position. In the second syllable, _ter_, there are (38)_____consonant elements. (39)_____is in (40)_____position. (41) _____is in (42)_____position.

In the single-syllable word _ask_, there is (43)_____ vowel sound. It is in (44)_____position.

In the single-syllable word _coat_, there is (45)_____ vowel sound. It is in (46)_____position.

In the single-syllable word _tea_, there is (47)_____ vowel sound. It is in (48)_____position.

In the multisyllabic word _music_, there are two syllables: _mu_ _sic_. In the first syllable, _mu_, there is (49)_____vowel sound. It is in (50)_____position. In the second syllable, _sic_, there is (51)_____vowel sound. It is in (52)_____position.

In the multisyllabic word _extricate_, there are three syllables: _ex_ _tric_ _ate_. In the first syllable, _ex_, there is (53)_____

39

-36-

vowel sound. It is in (54)_____position. In the

second syllable, <u>tric</u>, there is (55) _____vowel sound.

It is in (56)_____position. In the third syllable, <u>ate</u>,

there is (57)_____vowel sound. It is in (58)_____

position.

B. <u>Syllabication</u>

A syllable is a (59)_____unit. Each unit must

contain a (60)_____sound. There are as many syllables

as there are (61)_____sounds in a word.

Syllabicate the following words by rewriting them with slash marks

between the syllables.

manner	62_____
picnic	63_____
dissuade	64_____
token	65_____
omit	66_____
royal	67_____
circle	68_____
angle	69_____
prepaid	70_____
careful	71_____
baseball	72_____
newspaper	73_____

cracker	74_____
picket	75_____
piano	76_____
oasis	77_____
affront	78_____
either	79_____
enchant	80_____
rhythm	81_____
parted	82_____
pounded	83_____
porches	84_____
taxes	85_____
gases	86_____
passes	87_____
roses	88_____

In the word <u>music</u>, the two syllables are <u>mu</u> and <u>sic</u>. The open syllable is (89)_____. The closed syllable is (90)_____.

In the word <u>also</u>, the two syllables are <u>al</u> and <u>so</u>. The open syllable is (91)_____. The closed syllable is (92)_____.

C. <u>Accent</u>

Accent indicates which syllable to (93)_____. It is therefore, important in determing (94)_____. It indicates which (95)_____to prolong, or emphasize.

41

-38-

In the word <u>district</u>, the accented syllable is (96)_____

and the unaccented syllable is (97)_____.

In the word <u>substitute</u>, the syllables are <u>sub</u> <u>sti</u> <u>tute</u>. The

syllable with the primary accent is (98)_____. The

syllable with the secondary accent is (99)_____. The

unaccented syllable is (100)_____.

Indicate the accented syllable in the following words by

rewriting them and adding stress marks.

classroom	(101)_____
carrot	(102)_____
potent	(103)_____
secrete	(104)_____
recruit	(105)_____
dispute	(106)_____
turning	(107)_____
remake	(108)_____
judgement	(109)_____.

42

ELEMENT II

Objective: You will demonstrate your understanding of basic morphemics

by answering a series of objective questions about the

morphemic elements of English with 90% accuracy.

As in Element I, there are no options in attaining the goal

of this element. Activity 1 contains specially prepared material

for you to read, followed by the check-up questions in Activity 2.

Again, read over the material as often as you need to. When

you have finished reading, write in your answers to the questions

in Activity 2. Then get a copy of the Answer Key and score yourself.

If you attained 90% accuracy on Activity 2, go on to either the

optional follow-up activity or the post-assessment. If not, reread

the material in Activity 1; then try the questions again.

Activity 1

A morpheme is a meaningful linguistic unit that contains no smaller meaningful parts. One type of morpheme, called a free morpheme, can occur independently of any other morphemes. A free morpheme can be a single root word, a compound word, or a contraction. The other type of morpheme, the bound morpheme, cannot occur alone. It must always be joined with some other morpheme. A bound morpheme can be a prefix, a suffix, or an inflectional ending.

A. Free Morphemes

1. A single root word is a single word in its original form: lock, see.

2. A single root word also may be an irregular past tense verb form (said, rode) or an irregular noun plural (feet, mice).

3. A compound word is one word that is formed by combining two single root words: doorway, grandmother. Usually, the two single root words forming the compound contribute to the meaning of the whole word. For example, in the compound word football, the meaning of the whole word is derived from the meanings of each of the single root words foot and ball (a ball that involves the use of the foot). However, some compound words have a unique meaning that is not clearly or directly related to the meanings of the two single root words from which it is formed. For example, the word butterfly as a unit has a unique meaning that is not obviously related to the two root words butter and fly. Some compound words are hyphenated: merry-go-round, daughter-in-law.

4. A contracted root word is a word that has been shortened by the omission of one or more letters and that contains an apostrophe in place of the omitted letter or letters. The contracted word is added to an uncontracted root word to form a new joint word called a contraction. For example, in the contracted word isn't, the root word not is contracted to n't, with the letter o omitted and the apostrophe substituted in its place. The contracted form n't is joined to the uncontracted word is to form the contraction isn't. In the contracted word I'd, the root word would is contracted to 'd, with the letters woul omitted and the apostrophe substituted in their place. The contracted form 'd is joined to the uncontracted word I to form the contraction I'd.

(Note: The irregular contraction won't involves two contracted root words – will to wo and not to n't, with the o in wo having the function of the usual apostrophe.)

B. Bound Morphemes

1. Prefixes

   a. A prefix is a meaning-bearing syllabic unit that is placed before a root word, thereby changing the meaning of the root word. For example, in the word unkind, the prefix un, meaning "not," is placed before the root word kind, changing the meaning of that word to "not kind." In the word disappear, the prefix dis, denoting a negative or reverse force, is placed before the root appear, changing the meaning of that word to "cease to appear."

-42- 45

b. A prefix also may be placed before another prefix that is already placed before a root word, thereby changing the meaning of the original prefixed word. For example, in the word <u>unreturnable</u>, the prefix <u>un</u>, meaning "not," is placed before the prefix <u>re</u>, meaning "back," changing the meaning of the original prefixed word <u>returnable</u> ("able to be turned back") to "not able to be turned back."

c. Some common prefixes include the following:

ab (from)	in, im (not)
ad, ap, at (to)	ob, of, op (against, away from)
be (by)	pre, pro (before, in front of)
con, com, col (with)	re (back)
de (from)	post (behind)
dis (apart, not)	super (over, above)
en, em (in)	trans (across)
ex (out)	sub (under)
in, im (in, into)	un (not)

2. Suffixes

a. A suffix is a meaning-bearing syllabic unit that is placed after (added to) a root word, thereby modifying or adding to the meaning of the root word. A suffix also changes the form class (part of speech) of the word. For example, in the word <u>hopeful</u>, the suffix <u>ful</u>, meaning "full of," is added to the root word <u>hope</u>, thereby changing the meaning of <u>hope</u> to "full of hope" and changing the part of speech from a noun to an adjective.

46

In the word quickly, the suffix ly, meaning "in a (particular) manner," is added to the root word quick, thereby changing the meaning of quick to "in a quick manner" and changing the part of speech fron an adjective to an adverb.

b. A suffix may have more than one meaning or denotation and so can affect the meaning of different root words in different ways. For example, the suffix ful has these meanings or denotations:

        "full of" -(joyful)

        "characterized by" -(careful)

        "tending to," and "able to"-(wakeful)

        "as much as will fill" -(cupful)

c. A suffix on a word is a clue to the form class (part of speech) of that word. For example, the suffix ly indicates an adverb (slowly); able indicates an adjective (comfortable); tion indicates a noun (attention).

d. Adding a suffix to a root word may result in a spelling change in that root word.

e. If a root word ends in e, that final e is dropped before adding a suffix beginning with a vowel. Examples are: fame → famous, noise→noisy, erase→erasable.

f. If a root word ends in a single consonant preceded by a single vowel, that final consonant is doubled before a suffix beginning with a vowel. Examples are pig→piggish, scrub→scrubbable. The same doubling occurs in multisyllabic words when the final syllable follows the same spelling pattern and is accented (for example, remit becomes remitted or remitting).

47

-44-

g. If a root word ends with _y_, that _y_ is changed to an

_i_ before all suffixes except those that begin with

_i_ (such as _ible_, and _ish_). Examples are _fury_→_furious_,

ply→_pliable_.

h. If a root words ends in _c_, the letter _k_ is added to

the root word before adding a suffix beginning with

_e_, _i_, or _y_. For example, _panic_ becomes _panicker_ or

panicky.

i. More than one suffix may be added to a root word to

further extend the meaning of the word. For example,

the word _carefully_, there are two suffixes--

ful and _ly_-- that have been added to the root word

care, changing the meaning of that root word to mean

"in a manner that is characterized by care."

j. Some common suffixes and their meanings are:

er, or, ist, ian ("performer of")

tion, sion ("act of")

ry, ty, ity ("condition of")

al ("pertaining to")

ble, able, ible ("capable of being")

ment ("result of," "act of")

ful ("ful of")

man ("one who")

ic ("pertaining to")

ous, ious, eous ("like," "full of")

ence, ance ("state of")

ly, y ("in the manner of")

-45-

k. A root word may have a prefix as well as one or more
    suffixes added to ti, with each of these morphemic
    (meaning-bearing) units affecting the meaning of the
    total word. For example, the word _indescribable_
    consists of the prefix _in_, meaning "not," the root
    word _describe_ (which has a spelling change as a
    consequence of the added suffix), and the suffix
    able, meaning "able to be." The resultant meaning
    of the total word _indescribable_ is "not able to be
    described."

3. _Inflectional endings_

    a. An inflectional ending is a meaning-bearing unit of
        one or more letters that is added to (placed after)
        a root word to give that word a different syntactic
        (grammatical) function without changing its form
        class (part of speech). It may indicate a change
        of meaning or a relationship of the word to some
        other word or group of words. Inflectional endings
        may be added to nouns, verbs, or adjectives, as well
        as to some adverbs.

49

b. Noun inflectional endings include the following:

inflectional ending	meaning	example
c	plural	boys
's	singular possessive	boy's
s'	plural possessive	boys'
es	plural (for nouns ending in s, se, x, z, ch, sh – forms an additional syllable; also for nouns ending in y with change to i – no additional syllable)	churches, bushes ladies, babies masses, purses boxes, quizzes
es'	plural possessive (for nouns ending in s, se, x, z, ch, sh,– forms an additional syllable; also for nouns ending in y with change to i – no additional syllable)	masses', purses', boxes', quizzes', churches' bushes' ladies', babies'

c. If a noun ends in y, that final y is changed to i

before the inflectional endings es and es' (for example,

baby becomes babies and babies').

50

d. Verb inflectional endings include the following:

inflectional ending	meaning	example
s	third person singular, present tense	jumps
es	third person singular, present tense (for verbs ending in s, se, x, z, ch, sh-forms an additional syllable; also for verbs ending in y with change to i-no additional syllable)	passes, loses mixes, buzzes, reaches, washes, buries
ed	past tense and past participle (no added syllable)	picked used
ed	past tense and past participle (as an added syllable for verbs ending in t, te, d, de)	parted, posted raided, faded
en	past participle of certain verbs (forms an added syllable)	driven, spoken
ing	present participle (forms an added syllable)	speaking, using running

e. If a verb ends in e, that final e is dropped before the inflectional ending es, ed, or ing is added (moves, moved, broken, moving).

f. If a verb ends in a single consonant preceded by a single vowel, that final single consonant is doubled before the inflectional endings ed, en, and ing (planned, hidden, stopping). This doubling occurs also in multisyllabic verbs when the final syllable ends in a single consonant preceded by a single vowel and is the accented syllable in the word (for example, admitted, beginning).

g. If a verb ends with y, that final y is changed to an i before the inflectional endings es and ed (for example, cry becomes cries and cried).

-48-
51

h. If a verb ends with a _c_, the letter _k_ is added to the verb before adding the inflectional endings _ed_ and _ing_ (for example, _frolic_ becomes _frolicked_ and _frolicking_).

i. Adjective inflectional endings include the following:

inflectional ending	meaning	example
er	comparative (that is, "more" of quality described by the adjective)	smarter wiser
est	superlative (that is, "most" or the highest degree of the quality described by the adjective)	smartest wisest

j. When an adjective ends in _e_, that final _e_ is dropped before the inflectional endings _er_ or _est_ (_riper_, _ripest_).

k. When an adjective ends in _y_. that final _y_ is changed to _i_ before the inflectional endings _er_ and _est_ (_curlier_, _curliest_).

l. When an adjective ends in a single consonant preceded by a single vowel, that final single consonant is doubled before the inflectional endings _er_ and _est_ (_fatter_, _fattest_).

m. Some adverbs can take on the same _er_ and _est_ inflectional endings as do adjectives, and with the same sense or meaning. This occurs mainly with words that can be used as either adjectives or adverbs – for example, _faster_, _fastest_; _slower_, _slowest_; _earlier_, _earliest_.

He is a _faster_ walker than I am. (adjective)

He walks _faster_ when he's late. (adverb)

She wakes up _earlier_ than anyone I know. (adverb)

She applied at the _earliest_ possible date. (adjective)

-49-

n. A word may have an inflectional ending added to a suffix

that had been added to a root word. Examples are

contestants (root contest, plus suffix ant, plus

inflectional ending s); radicalized (root radical, plus

suffix ize, plus inflectional ending ed).

53

Activity 2

A meaningful linguistic unit that contains no smaller meaningful parts is called a (1)_____.

A meaning unit that can occur independently of any other morpheme is called a (2)_____morpheme.

A meaning unit that can occur only as an adjunct to another morpheme is called a (3)_____morpheme.

Single root words, compound words, and contractions are (4)_____morphemes.

Prefixes, suffixes, and inflectional endings are (5)_____morphemes.

A morpheme may be spelled with (6)_____letters.

A single word in its original single form is a (7)_____ _____word.

The words box and go are examples of (8)_____ words.

An irregular past tense verb is a (9)_____ word.

An irregular noun plural is a (10)_____word.

The words geese and spoke are (11)_____words.

A word that is formed by combining two single root words is called a (12)_____word.

The words armchair and spaceship are (13)_____ words.

The word hide-and-seek is an example of a (14)_____ _____compound word.

54

A word that has been shortened by the omission of one or more letters and that contains an apostrophe in place of the omitted letter or letters is called a (15)_____word.

The words weren't and he'd are (16)_____words.

An example of an irregular contraction is the word (17)_____.

A meaning-bearing syllabic unit that is placed before a root word is called a (18)_____.

A prefix changes the (19)_____of the root word.

In the word misplace, the prefix is (20)_____.

It denotes something (21)_____.

In the word postwar, the prefix is (22)_____.

It makes the root word (23)_____mean (24)_____.

To change the meaning of an already prefixed word, another (25)_____may be placed before the original prefixed word.

In the word unprepossessing the prefix (26)_____ has been placed before the prefix (27)_____to make the word mean (28)_____.

The prefix con means (29)_____.

The prefix trans means (30)_____.

The meaning-bearing syllabic unit that is added to the end of a root word is called a (31)_____.

A suffix modifies or adds to the meaning of a (32)_____ word.

55

A suffix changes the (33)_____class
of a root word.

In the word <u>hopeless</u>, the suffix <u>less</u> means "without,"
thereby changing the meaning of <u>hope</u> to (34)_____.
It also changes the part of speech of <u>hope</u> from a noun to an
(35)_____.

In the word <u>helper</u>, the suffix <u>er</u> means "one who," thereby
changing the meaning of <u>help</u> to (36)_____. It also
changes the part of speech of <u>help</u> from a verb to a (37)_____.

A suffix may have more than one (38)_____.

A clue to the form class (part of speech) of a word is
the (39)_____.

An example of a suffix that indicates an adverb is
(40)_____.

An example of a suffix that indicates an adjective is
(41)_____.

Adding a suffix to a root word may result in a (42)_____
in that root word.

If a root word ends in <u>e</u>, that final <u>e</u> is (43)_____
before adding a suffix beginning with a vowel.

If a root word ends in a single consonant preceded by a
single vowel, that final consonant is (44)_____
before a suffix beginning with a (45)_____.

In a multisyllabic word, when the final syllable ends in
a single consonant preceded by a single vowel, and is the accented
syllable, the final consonant is (46)_____before a suffix
beginning with a (47)_____or a (48)_____.

-53- 56

If a root word ends with y, that y, is changed to

(49)_____before all (50)_____except those that

begin with (51)_____.

If a root word ends in c, the letter (52)_____is

added to the (53)_____before adding a suffix beginning

with (54)_____, (55)_____, or (56)_____.

In the word beautifully, there are (57)_____

suffixes.

In the word famously, there are (58)_____

suffixes.

Three common suffixes are (59)_____(60)_____,

and (61)_____.

The word undeservedly contains the prefix (62)_____

and the suffix (63)_____.

In the word unimperturbable, the prefixes are (64)_____,

and (65)_____, and the suffix is (66)_____.

A meaning-bearing unit of one or more letters that is added

to the end of a root word in order to give that word a different

syntactic function is called an (67)_____.

An inflectional ending does not change the (68)_____

of a root word.

Inflectional endings may be added to (69)_____,

(70)_____, or (71)_____.

The s in the word girls denotes (72)_____.

The 's in the word girl's denotes (73)_____.

57

The s' in the word girls' denotes (74)_____.

The es in the word riches denotes (75)_____.

The es' in the word babies' denotes (76)_____.

If a noun ends in y, that y is changed to (77)_____

before the inflectional ending (78)_____and (79)_____.

The s in the word runs denotes (80)_____.

The es in the word pushes denotes (81)_____.

The ed in the word pushed denotes (82)_____.

The ed in the word pasted adds a (83)_____

to the word.

The en in the word written denotes (84)_____.

The ing in the word fixing denotes (85)_____.

If a verb ends in e, that final e is (86)_____

before an inflectional ending beginning with a vowel.

If a verb ends in a single consonant preceded by a single

vowel, that final single consonant is (87)_____before an

inflectional ending beginning with a vowel.

If a verb ends with y, that y is changed to (88)_____

before the inflectional endings (89)_____and (90)_____.

If a verb ends with a c, the letter (91)_____ is

added to the verb before the inflectional endings (92)_____

and (93)_____.

58

In the word <u>shorter</u>, the syllable (94)_____is

an inflectional ending denoting (95)_____.

In the word <u>cutest</u>, the syllable (96)_____is an

inflectional ending denoting (97)_____.

When an adjective ends in <u>e</u>, that final <u>e</u> is (98)_____

before the inflectinal endings (99)_____and (100)_____.

When an adjective ends in <u>y</u>, that final <u>y</u> is changed to (101)_____

before the inflectional endings (102)_____and (103)_____.

When an adjective ends in a single consonant preceded by a

single vowel, that final consonant is (104)_____before

the inflectional endings (105)_____and (106)_____.

In the sentence <u>she speaks fastest when she whispers</u>, the

word <u>fastest</u> is an (107)_____with the inflectional ending

(108)_____.

In the word <u>governments</u>, the root word is (109)_____,

the suffix is (110)_____, and the inflectional ending is

(111)_____.

In the word <u>demoralizing</u>, de is a (112)_____ <u>moral</u>

is the (113)_____, <u>iz(e)</u> is the (114)_____,

and <u>ing</u> is an (115)_____.

59

Follow-up Activity

This activity provides a review of Elements I and II and is optional. You need not complete it before going on to the post-assessment, but if you have had any difficulty with the material in the first two elements, it would be advisable to do this activity.

1. Read Arthur W. Heilman, <u>Phonics in Proper Perspective</u>, 2nd edition, Charles Merrill Pub. Co., Columbus, Ohio.

2. Complete Robert M. Wilson and Mary Ann Hall, <u>Programmed Word Attack For Teachers</u>, Charles Merrill Pub. Co., Columbus, Ohio.

60

POST-ASSESSMENT

Complete the items in each section of the post-assessment as indicated in the directions. When you have answered all the questions, obtain the answer key from your instructor and score the test. If you have a score of at least 90% (no more than 30 errors) you have successfully completed this module and may go on to the second module in the cluster.

If you made more than 30 errors, confer with your instructor about what your next step should be. He or she may recommend that you repeat part of or all of this module. Supplementary readings may also help, or you may need some individual work with your instructor. Whatever steps you take, when you feel ready, you should take the post-assessment again to see whether you have succeeded in developing the competencies specified by this module.

61

I. Phonemic Elements

A. Identify each phonemic element underlined in the words below. Indicate the position in which the element occurs in each word.

	ELEMENT		POSITION
weight	1. _____	2. _____
fuse	3. _____	4. _____
bread	5. _____	6. _____
monkey	7. _____	8. _____
blunt	9. _____	10. _____
learn	11. _____	12. _____
thigh	13. _____	14. _____
stand	15. _____	16. _____
few	17. _____	18. _____
break	19. _____	20. _____
group	21. _____	22. _____
Pete	23. _____	24. _____
except	25. _____	26. _____
flue	27. _____	28. _____
youth	29. _____	30. _____
strain	31. _____	32. _____
many	33. _____	34. _____
humus	35. _____	36. _____
scold	37. _____	38. _____
end	39. _____	40. _____
thrust	41. _____	42. _____

62

steer   43. _____   44. _____

knot   45. _____   46. _____

under   47. _____   48. _____

fine   49. _____   50. _____

nurse   51. _____   52. _____

go   53. _____   54. _____

boast   55. _____   56. _____

phony   57. _____   58. _____

die   59. _____   60. _____

now   61. _____   62. _____

road   63. _____   64. _____

scorch   65. _____   66. _____

if   67. _____   68. _____

orange   69. _____   70. _____

cough   71. _____   72. _____

conceive   73. _____   74. _____

stow   75. _____   76. _____

obey   77. _____   78. _____

proof   79. _____   80. _____

alert   81. _____   82. _____

Royce   83. _____   84. _____

rob   85. _____   86. _____

glare   87. _____   88. _____

toe   89. _____   90. _____

63

mild	91. _____	92. _____
firm	93. _____	94. _____
shorn	95. _____	96. _____
stood	97. _____	98. _____
lawn	99. _____	100. _____
first	101. _____	102. _____
otter	103. _____	104. _____
slouch	105. _____	106. _____
season	107. _____	108. _____
board	109. _____	110. _____
haunt	111. _____	112. _____
sea	113. _____	114. _____
open	115. _____	116. _____
mystic	117. _____	118. _____
thief	119. _____	120. _____
strum	121. _____	122. _____
squeak	123. _____	124. _____
slept	125. _____	126. _____
noise	127. _____	128. _____
strode	129. _____	130. _____
sly	131. _____	132. _____
cruise	133. _____	134. _____
stray	135. _____	136. _____
stalk	137. _____	138. _____
cousin	139. _____	140. _____

64

smear   141. _____   142. _____

gust   143. _____   144. _____

along   145. _____   146. _____

teach   147. _____   148. _____

lamb   149. _____   150. _____

please   151. _____   152. _____

stair   153. _____   154. _____

darn   155. _____   156. _____

knife   157. _____   158. _____

65

B. Rewrite the words below, using slash marks to divide them into syllables and marking the stressed syllable with an accent mark.

Example: bás/ket

159. cider _____

160. domain _____

161. glitter _____

162. stallion _____

163. impede _____

164. festive _____

165. needless _____

166. orchard _____

167. foxes _____

168. haltingly _____

169. gable _____

170. searching _____

171. thicket _____

172. undesignable _____

173. lunchroom _____

174. painter _____

175. simple _____

176. butterfly _____

66

II. Morphemic Elements

For each word below, circle the affix. Then complete the information requested at the head of each column.

Word	Part of Speech of Whole Word	Type of Morphemic Element (inflectional ending, prefix, suffix)	Meaning or Function	Spelling change in root (if any)
EXAMPLE: box(s)	noun	inflectional ending	singular possessive	----
177. books	178.	179.	180.	181.
182. running	183.	184.	185.	186.
187. dirtiest	188.	189.	190.	191.
192. buried	193.	194.	195.	196.
197. chasing	198.	199.	200.	201.
202. reset	203.	204.	205.	206.
207. boxes	208.	209.	210.	211.
212. candies	213.	214.	215.	216.
217. biggest	218.	219.	220.	221.
222. hunters'	223.	224.	225.	226.

227. waited

228._____ 229._____ 230._____ 231._____

232. working

233._____ 234._____ 235._____ 236._____

237. dropped

238._____ 239._____ 240._____ 241._____

242. worthless

243._____ 244._____ 245._____ 246._____

247. fatter

248._____ 249._____ 250._____ 251._____

252. bicycle

253._____ 254._____ 255._____ 256._____

257. handsomest

258._____ 259._____ 260._____ 261._____

262. groped

263._____ 264._____ 265._____ 266._____

267. comes

268._____ 269._____ 270._____ 271._____

272. fleecy

273._____ 274._____ 275._____ 276._____

277. windier

278._____ 279._____ 280._____ 281._____

282. crossed

283._____ 284._____ 285._____ 286._____

287. stronger

288._____ 289._____ 290._____ 291._____

292. dog's

293._____ 294._____ 295._____ 296._____

68

APPENDIX

Chart of Phoneme-Grapheme Correspondences

CONSONANT ELEMENTS

<u>Single Consonants</u> (A single consonant letter representing a single consonant sound)

/b/ bug, rub

/d/ dig, rod

/f/ fat, hoof

/g/ gum, hug

/h/ hall

/j/ jam, gyp, rage

/k/ kite, sake, cat

/l/ lord, hall

/m/ men, ham

/n/ new, run

/p/ pot, rip

/r/ roll, car

/s/ sun, loss, city, rice

/t/ teeth, fit

/v/ vine, live, of

/w/ wind

/y/ yes

/z/ zoo, buzz, rose, boys

/ž/ garage, seizure

*/gz/ exact

*/ks/ except, Max

---

* An exception is the letter
  x, which represents two sounds.

69

CONSONANT ELEMENTS (continued)

Initial Consonant Blends (Two or more consonant letters representing
two or more consonant sounds commonly found together at the beginning
of a word.)

/bl/	blue		/sk/	skate, scout
/cl/	clam		/sl/	slam
/fl/	fly		/sm/	smooth
/gl/	glad		/sn/	snake
/pl/	play		/sp/	spoke
/sl/	sleep		/st/	stamp
/br/	broke		/dw/	dwarf
/cr/	crack		/sw/	swing
/dr/	drive		/tw/	twin
/fr/	from		/scr/	screen
/gr/	grass		/spr/	spread
/pr/	prove		/str/	string
/tr/	trace		/spl/	splash

70

CONSONANT ELEMENTS (Continued)

<u>Final Consonant Blends</u> (Two or more consonant letters representing two or more consonant sounds commonly found together at the end of a word.)

/rb/	cu<u>rb</u>	/lb/	bu<u>lb</u>	/sk/	ta<u>sk</u>, bo<u>sc</u>
/rd/	ca<u>rd</u>	/ld/	co<u>ld</u>	/sm/	cha<u>sm</u>
/rf/	tu<u>rf</u>	/lf/	se<u>lf</u>	/sp/	cla<u>sp</u>
/rk/	ba<u>rk</u>	/lg/	bu<u>lge</u>	/st/	be<u>st</u>
/rl/	cu<u>rl</u>	/lk/	mi<u>lk</u>	/mp/	ca<u>mp</u>
/rm/	ha<u>rm</u>	/lp/	he<u>lp</u>	/nc/	o<u>nce</u>
/rn/	bu<u>rn</u>	/ls/	e<u>lse</u>	/ft/	le<u>ft</u>
/rt/	hu<u>rt</u>	/lt/	fe<u>lt</u>	/pt/	ke<u>pt</u>
/rv/	ne<u>rve</u>	/nd/	ha<u>nd</u>	/xt/	ne<u>xt</u>
/rx/	Ma<u>rx</u>	/nk/	thi<u>nk</u>		
		/nt/	wa<u>nt</u>		

71

CONSONANT ELEMENTS (Continued)

Consonant Digraphs (Two consonant letters representing a single
consonant sound)

/sh/   sheep, dish   /k/   chemistry, school

/ch/   child, rich   /f/   phone, cough

/th/   (voiced) these, with   /ng/   sing

/th/   (voiceless) thin

Consonant Trigraphs (A consonant digraph plus another consonant
representing two consonant sounds)

/shr/   shrink   /nch/   branch

/thr/   thrust   /rth/   north

Silent Consonants (Two consonants commonly found together, one of
which is silent)

kn   knew   lk   talk

gn   gnat   lm   calm

wr   write   mb   lamb

ps   psalm   mn   hymn

pt   ptarmigan   bt   doubt

sc   scene   pn   pneumonia

72

VOWEL ELEMENTS

Short Vowels

/ă/   bat

/ĕ/   egg

/ĭ/   sit

/ŏ/   hop

/ŭ/   shut

Diphthongs

/oi/   noise, toy

/ou/   stout, cow

Vowel Combinations

/ŏŏ/   book

/ōō/   shoot

/â/   saw, pawn, saunter

l-Controlled Vowel

/â/   all, talk

Long Vowels

/ā/   gate, wait, say, eight, grey

/ē/   eat, feet, me, piece, baby

/ī/   ice, light, by, kind, tie, guy

/ō/   rope, goat, yellow

/ū/   use, student, blue, feud, few

r-Controlled Vowels

/ä/   car

/ã/   stair, stare

/û/   term, first, hurt

/ô/   horn, roar, pour

Schwa

/ə/   about, open, raisin

season, circus,

curtain

73