

Name: _____

Date: _____

Foundations of Reading
NC State Improvement Project II
Study Guide

1. What are the 3 key Principles of Instruction for students with reading disabilities?

2. Say the following words out loud, then reverse the order of the sounds, and say the new English word that results. Write the new word with its conventional English spelling on the blank. (Hint: just reverse the sounds, not the letters. For example, the word "back" would be "cab".)

a. dice _____

b. sick _____

c. stayed _____

d. tomb _____

e. cool _____

3. The term for the smallest unit of meaning is:

a. morphemes

c. phonemes

b. roots

d. prefixes/suffixes

Directions: Circle the best answer(s), or provide the correct responses to the following questions. You may refer to the Consonant Chart and Vowel Circle as you answer these questions.

4. Segment the following words into "onset" and "rime":

a. throat _____

b. scout _____

c. shock _____

d. poor _____

5. Provide an example of a stop consonant made with the lips. Your answer needs to be written in conventional form (//) to indicate the **phoneme**. Refer to your chart from Unit 3.

6. Underline the consonant blends.

a. strip
b. skip

c. swat
d. twist

e. brisk

7. Which word(s) have the same vowel phoneme as *moon*?

a. flew
b. suit

c. took
d. rude

8. Name one common characteristic most programs use to teach the alphabetic principle.

9. Which vowel is a "low,open"?

a. /ē/
c. /ō/

b. /ō/
d. /oi/

10. When a student chooses the mental picture of the mammal "bat" in the sentence "*The bat hung upside down in the cave.*" he/she is using which processor?

a. orthographic
b. phonologic

c. meaning
d. context

11. How many **phonemes** are in the following words?

a. stump _____

b. rowed _____

c. sheep _____

d. coin _____

e. quilt _____

12. Name each syllable **type** and the resulting vowel sound.

13. Two letters that make one sound is a _____

- a. blend
- b. phoneme
- c. digraph
- d. morpheme

14. Provide an example of a continuant consonant made with the top teeth on the bottom lip. Your answer needs to be written in conventional form (//) to indicate the **phoneme**. Refer to your chart from Unit 3.

15. How many **syllables** are in each of the following words?

a. circus _____

b. looked _____

c. threats _____

d. revolutionary _____

e. jagged _____

16. List the stages of reading/spelling and one characteristic of each stage.

17. What is the 3rd **phoneme** in each of the following words? Your answer needs to be written in conventional form (//) to indicate the **phoneme**. Do not underline letters in the word. Refer to your chart from Unit 3.

lotion _____

part _____

threat _____

bruise _____

18. The smallest unit of sound is a:

- a. morpheme
- b. syllable
- c. phoneme
- d. allophone

19. For the word *instruction*, complete the following word analysis chart.

| Word Analysis | | | |
|---------------------------|--|----------------|--------|
| <i>instruction</i> | | | |
| <i>Phonology</i> | # of sounds | # of syllables | |
| <i>Morphology</i> | Base word/Root | Prefix | Suffix |
| <i>Semantics</i> | Definition/part of speech/ antonym/synonym | | |

20. Identify the following as either originating from Anglo-Saxon, Latin or Greek.

- a. thirty _____
- b. phonology _____
- c. aquatic _____
- d. orthography _____
- e. water _____

21. Site one purpose for assessment.

22. Explain the difference between phonological awareness and phonemic awareness.