

INFORMAL SURVEY OF LINGUISTIC KNOWLEDGE

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(Items 1-14)

Name _____ Date _____

1. From the list below, find an example of each of the following:

a. Inflected verb _____ b. Compound noun _____

scarecrow	terrible	impeached	phonograph
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2. For each word on the left, determine the number of syllables and the number of morphemes:

Word	Syllables	Morphemes
salamander	_____	_____
crocodile	_____	_____
attached	_____	_____
unbelievable	_____	_____
finger	_____	_____
pies	_____	_____
gardener	_____	_____
psychometrics	_____	_____
immigrant	_____	_____
respectful	_____	_____

3. How many speech sounds are in the following words?

Word	Number of Speech Sounds
ox	_____
boil	_____
king	_____
thank	_____
straight	_____
shout	_____
though	_____
precious	_____

4. What is the third speech sound in each of the following words:

boyfriend	_____	prayer	_____
thank you	_____	higher	_____
squabble	_____	chalk	_____
educate	_____	witchcraft	_____
stood	_____	badger	_____

5. Underline the schwa vowels:

about melody sofa effect difficult definition

6. Underline the consonant blends or clusters.

doubt known first pumpkin squawk scratch

7. Underline the consonant digraphs.

wholesale psychic doubt wrap daughter think chariot

8. When is "ck" used in spelling? _____

9. What letters signal that "g" is pronounced /j/? _____

10. List all the ways you can think of to spell "long a." _____

11. List all the ways you can think of to spell /k/. _____

12. What are the six most common syllable types in English? Give examples of words as well as the pattern's name.

Pattern						
Example						

13. Explain the double 'm' in comment or commitment. _____

14. What is the rule when adding a suffix to a word ending with "y"? _____

15. What sounds does the suffix —ed have in the following words? Sort the words into the row based on your analysis. Next explain why the sound of —ed differs in these words.

(puffed, poised, liked, bagged, cubed, wished, leaped, saved)

Sound of _____				
Sound of _____				

16. Organize the consonants into their consonant pairs (nine pairs). The pairs have the same articulation but differ in voicing. Some consonants do not make a pair. b, k, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z, th, sh, ch, zh

Voicing →	_____	_____
	1.	
	2.	
	3.	
	4.	
Pairs	5.	
	6.	
	7.	
	8.	
	9.	

17. Explain why similarities in consonant articulation and voicing can confuse students who are learning to read and spell. _____

18. How is the syntactical control of text related to reading comprehension?

19. What is the text structure of stories? _____

20. What is the structure of most informational/expository paragraphs? _____

21. What are the types of paragraph patterns typically found in informational text?
Try to list at least 5 or more.

a. _____	b. _____
c. _____	d. _____
e. _____	f. _____
g. _____	h. _____
i. _____	

22. Describe the major steps in the reading process. _____

23. Explain how you can determine when a student has a comprehension problem rather than a decoding problem. _____

24. What types of basic screening assessments should be given in grades K—3? List the assessments in the chart and give a rationale for each?

Assessment	Rationale

25. How should CST be used as a guide in making decisions about RTI at the beginning of the school year? _____

26. Explain why the following words may be difficult for some students to blend and spell. **Hint:** *The difficulty is related to the consonants.*

chunk sand count fix lost bunch pounce camp act
bride friend drink trash

27. Explain why students have difficulty with vowel sounds /ee/ as in meet, /i/ as in mit, and /e/ as in met. **Hint:** *Think about vowel articulation.*

28. When does the letter “r” create a diphthong with other vowels? The “r” will have the sound /er/ in these words. Give at least 5 different examples. _____

29. Sort the words listed into the columns that lists the primary origins of English?

subtracted	railroad	bigger	eruption	cough	phonograph	spectator
important	conducive	hemisphere	green	dejection	hydrogen	autograph
microscope	extracted	where	love	want	telephone	sister

Anglo Saxon	Latin	Greek

What Are Your Basic Beliefs, Practices, and Assumptions about Literacy?

Directions: Write true or false next to each statement. All responses should be based on reading research.

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| 1. _____ | English is spelled too unpredictably for the application of phonics knowledge to work well. |
| 2. _____ | Students learn to read best the same way they learned to speak. |
| 3. _____ | Students should be taught to recognize a basic list of high frequency words by "sight" as "wholes." |
| 4. _____ | Difficulty recognizing different speech sounds requires a visual approach to word recognition. |
| 5. _____ | Students who are taught phonics tend to be slow readers. |
| 6. _____ | The teaching of comprehensive phonics hinders reading comprehension. |
| 7. _____ | "Whole language" theory is making a contribution in teaching word recognition skills. |
| 8. _____ | Able readers use context cues more than do less skillful ones in identifying words. |
| 9. _____ | Methods for teaching word recognition skills should match students learning styles. |
| 10. _____ | Students should be encouraged to use context cues to identify unknown words. |
| 11. _____ | If they are properly motivated, students can teach themselves to read. |
| 12. _____ | At times students should use the overall shape of a word as a cue its recognition. |
| 13. _____ | Other word recognition cues are as helpful as phonics cues in identifying words. |
| 14. _____ | The length of words and sentences is not significant for those who are learning to read accurately and fluently. |
| 15. _____ | Students need to recognize individual words before they can read with comprehension. |
| 16. _____ | The ability to blend (combine speech sounds so as to produce spoken words) is essential in learning to read. |
| 17. _____ | Phonics information should include teaching speech sounds in isolation and the letter correspondences that represent those sounds. |
| 18. _____ | Students should be taught a hierarchy (sequence) of reading skills of ever-increasing difficulty. |
| 19. _____ | Students should be expected to comprehend precisely what it was an author wrote. |
| 20. _____ | Spelling instruction can help students greatly in learning to read. |
| 21. _____ | Trying to identify written words from context can lead to serious decoding errors. |
| 22. _____ | Poor readers can best be characterized as lacking the knowledge of the alphabetic code and how it functions. |
| 23. _____ | Teaching word recognition skills should be direct, systematic, and intensive. |