

## Oral Morphological Production Task

Instructions: “I am going to give you a word and then a sentence. Use the word I give you to make a new word that fits in the blank in the sentence. For example, I’ll give you the word “farm.” Now I want you to use “farm” to make a new word to fill in the blank. “My uncle is a \_\_\_\_\_.”

1. *jump*: As he crossed the street, Paul \_\_\_\_\_. (jumped)
2. *car*: My family has two \_\_\_\_\_. (cars)
3. *big*: The hippo was big, but the elephant was \_\_\_\_\_. (bigger)
4. *swim*: Kim wanted to improve her \_\_\_\_\_. (swimming)
5. *good*: Sue thought her picture was the \_\_\_\_\_. (best)
6. *long*: He used a ruler to measure the table’s \_\_\_\_\_. (length)
7. *steal*: Last week, the painting was \_\_\_\_\_. (stolen)
8. *beauty*: That flower is \_\_\_\_\_. (beautiful)
9. *science*: Laura talked to the \_\_\_\_\_. (scientist)
10. *decide*: The students made their \_\_\_\_\_. (decision)
11. *walk*: Instead of driving to work, Max always \_\_\_\_\_. (walks)
12. *quick*: Sheila had to work \_\_\_\_\_. (quickly)
13. *sad*: Jim could not control his \_\_\_\_\_. (sadness)
14. *teach*: Josh needed help from his \_\_\_\_\_. (teacher)
15. *four*: Mac’s team finished \_\_\_\_\_. (fourth)

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Source: “Awareness of the Structure and Meaning of Morphologically Complex Words: Impact on Reading” by J. F. Carlisle, 2000, *Reading and Writing Interdisciplinary Journal*, 12, p. 187.