Morphograph Analysis progresses through five stages of difficulty, starting with a relatively simple analysis.

1. Students analyze words containing only previously taught morphographs. No spelling rules are involved, and the number of morphographs in the words is indicated for the students with plus signs.

\[ \text{un} + \text{re} + \text{fresh} + \text{ing} = \text{unrefreshing} \]

2. The exercise remains basically the same, except that students must now analyze words involving a spelling rule that has been previously taught and thoroughly reviewed. To analyze the spelling of **tracing**, the student must apply the final **e** rule.

\[ \text{trace} + \text{ing} = \text{tracing} \]

3. The number of morphographs is no longer indicated. The student must supply the plus signs.

\[ \text{ex} + \text{cept} + \text{ion} + \text{al} = \text{exceptional} \]

4. The word contains one morphograph not previously taught. The student underlines known morphographs. The remaining morphograph, **cern**, is the new one. No rules are involved.

\[ \text{un} + \text{con} + \text{cern} + \text{ed} = \text{unconcerned} \]

5. Finally, the student analyzes words that contain new morphographs and that involve spelling rules. In the example below, the student applies knowledge of two rules (final **e** and doubling) to determine that the new morphograph, **pare**, must be spelled **p-a-r-e** and not **p-a-r**.

\[ \text{se} + \text{pare} + \text{ate} + \text{ion} = \text{separation} \]