1. Which is not a way phonemic awareness contributes to the growth of early reading skills
   a) It helps children understand the alphabetic principle
   b) **It helps students improve reading scores by 30%**
   c) It helps children notice the regular ways letters represent sounds
   d) It makes it possible to generate possibilities for words in context that are only partially sounded out.

2. Define sound comparison- tasks that use a number of different formats that have a common requirement to make comparisons between sounds in different words.

3. Define phoneme segmentation- tasks that involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words.

4. Define sight word- words that children repeatedly several times that becomes stored in memory.

5. Define orthographic processing- refers to the way words are recognized by sight.

6. Define orthographic units- implies the that words are recognized on the basis of visual representation that has been integrated with word’s phonemic structure and meaning.

7. An adequate assessment of children’s word recognition abilities should include an assessment of _____________, _____________, and _____________ (word reading accuracy in and out of context, phonemic decoding skill, and fluency)

8. Which is not a way to maximize the influence of training?
   a) Effects of training programs appear strongest in preschool and kindergarten before children have learned to read so start reading to the child early.
   b) **Place the child in groups with other students who are struggling in reading**
   c) Focus on limited set of skills such as blending and segmenting and to teach these skills explicitly and systematically.
   d) Use methods that integrate instruction in sound letter correspondences to directly link newly acquired phonemic awareness to reading and spelling.

9. Discuss the five different ways words can be identified in text. Words in text can be identified by identifying and blending together the individual phonemes in words, noticing and blending together familiar spelling patterns, which is a more advanced form of decoding, by recognizing words as whole units, or reading them “by sight”, by making analogies to other words that are already known, and by using clues from the context to guess a word’s identity.

10. According to Catts and Kamhi which condition does not have a substantial impact on phonemic decoding?
    a) Explicit
    b) **Serious**
    c) Intensive
    d) Supportive

11. Discuss what it means for a child to learn to read by analogy. When students are taught to read words by analogy, it is imperative that the analogous word is stored
in memory as sight word. That is, when using the familiar word moon to read the unfamiliar word spoon, it is important that the students have had the sufficient practice reading the word moon such that is a sight word for them. Students need to be taught the strategy of looking for familiar words when they encounter new words. Word walls are frequently used in classrooms. This technique can help most children learn to read and write the words posted on the walls when certain conditions are in the place: the words are used often in reading and writing, words are organized or grouped according to a common letter pattern, meaning of words are discussed, and students have daily practice finding, writing, and chanting the words. To help students learn read by analogy, teachers could group words by common spelling patterns and provide students ample practice reading and writing these words.

12. Discuss what it means for children to learn to read by using context. Children can be explicitly taught to use context as a clue in identifying unknown words. However, we should never encourage students to use context alone to guess at the identity of unknown words, because normal text is not sufficiently redundant to make context, by itself, a reliable clue to the identity of specific words. Some early readers are written using highly predictable text, but if a child learns to rely solely on context to identify new words, he or she will not be well prepared when asked to read more natural text in which context does not constrain word choice to the same extent. The preferred strategy is to encourage students to first analyze unknown words phonemically, and then guess a word that makes sense in the context of the passage and that matches the sounds identified in the unknown word. However, if the child was able to do even a little phonemic analysis first, such as sounding out the first sound in the word, the range of words that fit the context is dramatically narrowed. As children become able to identify more of the phonemes in words, their choices become even more constrained by their knowledge of the sounds that must be present in whatever words they guess, and they become more accurate readers.

13. The ability to apply alphabetic strategies in reading new words is
   a) Orthographic units
   b) **Phonemic decoding**
   c) Orthographic units
   d) Blending

14. A ________________ interaction is one where the teacher enables the student to complete the tasks by directing the student’s attention to a key piece of information or breaking the task up into smaller, easier to manage ones.
   a) Phonemic
   b) **Scaffolded**
   c) Basic
   d) Emotional

15. The ability to ____________________ words is not an end in itself because _______________ - is too _______________ and effortful to produce _______________ reading and good _______________. (phonemically decode, phonemic decoding, slow, fluent, and comprehension)
1. All are __________________ dependent on the same superordinate abilities. (language processes and cognitive)
2. The relations between ________ language and ____________ language are fundamental and reciprocal; ______________ and ____________ are initially dependent on oral language and eventually extend oral language abilities. (oral, written, reading and writing)
3. Define schemata- hierarchically organized sets of facts or information describing generalized knowledge about a text, an event, a scene, an object, or classes of objects.
4. The ability to generate one’s question has been shown to enhance
   a) Comprehension
   b) Learning
   c) A & B
   d) None of the above
5. Why is metacognition important in reading and oral language? Meta-awareness of cognition and emotionality is essential for the interpretation of the landscape of consciousness in narratives. Metacognitive thought is also necessary for the monitoring of behavior and monitoring of conversation. If students do not monitor their comprehension during conversation and repair conversational breakdowns, they are unlikely to monitor their comprehension during reading and engage in strategic reading practices to assure that they comprehend texts. To engage in comprehension monitoring and strategic reading, students need declarative knowledge, procedural knowledge, and conditional knowledge. Although some students appear to develop strategic reading without explicit teaching, the majority of students benefit from direct teaching of specific comprehension strategies.
6. Discuss of the K-W-L procedure. The K-W-L procedure is a useful procedure for preparing students for the schema or content information they will encounter in expository text. K stands for what students know- their prior knowledge before they begin to read. The teacher or clinician introduces the topic and asks the student to list everything they know about the topic. W stands for what the students want to know. This information is put in the second column. After the reading, students list what they have learned in the third column and compare this information to their prior knowledge and what they wanted to learn. The first two columns provide teachers/ clinicians with an understanding of students present schemata and what should be presented and emphasized. The third column is a strategy that encourages students to reflect on their comprehension- an important metacognitive strategy. The teacher might want to include a fourth column- what I’d still like to know.
7. Discuss reciprocal peer or cooperative teaching. Reciprocal peer or cooperative teaching is another helpful method to develop comprehension monitoring strategies in students. Cooperative teaching can be approached in several ways. One method that has been used with children beginning I elementary school is guided peer questioning. Following a teacher presentation or reading, students work together in small groups, and using the generic question types they generate two or three thoughtful questions on the
material and take turns asking and answering one another’s questions. In another method, two students read the same passage. When both are finished, one student summarizes what he or she has read and the other student corrects any errors he or she has noted in the summary. In the third method, two students read different passages. Then one student summarizes the passage and the other student asks clarifying questions. Then the students switch roles. These particular cooperative teaching methods have been useful with older students in junior high and beyond who have some metacognitive monitoring skills in place.

8. Define conditional knowledge- is knowledge of when and why.
9. Define declarative knowledge- knowledge of what
10. Define procedural knowledge- is knowledge of how
11. Define critical literacy- reading between the lines
12. Dynamic literacy involves
   a) Reading beyond the lines
   b) Reading across the lines
   c) Reading between the line
   d) A& B

13. Our schema knowledge enables us to
   a) Behave appropriately in familiar situations
   b) Predict the specifics of content
   c) A & B
   d) None of the above

14. What are mental linguistic verbs
   a) Verbs that denote cognitive processes
   b) Code attitude, tone, and manner in oral language
   c) Reflect an awareness of landscape of consciousness
   d) Work as adjective

15. At which age does a child exhibit the adult pattern of understanding mental terms such as know, remember, forget, and guess?
   a) 8
   b) 10
   c) 14
   d) 7