Chapter 6: Assessment and Instruction for Phonemic Awareness and Word Recognition Skills

Multiple choice:

1. It is important for young children to become accurate readers as quickly as possible, because words must be read accurately a number of times before they can become part of a child’s ____________: (pg. 129)
   a. phonological memory
   b. alphabetic principle
   c. sight vocabulary
   d. words in context

2. What type of instruction involves modeling, guided practice, and immediate corrective feedback? (pg. 132)
   a. systematic
   b. explicit
   c. grammatical
   d. social

3. What type of instruction is based upon a scope and sequence that moves from easier to more difficult tasks? (pg. 132)
   a. grammatical
   b. social
   c. explicit
   d. systematic

4. What is another name for the multi-level modes of instruction and assessment involving intensive instruction that is delivered in general education classrooms? (pg. 136)
   a. response to intervention
   b. direct speech services
   c. DIBELS
   d. explicit evidence-based intervention

5. What, by itself, is not a very accurate way to identify words in text? (pg. 141)
   a. sight word reading
   b. orthographic processing
   c. analogy to known words
   d. context

Fill-in-the-blank:

1. “As an aid in the diagnosis of reading disabilities, measures of phonemic awareness are consistently more useful than any other measure of non-reading skills.” (pg. 130)
2. “The proper instruction of phonologically-based reading disabilities...involves instruction that is more explicit, more intensive, and more supportive than that which is usually offered in most public and private school settings.” (pg. 145)
Definitions:

1. **Phonemic awareness**: It involves a more or less explicit understanding that words are composed of segments of sound smaller than a syllable as well as knowledge, or awareness, of the distinctive features of individual phonemes themselves. (pg. 128)
2. **Phoneme segmentation**: requires a relatively explicit level of awareness of phonemes because it involves counting, pronouncing, deleting, adding, or reversing the phonemes in words. (pg. 131)
3. **Phoneme synthesis**: Sound blending task in which the tester attempts to pronounce a series of phoneme in isolation and asks the child to blend them together to form a word. (pg. 131)
4. **Sound comparison**: these tasks use a number of different format that have a common requirement to make comparisons between the sounds in different words. (pg. 131)
5. **Sight word**: no analysis is required to read sight words. (pg. 140)

Discussion:

1. **List and describe the three ways that phonemic awareness contributes to the growth of early reading skills.** (pg. 129)
   
   1. *It helps children understand the alphabetic principle*: In order to take advantage of the fact that English is an alphabetic language, a child must be aware that words have sound segments that are represented by letters in print, which will in turn help with “sounding-out” words.
   2. *It helps children notice the regular ways that letters represent sounds in words*: Hearing the four distinct sounds in a word like “clap,” and seeing the corresponding four distinct letters has two potential benefits. First, it reinforces knowledge of individual sound-letter correspondences, and second, it helps in forming mental representations of words that involve a close union of their written and spoken forms.
   3. *It makes it possible to generate possibilities for words in context that are only partially “sounded-out”*: An early level of phonemic awareness supports the ability to search the lexicon for words that begin, are in the middle, or end with similar sounds.

2. **How can one maximize the effectiveness of instruction in phonemic awareness?** (pg. 132)
   
   - **Start early**: Instruction in phonemic awareness appears strongest in preschool and kindergarten before children have begun to read (small-group, brief instruction with game-like activities).
   - **Focus on a limited set of skills**: Begin with larger linguistic units (blending, segmenting, onset-rime) and proceed to individual phonemes (simple, two- and three-phoneme words with continuous consonant sounds).
   - **Teach skills explicitly and systematically**: Explicit instruction includes modeling, guided practice, and immediate corrective feedback and systematic instruction is based upon a scope and sequence that moves from easier to more difficult tasks.
   - **Integrate instruction in sound-letter correspondences to directly link newly acquired phonemic awareness to reading and spelling**: Conclude instruction by leading children to apply their newly developed ability to think about the phonemic segments in words to reading and spelling.
   - **Combine training in phonological awareness with instruction in how the alphabet works**: Use of plastic letters to manipulate sounds within words (changing “pat” to “tap”) and other reading and spelling activities.
3. **How can one maximize the effectiveness of instruction in word recognition?** (pg. 144)
   - **Instruction that is more explicit:** The teacher makes fewer assumptions about pre-existing skills or children’s abilities to make inferences about sound-letter regularities on their own. It is important to teach children the procedures for learning words. This involves providing direct instruction to increase children’s level of phonemic awareness, sound-letter correspondences, strategies for using these correspondences to decode words while reading text, phonemic decoding, and careful and systematic focus on building reading fluency.
   - **Instruction that is more intensive:** This involves more teacher-student instructional interactions, or reinforced learning trials, per unit of time. This can be done by either lengthening the total instruction time or reducing teacher-to-pupil ratios (ClassWide Peer Training, small-group instruction).
   - **Instruction that is more supportive:** The two kinds of special support needed are emotional and scaffolding. Emotional support involves more encouragement, positive feedback, and enthusiasm from the teacher in order to maintain their motivation to learn to read. The carefully scaffolded interactions with the child are ones in which the teacher enables the student to complete a task by directing the student’s attention to a key piece of information or breaking the task up into smaller, easier to manage ones. This provides just enough support so the child can go through the processing steps necessary to find the right answer.

- **Chapter 7: Assessing and Remediating Text Comprehension Problems**

*Multiple choice:*

1. ________ texts are generally described in terms of causal event chains or story grammars. ________ texts are generally described in terms of text functions/organizations such as description, procedural, comparison/contrast, problem/solution, argumentation. (pg. 161)
   - a. expository; schema
   - b. schema; schemata
   - c. narrative; schemata
   - d. narrative; expository

2. Expository texts have more physical-state ideas linked by: (pg. 164)
   - a. consequences
   - b. property
   - c. support relationships
   - d. all of the above

3. Figures of speech such as metaphor, irony, and metonyms are known as what? (pg. 165)
   - a. tropes
   - b. allegories
   - c. schema
   - d. metacognition

4. At what age are children typically able to fully comprehend trickery tales? (pg. 170)
   - a. 2 to 4 years old
   - b. 5 to 7 years old
   - c. 8 to 10 years old
   - d. 11 to 13 years old
5. What are the two aspects to metacognition? (pg. 165)
   a. contextual comprehension and schematic knowledge
   b. semantic interplay and self-questioning
   c. text grammars and macrostructure
   d. self-appraisal and self-management

**Fill-in-the-blank:**

1. “A major difference between good and poor readers is their view or model for the reading act and the way they build models for gaining knowledge during the act of reading.” (pg. 158)
2. “Trickery tales—that is, tales of deceit—involve a disjunction between action and intention.” (pg. 170)

**Definitions:**

1. **Content facts:** simple propositions that are conveyed by the texts. (pg. 159)
2. **Content schema:** represents a superordinate organization of a mass of possible content facts. (pg. 159)
3. **Text grammar (macrostructure):** schema that represents a frequent organizational pattern of textual elements that is independent of specific content. (pg. 159)
4. **Theory of mind:** awareness that mind exists apart from the physical world and what the mind does. (pg. 165)
5. **Pourquoi tales:** stories that explain the origins of aspects of nature or the characteristics of certain animals that are helpful to develop understanding of cause-effect because they make explicit links between actions and reactions. (pg. 202)

**Discussion:**

1. **Define “schemata” and describe its functions in relation to texts.** (pg. 159-161)
   Schemata are hierarchically organized sets of facts or information describing generalized knowledge about a text, an event, a scene, an object, or classes of objects. Event schemas are also referred to as “scripts,” which are the stereotypical knowledge structures for common routines such as going to a restaurant, taking a subway, or going to a party. Schemata relates to texts in terms of:
   - A schema provides a scaffold for assimilating text information, or slots for information, such as a slot for a weapon in a murder mystery.
   - A schema facilitates selective allocation of attention, which allows readers to focus on the most important aspects of a passage.
   - A schema enables inferences by readers reading “between the lines.” Readers may infer based upon their schema for witches, children, and cooking what will happen next in the story.
   - A schema allows orderly searches for memory, so that the reader will not have to memorize a story to be able to remember that in a camping trip story, the wild animal was a bear and not a tiger.
   - A schema facilitates editing and summarizing, allowing the reader to sift through unimportant details of a story and summarize the main points.
   - A schema facilitates comprehension monitoring, which in turn makes the reader more aware of contradicting information or new information on a subject.
   - A schema permits reconstruction because readers may not remember everything about a story, but using their schema knowledge and important details from the text, they can fill in the rest.
2. Metacognition is made up of two components: self-appraisal and self-management. List and describe the three types of knowledge of self-appraisal and the two ways in which self-management is related to reading. (pg. 165-166)

   Self-appraisal (knowledge about cognition and conscious access to one’s own cognitive operations and reflection about those of others) is comprised of three types of knowledge:
   1. **Declarative knowledge**: Knowledge of what—a journal entry, summary, or story is.
   2. **Procedural knowledge**: Knowledge of how—the steps one takes to write a journal, etc.
   3. **Conditional knowledge**: Knowledge of when and why—when and why one would write.

   Self-management (regulation of cognition, involving planning, evaluating, and regulating strategies) relates to reading in two ways:
   1. Awareness of when and how to plan is critical for understanding characters’ goal-directed behavior in narratives.
   2. Ability to evaluate one’s comprehension and plan are critical for employing comprehension repair strategies.

3. Describe informational storybooks and their benefits in developing text comprehension? (pg. 209)

   Informational storybooks, like the Magic School Bus series, are a combination of narrative and expository texts. They utilize a narrative storybook format to introduce readers to expository information in interesting, engaging ways.

   Informational storybooks are especially helpful in transitioning students into expository texts.

   Compared to narrative or expository texts alone, informational storybooks have been shown to elicit richer discussion in elementary school students in several ways:
   - Students use more of their prior knowledge along with the information gained from the text in constructing an understanding of both the story and the information
   - Students continued their discussions longer
   - Students made predictions twice as often
   - Students exhibited a greater level of comprehension and were more likely to make extra-textual connections to interpret this text.