CHAPTER 1 QUESTIONS & ANSWERS

DISCUSSION

Discuss the general issues related to assessment of phonological awareness that must be considered before information about specific tests is presented. The most central of these issues is the matter of definition. Before any construct can be assessed, it should be defined, and phonemic awareness is a construct that is not easy to pin down to a simple definition. One issue is whether we should consider phonemic awareness to be a kind of conceptual understanding about language, or whether it should be considered a skill.

Discuss three ways that phonemic awareness contributes to the growth of early reading skills.
It helps children understand the alphabetic principle. In order to take advantage of the fact that English is a alphabetic language, a child must be aware that words have sound segments that are represented by the letters in print. It helps children notice the regular ways that letters represent sounds in words. If children can “hear” four sounds in the word clap, it helps them to notice the way the letters correspond to the sounds. The ability to notice the correspondence between the sounds in a word and the way it is spelled 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 amalgamation of their written and spoken forms. 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 with similar sounds. That is, in addition to being categorized by their meanings, words can be categorized by their beginning, middle, or ending sound.

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

DEFINE:
Phonemic decoding- used to refer to the process by which children obtain initial information about the phonemes in unknown words because written English transcribes spoken language at the phonemic, rather than the phonetic level.
Phoneme segmentation- require a relatively explicit level of awareness of phonemes because they involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words, deleting sounds from words, or counting sounds.
Phoneme Synthesis- is blending task in which the tester attempts to pronounce a series of phonemes in isolation and asks the child to blend them together.
Sound Comparison- use a number of different formats that have a common requirement to make comparisons between the sounds in different words.
Orthographic processing- refer to the way that words are recognized “by sight”

Fill in the Blank
_________________ _____________________ is being assessed to identify children at risk for reading failure before reading instruction actually begins. Phonemic awareness

A method that is of primary importance during early stages of learning to read is ___________________ ___________________. Phonemic decoding

Multiple Choice
There is now a strong consensus among professionals who study reading and reading disability that instruction in phonological awareness is important to what?
   A. Articulation
   B. Good reading curriculum
   C. Reading Instruction
   D. Language activities
In order to understand how children develop reading skills, it is important to understand how children learn to recognize written words in what manner?

A. Inaccurately and swiftly
B. Accordingly and productively
C. **Accurately and automatically**
D. None of the above

It is possible to combine what is known about reading growth with knowledge of the factors that specifically limit reading growth in some children to construct a hierarchy of instructional issues for children with _____?

A. RD
B. PD
C. LI
D. A, C

In addition to being more *explicit*, effective reading instruction for children with RD must be more _______ than regular classroom instruction

A. Restrictive
B. Crucial
C. **Intensive**
D. Demanding

There are several issues related to assessment of phonological awareness that must be considered before information about specific tests are acknowledged. What is the most central of these issues?

A. Reading
B. Curriculum
C. **Definition**
D. Writing

**CHAPTER 7 QUESTIONS AND ANSWERS**

**DISCUSSION**

**Discuss a major difference between good and poor readers.**
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. Good readers know the texts should make sense and that one reads to
learn new information, while poor readers believe reading is sounding out words or saying the words fast, fluently, and with expression.

**Discuss Metacognitive Processing in Text Comprehension**

Metacognitive abilities are essential for comprehending texts for the ability to read to learn. There are two aspects to metacognition. The first aspect involves self-appraisal, or knowledge about cognition and conscious access to one’s cognitive operations and reflection about those of others. The other aspect of metacognition involves self-management, or regulation of cognition, which involves planning, evaluating, and regulating strategies. Both types of metacognition are critical for reading comprehension.

**DEFINE**

**Procedural Knowledge** - is knowledge of how—for example, the steps one takes to write a journal entry or summary.

**Conditional Knowledge** - is knowledge of when and why— for example, when and why one writes a journal entry or summary.

**Consequence**—states, events, and actions, can lead to other states and events by causally driven mechanisms.

**Property**—Objects and characters have attributes. Property relations are descriptive relations that link statements about how objects or characters look or relate to other objects and characters.

**Support**—Support relations link general statement ideas that make assertions

**Fill in the Blank**

Expository text usually contains content that is novel to the reader; consequently, the reader cannot readily apply content schema knowledge to aid

___________________________. *Comprehension*

Compared to oral language, written literate-style language uses more

__________________________ and more ____________________

__________________________ to specify the relationships among people, actions, and objects. **Specific vocabulary & complex syntactic structures**

**Multiple Choice**

Comprehending text is essential if students become what?

A. Rapid readers
B. **Independent learners**
C. Competitive
D. None of the above

All language processes are dependent on the same superordinate__________?
   A. Languages
   B. Processes
   C. **Cognitive Abilities**
   D. Knowledge

If readers are to make sense of texts, they must develop what?
   A. Strategies
   B. **Mental models of the texts**
   C. Planning
   D. Language skills

What provides a scaffold for assimilating text information and facilitates editing and summarizing?
   A. Narrative
   B. **Schema**
   C. Expository Text
   D. Text Comprehension

What is one aspect of metacognition?
   A. Language
   B. Articulation
   C. **Self-Appraisal**
   D. Personal Skills