Ch. 6

Terms

1. *orthographically*: the ability to recognize words by sight.
2. *false positive*: a person who is tested and predicted to have a certain outcome, but turns out to be the opposite
3. *phoneme synthesis*: the ability to pronounce a series of phonemes in isolation and then blend them together to form a word
4. *spelling patterns*: large chunks of combined letters used to process decoding much more quickly
5. *authentic literacy assessment*: an assessment that measures a child’s application of broad literacy skills to authentic tasks. It also measures a child’s enjoyment, ownership, and involvement in literacy activities both at school and at home.

Fill in the blank

1. Phonemic awareness has its primary impact on reading growth through its contribution to children’s ability to use sound-letter correspondence to decode words in text.

2. Children are most frequently impaired by both the ability to apply alphabetic strategies in reading new words (phonemic decoding) and in the ability to retrieve sight words form memory (orthographic processing).

Multiple Choice

1. Phoneme segmentation does not include ______?
   
   a. pronouncing  
   b. deleting  
   c. reduplication  
   d. adding

2. Which of the following is not a test that can be used to measure phonemic awareness?
   
   a. *Indiana Primary Reading Inventory*  
   b. Fox in a Box  
   c. Early Reading Diagnostic Assessment  
   d. Comprehensive Test of Phonological processing
3. Which is a subcategory that measures awareness of phonemes in words?
   a. phoneme segmentation  
   b. phoneme synthesis  
   c. sound comparison  
   d. all of the above

4. Studies have shown that only about _____ of words that are most important to the meaning of a passage can be guessed correctly from context alone.
   a. 30%  
   b. 10%  
   c. 15%  
   d. 5%

5. Nonresponders to phonemic awareness intensive treatment were characterized in the beginning by
   a. low verbal ability  
   b. slow letter naming  
   c. poor invented spelling  
   d. all of the above

Short Answer

1. What are the three ways that phonemic awareness contributes to the growth of early reading skills?
   Phonemic awareness helps children understand the alphabetic principle. It also helps children notice the regular ways that letters represent sounds in words. Finally, phonemic awareness makes it possible to generate possibilities for words in context that are only partially sounded out.

2. What are three reasons why assessments are necessary for phonologically skills?
   Assessments are used to identify children at risk for reading failure before reading instruction actually begins, they help to monitor children’s progress in acquiring critical reading skills, and they help describe the level of phonological impairment in children being diagnosed with reading disabilities.

3. What are the five ways that words in text can be identified?
   In order for children to learn to recognize words accurately and automatically they can identify and blend together the individual phonemes in words. They can also notice and blend together familiar spelling patterns, which is a more advanced
form of decoding. Words can be recognized as whole units, and be used to make analogies to other words already known. Finally children can use clues to guess a word’s identity.

Ch.7

Terms

1. **dynamic literacy**: the ability to read multiple texts, comparing and contrasting their content, integrating their ideas; as well as acting on the content gained from texts and interrelating the content for problem-raising and problem-solving.
2. **content schemata**: a superordinate organization of a mass of possible content facts
3. **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. **landscape of action**: story lines that use patterned sequences of actions reported in third person with minimal information about the psychological state of the character.
5. **domain**: specific knowledge of topics, concepts, or processes for a particular subject.

Fill in the blank

1. Young children use their oral language skills to **learn to read**, while older children use their reading ability to further their language learning- they **read to learn**.

2. Effective intervention to develop critical and dynamic literacy should: develop in students a sense of **ownership** about the information they read; be developmentally **appropriate** to the students’ language learning and metacognitive levels; call attention to the structures of **text** and **task**; promote **collaboration** among peers and teachers; and transfer control of instruction to the **students** so that they take responsibility for their own self-regulated learning.

Multiple Choice

1. What are the type(s) of cognitive functioning?
   a. narrative
   b. expository
   c. **narrative and paradigmatic**
   d. logical- scientific

2. Which is not a content idea explicitly stated in a text?
   a. **reason**
b. physical state
c. physical events
d. internal events

3. What kinds of information do readers need utilize in order to make sense of texts

a. content facts
b. content schemata
c. text grammar
d. all of the above

4. Which is not a type of relationship that must be inferred between content ideas?

a. initiate
b. goals
c. consequence
d. support

5. Stories that follow a landscape of consciousness are told from what perspective?

a. a third party
b. the antagonist
c. the protagonist
d. multiple characters

Short Answer

1. What is a major difference between good and poor readers, specifically in their view or model for the reading act?

Good readers know that texts should make sense and that one reads to learn new information, while poor readers believe reading is sounding out words or saying words fast, fluently, and with expression. Students, who are good readers, recognize the goal of readings as comprehending text.

2. List the functions of schemata in relation to text.

A schema provides a scaffold for assimilating text information; it facilitates selective allocation of attention. A schema enables inferences, allows orderly searches of memory, and facilitates editing and summarizing. It also facilitates comprehension monitoring and permits reconstruction of texts.

3. What are some of the main differences between narrative and expository texts?

Narratives are used to entertain, while the purpose of an expository is to relay information. Narratives follow a familiar schema consisting of the same basic
organization. An expository employ variable text structures relating unfamiliar content. Narratives focus on characters and an expository focus on information and abstract ideas. A narrative requires multiple perspectives, relying on inference making; conversely an expository requires logical deductive reasoning and only takes the perspective of the writer into consideration. Narratives used top-down processing, while expository texts used bottom-up processing.