Chapter 6
Define:
1) Phonemic awareness: an explicit understanding that words are composed of segments of sounds smaller than a syllable, as well as knowledge/awareness of the distinctive features of individual phonemes themselves.
2) Explicit instruction: includes modeling, guided practice, and immediate corrective feedback.
3) Systematic instruction: based upon a scope and sequence, which varies in application from person to person, that moves from easier to harder tasks.
4) Orthographics: The stage of early reading characterized by the use of letter sequence and spelling patterns to recognize words visually without phonological conversion.
5) Phoneme segmentation: a common category of methods used to measure awareness of phonemes in words; involves counting, pronouncing, deleting, adding, or reversing the individual phonemes in a word; requires a relatively explicit level of awareness of phonemes.

Discussion
1) List and briefly describe the three ways that phonemic awareness contributes to the growth of early reading skills.
   I. It helps children understand the alphabetic principle. Since letters in English represent individual sounds, some level of phonemic awareness is necessary to be able to “sound out” words when reading.
   II. It helps a person notice the regular ways that letters represent sounds in words. Phonemic awareness allows the reader to understand the correspondence between the sounds in a word and the way it is spelled. This helps reinforce knowledge of sound-letter correspondence and helps form a mental representation of words that connects the written and spoken forms.
   III. It allows a person to generate possibilities for words in context that are only partially “sounded out.” If a person comes to an unknown word while reading but recognizes one or a few of the sounds, he can constrain his search for the correct word and will more likely get it right on the first try.

2) What are three ways to maximize the effectiveness of training in phonemic awareness?
   - One of the ways to accomplish this is to begin training early. It has been seen that instruction has a greater effect when begun with children in preschool or kindergarten, before they begin to read. Another way to accomplish this is to A third way to maximize training effectiveness is to use training methods that combine instruction of sound-letter correspondences with phonemic awareness instruction. In this way, the student’s newly acquired phonemic awareness can be directly linked to reading and spelling.

3) What are five ways that words can be identified in text?
   - Words can be recognized in text by identifying and blending the individual phonemes to make a word. A second way is by noticing and blending familiar spelling patterns,
which is an advance form of decoding. Words can also be identified as whole units, as sight words, or they can be read by making analogies to other words that are already known. A fifth way that words can be identified in text is by using context clues to guess the words.

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.

2) Having a large vocabulary of sight words that can be recognized automatically is the key to fluent text reading.

Multiple Choice
1) A word that can be read at a glance, without analysis, and is recognized not on the basis of shape or a few of the letters but by information from all the letters is called:
   a. automatic word
   b. fluent word
   c. sight word
   d. perfected word

2) Which of the following is an important factor to understand about using context to aid in identifying words?
   a. Skilled readers do not rely on context as a major source of information to identify words.
   b. Poor readers rely on context clues more than skilled readers do.
   c. Using context alone is not a very accurate way to identify words in text.
   d. Learning to use context to aid in word identification is important in reading and reading growth.
   e. All of the above.

3) What type of activity is one of the best to introduce first (early on) in instruction to stimulate phonological awareness?
   a. singing songs with the sounds of each letter of the alphabet
   b. phoneme segmentation
   c. phoneme synthesis
   d. rhyming (songs, books, and activities created for young children)

4) Which of the following is NOT a common category of methods used to measure awareness of phonemes in words?
   a. phoneme segmentation
   b. phoneme synthesis
   c. sound comparison
   d. syllable deletion
5) An adequate assessment of children’s word recognition abilities should include an assessment of:

   a. word reading accuracy, phonemic decoding skills, reading fluency
   b. word reading accuracy and phonemic decoding skill
   c. phonemic awareness and reading fluency
   d. phonemic awareness, phonemic decoding skill, reading fluency

Chapter 7
Define:
1) Basic literacy: “reading along the lines”; involves knowing one’s letters and being able to decode and encode, to say the words on a page and say what those words mean
2) Critical literacy: “reading between the lines”; involves the abilities to interpret texts and to use writing to record and to analyze, synthesize, and explain
3) Dynamic literacy: “reading across the lines”; the ability to read multiple texts, compare and contrast their content, and integrate one’s own ideas; also involves “reading beyond the lines,” or acting on the contend gained from texts and interrelating the content for problem-raising and problem-solving
4) Landscape of action: the component of narrative content that involves primary focus on temporally patterned sequences of events (actions) with minimal information about the psychological states of characters
5) Landscape of consciousness: the component of narrative content that involves perspectives of various characters and their emotions, thoughts, and beliefs

Multiple Choice
1) The component of narrative content that involves primary focus on temporally patterned sequences of events (actions) with minimal information about the psychological states of characters is called:
   a. landscape of action
   b. basic literacy
   c. landscape of consciousness
   d. critical literacy

2) The component of narrative content that involves perspectives of various characters and their emotions, thoughts, and beliefs is called:
   a. landscape of action
   b. basic literacy
   c. landscape of consciousness
   d. critical literacy
3) In order to understand human intentionality and how humans deal with challenges and obstacles, one must have ______________, or an awareness of what the mind does and an awareness that mind exists apart from the physical world.
   a. metacognition
   b. dynamic cognition
   c. a theory of mind
   d. consciousness

4) SIS is an activity that encourages a reader to visualize a text and can facilitate mental modeling. SIS stands for:
   a. see-in-say
   b. sensory imaging strategy
   c. sensory imagination skills
   d. special integration strategy

5) Procedures to adequately assess text comprehension should include evaluation of a student’s:
   a. literate language style
   b. physical and social world knowledge
   c. ability to recognize conceptual knowledge into coherent texts, such as stories
   d. ability to monitor his own text comprehension
   e. all of the above

Discussion
1) Discuss some of the functions of schemata in relation to learning and remembering information in texts. (pg 160)
   - A schema provides a scaffold for assimilating text information into “slots” in a person’s understanding, which makes new information easier to learn. A schema can also help a reader determine which parts of the text are important and which parts require the more or less attention. It enables a reader to make inferences, to read between the lines and interpret character emotions and intentions. Also, it allows for a reader’s orderly search of memory for details of the text and facilitates editing and summarizing of what was read. Having a schema for the text also facilitates comprehension monitoring and assists the reader in reconstructing the information that was read in retrospect.

2) Discuss some of the differences between narrative and expository texts. (pg 162, bottom pg 164) Narrative texts, Expository texts  (pg 161-163)
   - One of the most obvious differences between the two types of texts is that the primary purpose of narrative is to entertain while the primary purpose of expository text is to inform. A person reading narrative will likely encounter familiar schema content, while a person reading expository text will generally be reading information with unfamiliar schema content. A narrative has a more consistent, predictable text structure than expository text and focuses of character motivations, intentions, and goals, whereas expository texts focus on factual information and abstract ideas. In expository texts, it is expected that the reader will take the perspective of the writer;
narratives usually require understanding perspectives from various characters. Also, while comprehension of narratives is often assessed informally, with expository texts, comprehension is usually assessed in formal, structured formats.

3) List and describe the two aspects of metacognition and explain how they are important in a person’s ability to read for the purpose of learning (reading to learn). (pg 165-166; 182)

- The two aspects of metacognition are self-appraisal and self-management. In reading to learn, self-appraisal is monitoring one’s own comprehension of a text. It is the knowledge and awareness about one’s own cognition and conscious access to one’s cognitive operations as well as reflection about those of others, in this case, especially as it applies to one’s own and the characters’ cognitive operations within a text. Self-appraisal requires three types of knowledge: declarative (what), procedural (how), and conditional (when and why). Appraising one’s self by these aspects of knowledge in reading a text will help a reader break down and process a text more accurately and completely.

  Self-management is the regulation of cognition, which involves planning, evaluating, and regulating strategies or actions. It is related to reading comprehension in that awareness of when and how to plan is critical for understanding the goals of characters’ behaviors within a text. Self-management is also important to reading comprehension while reading to learn in that the ability to evaluate one’s own comprehension and plan while reading a text are critical for employing comprehension repair strategies.

Fill in the Blank

1) According, to Westby in chapter 7, the goal of education is the development of knowledge, which is the acquisition of new schemata.

2) In order for a student to understand and product narratives, he/she must have an understanding of temporal relationships as well as physical and psychological cause-effect relationships.