Chapter 6
Discussion Questions:

1. **Discuss the three ways that phonemic awareness contributes to the growth of early reading skills.** One way in which phonemic awareness contributes to the growth of early reading skills is that 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 the letters in print. Without at least some level of phonemic awareness, the basis for learning individual letter sounds, and “sounding out” words is not understandable. **Phonemic awareness helps children notice the regular ways that letters represent sound in words.** The ability to notice the association between the sounds in a word and the way it is spelled could have two benefits. It could reinforce knowledge of individual sound-letter correspondences, and it helps in forming mental representations of words that involve a close union of their written and spoken forms. **Phonemic awareness 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. In addition to being categorized by their meanings, words can be categorized by their beginning, middle, or ending sounds. 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 a part of a child’s sight vocabulary.

2. **Discuss the purposes for assessment of phonemic awareness.** 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. There is a high correlation between emerging phonemic awareness and later growth of reading skills. Because of this correlation, phonemic awareness is being assessed to identify children at risk for reading failure before reading instruction actually begins. It is also assessed to monitor children’s progress in acquiring critical reading skills. Another purpose of assessing phonemic awareness is to help describe the level of phonological impairment in children being diagnosed with reading disabilities. Multiple assessments of phonemic awareness can provide a sign of children’s response to the instruction they are receiving, and they can be used to identify children who are not keeping up with expected levels of growth before the learning failure has become too severe.

3. **Discuss the three broad categories of measures used to assess phonemic awareness.** **Phoneme segmentation** tasks require a somewhat exact level of awareness of phonemes because they involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words. These tasks require pronouncing the individual phonemes in words, deleting sounds from words, or counting sounds. Only one kind of task can be used to measure **phoneme synthesis.** This is the sound blending task in which the tester attempts to pronounce a series of phonemes in isolation and asks the child to blend them together to form a word. (“What word do these sounds make: /f/-/a/-/t/?”) **Sound comparison**
tasks use many different formats that have a common requirement to make comparisons between the sounds in different words. A child could be asked to specify which word begins or ends with the same sound as a target word. Tasks that require children to create words that have the same first, last, or middle sound as a target word would fall in this category. Differences among these tasks in their level of difficulty seem mainly related to the extent to which they require explicit manipulation of individual phonemes.

Define the following terms:
1. **Phonemic awareness** – 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.
2. **Spelling patterns** – when more experienced readers begin to process letters in larger chunks; this improves decoding speed because it allows children to process groups of letters as units, rather than having to decode each grapho-phonetic unit individually.
3. **Sight words** – words that are read rapidly (within one second) with no pauses between different parts of the word; not recognized on the basis of shape, or just some of the letters, but rather information about all the letters in a word is used to accurately identify it as a sight word; any word that can be read from memory.
4. **Orthographic units** – a way in which words are processed; they are recognized on the basis of a visual representation that has been integrated with the word’s phonemic structure and its meaning.
5. **Irregular words** – contain spelling patterns that “do not follow rules” or that do not follow the most common letter-sound patterns. (s in island, w in sword, t in listen)

Fill in the blank:
1. One of the most critical language skills is _______ ________, and this awareness is critical to the subsequent acquisition of good _______ ________ ________. (phonemic awareness, word recognition skills)
2. Effects of _______ ________ training programs appear strongest in _______ and _______ before children have begun to read. (phonemic awareness, preschool, kindergarten)

Multiple choice:
1. Which type of phonemic awareness instruction includes modeling, guided practice, and immediate corrective feedback?
   a. early instruction
   b. explicit instruction
   c. systematic instruction
   d. direct instruction

2. Which sounds are best used for initial phonemic awareness instruction?
   a. continuous sounds
   b. stop sounds
   c. fricative sounds
   d. velar sounds
3. An adequate diagnostic assessment of children’s word recognition abilities should include an assessment of all but one of the following:
   a. word reading accuracy
   b. phonemic decoding skill
   c. reading fluency
   d. oral vocabulary

4. All but one of the following are instructional activities useful for teaching word-reading skills:
   a. visually-based approaches
   b. letter-sound correspondence
   c. advanced decoding
   d. analogy

5. Better phonemic reading ability and more fluent word recognition skills are associated with:
   a. better high-frequency reading
   b. better rapid naming
   c. better reading comprehension
   d. better sight word recognition

Chapter 7
Discussion Questions:
1. Discuss the family’s role in narrative development? In order to learn to comprehend and produce narratives, children must hear a variety of well-structured narratives. To make sure children are willing to listen to or read stories, they must be provided with books that they can comprehend. The relationship between listening to stories and reading competency is explained to the students’ parents by the teacher. Research has shown that early experience with books plays an important role on children’s later school success. The kind of parent-child dialogue during book reading and the characteristics of the books are important influences on what the child learns. The teacher can send home books and book report forms with children to provide a structure and guidance for parents in how to talk about books in ways that match their children’s language learning needs. The teacher can send home books that the parents are to read and help the child complete the book report form. This form will provide the parents with the guidelines of what they can discuss about the book with their children. Book report forms are matched to the child’s level of narrative development. It will also provide them with guidelines of what they can discuss about the book with their children. Experiences with books must be scaffolded. The sequence of questions presented in the book reports is based on information regarding adult-child interaction with books and on information about narrative development. Through interactive discourse with parents, children learn how to discuss and interpret books.
2. Discuss the role that metacognitive processing plays in text comprehension. One must have metacognitive abilities to comprehend texts in order to read to learn. Students must be able to monitor their comprehension. They have to know if they are understanding what they are reading, and they should be able to take actions if they are not comprehending. Not all information necessary to comprehend texts is available in scripts and schemata. Our ability to comprehend the theme of a story requires that we be able to figure out a character’s plans and goals.
3. **Discuss the instructional framework for facilitating text comprehension that uses the acronym PAR.** Frameworks for facilitating comprehension instruction consider three phases of reading process: before reading, during reading, and after reading. The PAR is an instructional framework that facilitates text comprehension. The P stands for Preparation, the A stands for Assistance, and the R stands for Reflection. This acronym is associated with golf. When golfers achieve par for the course they have played a good game and reduced their handicap, or overcome any disadvantages to equalize their chances of winning. The goal of using the PAR framework is to reduce students’ literacy handicaps. In the Preparation phase, teachers need to consider students’ backgrounds and any aspects of the text that may be a problem. In the Assistance phase, teachers need to provide students strategies for comprehending (such as using knowledge of text structure, how to ask questions, how to make inferences). In the Reflection phase, teachers use the material that was read to extend learning and promote critical thinking. In this phase, students may compare texts on similar themes or topics, apply information learned to different situations, or integrate information from a variety of sources in creative projects.

**Define the following terms:**

1. **dynamic literacy** – involves reading across the lines, that is, reading multiple texts, comparing and contrasting their content, and integrating their ideas, as well as reading beyond the lines by acting on the content gained from texts and interrelating the content for problem-raising and problem-solving matters.
2. **text grammar** – a schema that represents a frequent organizational pattern of textual elements that is independent of specific content.
3. **metacognition** – self-appraisal, or knowledge about cognition and conscious access to one’s own cognitive operations and reflection about those of others; self-management, or regulation of cognition, which involves planning, evaluating, and regulating strategies.
4. **T-unit** – a main clause plus any subordinate clauses or nonclausal structures that are attached to it.
5. **landscape of consciousness** – the story is told from the perspectives of the various characters.

**Fill in the blanks:**

1. The relations between ________ language and ________ language are fundamental and reciprocal; reading and writing are initially dependent on ________ language and eventually extend oral language abilities. *(oral, written, oral)*
2. Good readers know that texts should make sense and that one reads to learn ________ ________, while poor readers believe reading is ________ ________ ________ or saying the words fast, fluently, and with expression. *(new information, sounding out words)*

**Multiple choice:**

1. Content ideas are usually stated explicitly in the text and include all but the following:
   a. physical states
   b. physical events
   c. internal states
   d. external events
2. The self-appraisal component of metacognition requires all but the following types of knowledge:
   a. contrastive
   b. declarative
   c. procedural
   d. conditional

3. Recognition of the plans of characters in narratives requires all but the following:
   a. knowledge that people plan
   b. perspective taking
   c. person perception
   d. role playing

4. Which of the following is NOT an aspect of knowledge that forms a person’s metacognitive awareness:
   a. existence
   b. comprehension
   c. integration
   d. cognitive monitoring

5. Adequate assessment of students’ text comprehension would include evaluation of all but the following:
   a. literate language style
   b. physical and social world knowledge
   c. ability to organize conceptual knowledge
   d. ability to monitor peer’s text comprehension