Chapter 6

Discussion

List and describe the three ways that phonemic awareness contributes to the growth of early reading skills.

1. It helps children understand the alphabetic principle.
2. It helps children notice the regular ways that letters represent sounds in words.
3. It makes it possible to generate possibilities for words in context that are only partially “sounded out.”

List five different ways words in text can be identified.

1. By identifying and blending together the individual phonemes in words
2. By noticing and blending together familiar spelling patterns (e.g., pre, in), 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

Discuss the issues in the assessment of word recognition.

Word recognition processes most impaired in children with RD are those that involve identifying words from the visual information in text. Children with issues in word recognition frequently are impaired in both ability to retrieve sight words from memory and ability to apply alphabetic strategies in reading new words. Not only is it difficult to become accurate in applying the processes, but having additional difficulty become fluent in their application. There are two general issues: authentic literacy assessment and type of diagnostic assessment. Authentic assessment looks to measure a child’s application of broad literacy skills to authentic tasks. For example, gathering information for a report or the ability to read a selection and then write a response. This kind of assessment is important and complements the type of diagnostic assessment. The diagnostic assessments are used as tools for teachers to help guide instruction.

Terms

1. **Phoneme segmentation** – tasks requiring a relatively explicit level of awareness of phonemes because they involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words.
2. **Phoneme synthesis** – sound blending task in which the tester attempts to pronounce a series of phonemes in isolation and asks the child to them together to form a word.
3. **Sound comparison** – tasks using a number of different formats that have a common requirement to make comparisons between the sounds in different words.
4. **Phonemic decoding** – ability to apply alphabetic strategies in reading new words.

5. **Orthographic processing** – refer to the way that words are recognized “by sight”.

**Multiple Choice**

1. A method that is of primary importance during early stages of learning to read
   a. **Phonemic decoding**  
   b. spelling patterns  
   c. sight words

2. As children become more experienced readers, they begin to process letters in larger chunks called
   a. **Phonemic decoding**  
   b. **spelling patterns**  
   c. sight words

3. As children repeatedly read the same word several times, it eventually becomes stored in memory as a
   a. **Phonemic decoding**  
   b. spelling patterns  
   c. **sight words**

4. The word recognition processes most impaired in children with reading disabilities are those that involve identifying words from the
   a. **Phonemic decoding**  
   b. **visual information text**  
   c. sight words

5. Common examples of this type of task require pronouncing the individual phonemes in words (‘say the sounds in *cat* one at a time’), deleting words sounds from words (‘say *card* without saying the /d/ sound’), or counting sounds (‘put one marker on the line for each sound you hear in the word *fast*’) involve:
   a. **Phonemic segmentation**  
   b. phoneme synthesis  
   c. sound comparison

**Fill in the Blank**

1. In phonemic awareness the most important problem is that these measures produce too high a number of **false positives** (children who are predicted to be poor, but turn out to be good readers).

2. The advantage of multiple assessments of **phonemic awareness** is that they can provide an indication of children’s response to the instruction they are receiving, and they can be used to identify children who are not keeping pace with expected levels of growth before the learning failure has become too severe.
Chapter 7

Discussion

List and describe the variety of functions schemata have in relation to texts.

a. A schema provides a scaffold for assimilating text information. Information provided in a slot is easily learned. An example is a love letter in a romantic movie.

b. A schema facilitates selective allocation of attention. Provides reader with the knowledge of what is important in the text and allow the reader to focus solely on the most important information.

c. A schema enables inferences. Readers must read between the lines to understand and discover the emotions and intentions of the characters.

d. A schema allows orderly searches of memory. There is no need for a reader to memorize all the details in a story.

e. A schema facilitates editing and summarizing. Due to the importance of the information a summary is needed without all the insignificant or irrelevant information.

f. A schema facilitates comprehension monitoring. Schema for text content, add to and contradict current schema knowledge.

g. A schema permits reconstruction. When information in the text cannot be remembered, schema knowledge helps with recall to provide a hypothesis for the missing information.

Discuss what Project TALES is.

Project TALES is a program designed for children who come from families that are not literate. This program encourages families to talk with their children about story books with pictures and recite these stories orally. The program facilitates narrative and literacy skills in Native American children without written languages. Potluck dinners are held after school to provide an opportunity for families to listen to a Native tell stories and a chance to share their own.

List and describe the five different, but overlapping sets of knowledge that form a person’s metacognitive awareness.

a. Existence – one must understand that thoughts within exist, but are not the same as external acts.

b. Distinct processes – a variety of mental acts including: forgetting, remembering, daydreaming, knowing, guessing.

c. Integration – although there are differences between each mental act, all the processes are related.
d. **Variables** – all mental acts are brought on or influenced by several other factors.
e. **Cognitive monitoring** – one’s ability to know their own mental status and monitor it’s processes. Even children know when they understand something or when they don’t.

**Terms**

1. **Declarative knowledge** – is knowledge of what (for example, what a journal entry or summary is)
2. **Procedural knowledge** – is knowledge of how (for example, the steps one takes to write a journal entry or summary)
3. **Conditional knowledge** – is knowledge of when and why (for example, when and why one writes a journal entry or summary)
4. **Domain** – specific knowledge of topics, concepts, or processes for a particular subject matter.
5. **General world knowledge** – understanding of social relationships, causes and activities that are common to many specific situations and domains.

**Multiple Choice**

1. Text that usually contains content that is novel to the reader; consequently, the reader cannot readily apply content schema knowledge to aid comprehension.
   a. Expository   b. narrative   c. linguistic phenomena

2. Described in terms of landscape of action and landscape of consciousness.
   a. Expository   b. narrative   c. linguistic phenomena

3. Interpretation of the landscape of consciousness aspects of narratives requires interpretation of two types of
   a. Expository   b. narrative   c. linguistic phenomena

4. In order to facilitate explicit/descriptive language use, this type of game is popular
   a. Board   b. barrier   c. card

5. Reading between the lines is called
   a. Basic literacy   b. critical literacy   c. dynamic literacy

**Fill in the Blank**

1. Reading to learn requires comprehension, and any attempt to comprehend must involve **strategic reading** and **comprehension monitoring**, which are metacognitive behaviors.

2. Evaluation of a students’ **narrative schema** crosses both knowledge of world events and situations and knowledge of the structure of stories.