CHAPTER 6
Discussion questions:
1.) Discuss the difference between phonological awareness and phonemic awareness. Awareness of the syllabic structure of words would qualify as a form of phonological awareness, because it involves awareness of part of the sound structure in words. Additionally, rhyme awareness is a beginning form of phonological awareness, because it involves an ability to analyze words at the level of the onset and rime. Phonemic awareness involves an understanding or awareness, that a single-syllable word, such as *cat*, which is experienced by the listener as a single beat of sound, actually can be subdivided into beginning, middle, and ending sounds. It also involves the idea, or understanding, that individual segments of sound at the phonemic level can be combined together to form words. Otherwise, the child would not be able to make sense out of the request to blend the sounds represented by the letters *c-a-t* together to make a word.

2.) Discuss three ways in which phonemic awareness contributes to the growth of early reading skills. 1.) 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 emergent levels of phonemic awareness, the rationale for learning individual letter sounds, and “sounding out” words is not understandable. 2.) It helps children notice the regular ways that letters represent sounds in words. 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 mixture of their written and spoken forms. Developing readers use their awareness of the phonemes in words as a mnemonic to help them remember the words’ spellings so they can eventually recognize many thousands of words “by sight.” 3.) 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 sounds. If children are able to use information about the phonemes in an unknown word that they obtain from even a partial phonemic analysis to constrain their search for words that also fit the meaning of the sentence or paragraph, they will significantly increase the accuracy of their first guesses about the identity of unknown words in text.

3.) Briefly describe the assessment of word recognition, including the five ways in which words in text can be identified. Assessment of word recognition skills is considerably more complex than assessment of phonemic awareness because readers can identify words in a number of different ways as they process text. In order to understand how children develop reading skills, it is important to understand how children learn to recognize written words.
Words in text can be identified in at least five different ways: 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 the following terms:
1.) phoneme segmentation task—procedure used to assess phonemic awareness that require a relatively explicit level of awareness of phonemes because they involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words

2.) sound comparison task—procedure used to assess phonemic awareness that use a number of different formats that have a common requirement to make comparisons between the sounds in different words

3.) orthographic unit—words that are recognized on the basis of a visual representation that has been integrated with the word’s phonemic structure and its meaning

4.) irregular words—words which contain spelling patterns that “do not follow the rules” or that do not follow the most common letter-sound patterns

5.) scaffolded interaction—instruction in which the teacher enables the student to complete a task by directing the student’s attention to a key piece of information or breaking the task up into smaller, easier-to-manage ones

Fill in the blank:
1.) A very different way to identify words in text is to guess their identity from the context in which they occur. This may include pictures on the page or the meaning of the passage.

2.) An adequate diagnostic assessment of children’s word recognition abilities should include an assessment of (1) word reading accuracy (2) phonemic decoding skill, and (3) reading fluency.

Multiple choice:
1.) A method that is of primary importance during early stages of learning to read is ____________ ____________.
   a. phonemic decoding
   b. phonological awareness
   c. phonetic deciphering
   d. transcribing words

2.) As children become more experienced readers, they begin to process letters in larger chunks called ____________ ____________.
   a. spelling categories
   b. spelling cycles
   c. spelling patterns
   d. spelling processes
3.) As children repeatedly read the same word several times, it eventually becomes stored in memory as a __________ ___________.
   a. sight word
   b. lexical variation
   c. stored word
   d. phonemic unit

4.) Instruction to build phonemic decoding skills, which are seen as essential in normal reading growth, is instructional directed toward the primary cognitive/linguistic __________ of most children with severe reading disabilities.
   a. thought
   b. ability
   c. strength
   d. weakness

5.) The most appropriate conclusion from recent instructional research with children who have phonologically based reading disabilities is that it is clearly possible to have a substantial impact on the growth of their phonemic decoding skills if the proper instructional conditions are in place. These conditions appear to involve instructions that are more _______, more _______, and more _______ than that which is usually offered in most public and private school settings.
   a. casual, relaxed, laid-back
   b. contemporary, phonological, independent
   c. explicit, intensive, supportive
   d. skilled, utilized, contextual

CHAPTER 7
Discussion questions:
1.) List and discuss the functions that schemata have in relation to texts. 1.) A schema provides a scaffold for assimilating text information. Schemata provide slots for information. For example, there is a slot for a weapon in a murder mystery and a slot for a horse in a Western. Information that fits the slots is easily learned. 2.) A schema facilitates selective allocation of attention. Having a schema enables readers to know what is important in a text and to devote attention to that which is most important. 3.) A schema enables inferences. No text is completely explicit. Readers must read between the lines. This is particularly necessary when interpreting character emotions and intentions. 4.) A schema allows orderly searches of memory. Readers need not memorize the details of a story. For example, if the story is about a camping trip in Yellowstone Park, the reader need not focus on backpacks, tents, and sleeping bags. If the character encounters a dangerous animal, the search for the animal name is reduced—it won’t be a rhinoceros or a polar bear. 5.) A schema facilitates editing and summarizing. Because schemata contain the criteria for importance, they are used to retrieve the information needed for a summary and to exclude irrelevant or insignificant information. 6.) A schema facilitates comprehension monitoring. If readers have schemas for the text content, they are more likely to recognize abnormal information in a text or attend to information that adds to or contradicts their present schema knowledge. 7.) A schema permits reconstruction. When readers cannot
remember some components of a text, they can use what schema knowledge they have, along with the specific text information they can recall, to hypothesize about the missing information.

2.) **List and describe the factors included in content ideas.** Provide examples of each 1.) **Physical states:** Statements that report ongoing states in the physical or social world (e.g., *The forest was cold; The king had three daughters*). 2.) **Physical events:** Statements that report changes in the physical and social worlds (e.g., *The tornado destroyed the town; The monster killed the villages*). 3.) **Internal states:** Statements that describe the ongoing mental and emotional states of animate beings (e.g., *The big frog was jealous of the new baby frog*). 4.) **Internal events:** Statements that refer to metacognitive or thought processes (e.g., *The big frog knew he was in trouble; The lost duck forgot how to get home*). 5.) **Goals:** Statements that refer to animate beings’ attempts to attain future states and events (e.g., *The big frog wanted to get rid of the baby frog*). 6.) **Style:** Statements that modify an action or a state (e.g., *The angry child screamed furiously; The lion crept slowly forward inch by inch*).

3.) **List and describe Wellman’s five different but overlapping sets of knowledge that form a person’s metacognitive awareness.** 1.) **Existence:** The person must know that thoughts and internal mental states exist and that they are not the same as external acts or events. 2.) **Distinct processes:** There are a variety of mental acts (e.g., remembering, forgetting, guessing, knowing, and daydreaming). 3.) **Integration:** While there are distinctions among different mental acts, all mental processes are similar and related. For example, one can’t remember or forget unless one first knew something. One can hope to remember, but think that one will not. 4.) **Variables:** Any mental performance is influenced by a number of other factors or variables. For example, how much one comprehends depends on how familiar or novel the text is, the organization of the text, and the strategies used to comprehend the text. 5.) **Cognitive monitoring:** The ability to read one’s own mental states, or monitor their ongoing cognitive processes. Even young children often know when they understand and when they do not, or when they are fantasizing, dreaming, or imagining.

Define the following terms: 1.) **reading across the lines**—involves reading multiple texts, comparing and contrasting their content, and integrating their ideas

2.) **reading beyond the lines**—involves acting on the content gained from texts and interrelating the content for problem-raising and problem-solving matters

3.) **declarative knowledge**—knowledge of what—for example, what a journal entry or summary is

4.) **procedural knowledge**—knowledge of how—for example, the steps one takes to write a journal entry or summary

5.) **conditional knowledge**—knowledge of when and why—for example, when and why one writes a journal entry or summary
Fill in the blank:
1.) Academically successful students read for meaning (to comprehend) and read to remember (to study).

2.) The ability to use cues is critical for comprehension of landscape of consciousness because a characters’ thoughts and feelings are often implied rather than explicitly stated.

Multiple choice:
1.) Which of the following metacognitive behaviors was not proposed by Brown as essential for reading comprehension?
   a. Understanding the purpose of the reading assignment
   b. Identifying the important aspects and main ideas of a message
   c. Focusing attention on trivia rather than major content
   d. Monitoring to determine if comprehension is occurring

2.) A ________ is defined as a main clause plus any subordinate clauses or nonclausal structures that are attached to it.
   a. T-unit
   b. B-unit
   c. lexical unit
   d. grammatical unit

3.) Informal reading inventories, such as the Qualitative Reading Inventory-3 and the ____________ provide a way to assess students’ ability to make inferences.
   a. Peabody Picture Vocabulary Test-4
   b. Goldman Fristoe Test of Articulation-3
   c. Rossetti Infant Toddler Language Scale
   d. Flynt-Cooter Reading Inventory for the Classroom

4.) ____________ explain the origins of aspects of nature or the characteristics of certain animals and are helpful to develop understanding of cause-effect because they make explicit links between actions and reactions.
   a. pourquoi tales
   b. tall tales
   c. fables
   d. parables

5.) Using journey tales, adults guide students to identify, label, and __________ the self-regulatory behaviors and strategies in the story such as persistence, resilience, and self-reliance.
   a. analyze
   b. categorize
   c. explore
   d. separate