1. Discuss 3 ways that phonemic awareness contributes to the growth of early reading skills. Phonemic awareness aids in the growth of a child’s early reading skills by helping them understand the alphabetic principle, helping them notice the regular ways that letters represent sounds in words, & it makes it possible to instigate possibilities for words in context that are only partially sounded out. Understanding the alphabetic layout requires children to attain awareness that words have sound segments that are represented by the letters in print. Without this level of emergence “sounding out” words in not understandable. Children that encompass an ability to use their awareness of the phonemes in words as a mnemonic to aid in remembering the words’ spellings will have an upper hand in recognizing many many words by sight. Also when children are able to use information pertaining to phonemes in an unknown word there will be a significant increase in their accuracy of their first guesses about the identity of the unknown word in text. It is vital for young readers to become accurate readers at the earliest opportunity due to the fact that words must be enunciated accurately several times before they can become part of a child’s sight vocabulary.

2. Why is it important to assess phonemic awareness & what is the advantage of multiple assessments? Assessing phonemic awareness identifies children at risk for reading failure before reading instruction actually begins. It is also used to monitor children’s progress in acquiring critical reading skills & helps describe the level of phonological impairment in children being diagnosed with reading disabilities. Multiple assessments of phonemic awareness can provide an indication of children’s response to the instruction they are receiving, & be used to ID children who are not keeping pace with expected levels of growth before the learning failure has become severe.

3. How can phonemic awareness instruction be maximized to influence training on subsequent growth in reading? Starting phonemic awareness training early on is an important key. Research indicates that training program appears strongest in preschool & kindergarten before children have begun to read. A second way to maximize instruction is to focus on a limited set of skills & teach them with great detail & systematically. Then the use of the before mentioned in an integrated pattern of sound-letter correspondence to directly link newly learned areas to reading & spelling.

4. Define orthographic processing – it is used to refer to the way that words are recognized “by sight”.

5. Give a definition of phonemic awareness – it involves 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.

6. What is Phoneme segmentation? It is a task used to assess phonemic awareness that requires a relatively high level of awareness of phonemes due to the fact that the participant must be able to count, pronounce, delete, add, or reverse individual phonemes in words.

7. Define phoneme synthesis – known as a sound blending task method of assessing phonemic awareness in which the tester attempts to pronounce a series of phonemes in isolation & asks the child to blend them together to form a word.

8. Define the thought of continuous sounds - the process of stringing, stretching and even singing a group of sounds together without distorting their sounds may be initially taught to children with phonemic difficulties.

9. Rhyme awareness a beginning form of phonological awareness that involves an ability to analyze words at the level of onset & rime.

10. Sound comparison tasks activities that require children to categorize words on the basis of similarities in their beginning, middle, or ending sounds.
11. The ultimate goal of reading instruction is to
   a. Help children acquire the skills required to comprehend the meaning of text
   b. attain the critical goal of the acquisition of effective word level reading skill
   c. progress unnoticed throughout the academic process
   d. A & B
   e. A, B, & C

12. A multi-level model of instruction & assessment includes
   a. Implementing explicit & systematic instruction to accelerate most children’s learning
   b. Instruction that is more intense
   c. Instruction that is more focused & more expertly taught
   d. C only
   e. A, B, & C

13. Children with reading disabilities will likely need additional emotional support from the teacher in the form of
   a. Hugs
   b. Encouragement
   c. Positive feedback
   d. Enthusiasm
   e. B, C, & D

14. Some instructional activities useful for teaching word-reading skills
   a. Letter-sound correspondence
   b. Memory
   c. Decoding & advanced decoding
   d. Rhyme scheme
   e. A & C only

15. What are some other names associated with sight words
   a. High frequency words
   b. Irregular words
   c. Orthographic process
   d. C only
   e. A, B & C

Chapter 7 – Assessing & Remediating Text Comprehension Problems

16. Discuss what reading between the lines implies – also known as critical literacy, reading between the lines is an ability to move beyond literal meanings, to interpret texts & to use writing not simply to record but to interpret, analyze, synthesize & explain.

17. Discuss the functions that schemata plays in relation to texts. A schema provides a scaffold for assimilating text information (slots for information), it facilitates selective allocation of attention (having a schema enables readers to know what is important in a text & where to devote appropriate attention), it enables inferences, allows orderly searches of memory, facilitates editing & summarizing (because of allocation of attention, we use schema to retrieve information needed for a summary & to exclude irrelevant data), it also facilitates comprehension monitoring, & permits reconstruction (in instances where certain components of a text cannot be retrieves we use what schema knowledge we own along with specific text information to hypothesize about the missing notes.

18. How do metacognitive abilities affect reading? Metacognitive abilities are essential for comprehending texts in order to read to learn. By tapping into a students’ self appraisal or knowledge about thought processes & consciousness of thought operation & the reflections about those of others give light to their awareness as well as their strategic behaviors. Students must be able to monitor their comprehension and encompass the ability to plan & evaluate their skills in order to exhibit spontaneous behaviors for the goals of reading. Many students with reading disabilities have deficits in metacognitive abilities & lacking these skills will likely lead to unrecognizable planning in the parts of characters in texts, nor will they attempt to use strategies to interpret text & to monitor their own comprehension of the text.

19. What is meant by metacognitive processes – this is a self regulatory ability of students to design & monitor their own reading comprehension processes.
20. Define schemata – a hierarchically organized set of facts or information describing generalized knowledge about a text, an event, a scene, an object, or classes of objects. A person’s schema knowledge equips them with the ability to behave appropriately in familiar situations. With these tools information can be applied to discourse both oral & written, it enables them to make inferences necessary to comprehend text, reading between the lines.

21. Define narrative texts – these are used to describe causal event chains & story grammar. They are read faster, are more absorbing & are easier to comprehend & recall. It is noted as using the top-down comprehension process.

22. Define expository texts – expository texts are generally known for its text functions/organization such as description, procedural, comparison/contrast, problem/solution, & argumentation. It is content that is novel to the reader. It deals with passage content at the level of individual facts & is a bottom-up comprehension process.

23. Define physical cause-effect relationships – these relationships obey the laws of the physical world for example heavy rains cause floods.

24. Dynamic literacy often referred to as reading across the lines, the ability to read multiple texts, comparing & contrasting their content & integrating the ideas, as well as making inferences by acting on the content absorbed from the texts & interrelating the content for problem-raising & problem solving matters.

25. Trickery tales also known as tales of deceit, they involve a disjunction between action & intention.

26. How much an individual comprehends depends on
   a. Their familiarity to the text
   b. How novel it is
   c. The organization of the text
   d. The strategies used to comprehend the text
   e. All of the above

27. The process of talking about one’s own planning behavior includes
   a. Thinking about the future
   b. Knowing when to plan
   c. Knowing how to plan
   d. Knowing why one must plan
   e. All of the above

28. The ability to choose learning activities that will work best for the individual student to enable them comprehension of the material at a level necessary for successful task completion requires an understanding of
   a. One’s own knowledge,
   b. One’s own abilities
   c. One’s own interests
   d. The critical nature of the reading task
   e. All of the above

29. The abbreviation TAP stands for
   a. Talk aloud passage
   b. Think along passage
   c. Tell a passage
   d. Topics and preferences
   e. Talking about perspectives

30. Words are learned in context however learning words from written context is not as easy due to the fact that written contexts lack
   a. Intonation
   b. Proper enunciation
   c. Body language
   d. A shared physical environment
   e. A, C & D only