Chapter 6

Define

1. **Phonemic segmentation**- Tasks which require a relatively explicit level of awareness of phonemes because they involve counting, pronouncing, deleting, adding, or reversing the individual phonemes in words. (Example: “Say card without saying the /d/ sound.”)

2. **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. (Example: “What word do these sounds make: /f/ /a/ /t/?”)

3. **Sound comparison**- Tasks use a number of different formats that have a common requirement to make comparisons between the sounds of different words.

4. **Orthographic processing**- Refers to the way that words are recognized by sight. (sight words) The way that a word is represented visually.

5. Fill in the Blank

6. The ability to phonemically decode words is not an end in itself because phonemic decoding is too slow and effortful to support fluent reading and good comprehension.

7. A method of primary importance during early stages of learning to read is **phonemic decoding**. To use this method, readers must know the sounds that are usually represented by letters in words; then they must blend together the individual sounds that are identified in each word.

Multiple-Choice

8. Which of the following is not one of the three ways that phonemic awareness contributes to the growth of early reading skills?

   a. It helps children learn their alphabet.
   b. It helps children understand the alphabetic principle.
   c. It helps children notice the regular ways that letters represent sounds in words.
   d. It makes it possible to generate possibilities for words in context that are only partially sounded out.
9. Over twenty different tasks have been used by researchers to measure awareness of phonemes in words. These have been grouped into three broad categories. Which of the following is not a category?

- a. phoneme segmentation
- b. phoneme synthesis
- c. sound comparison
- **d. orthographic representation**

10. When reviewing the effectiveness of teaching/training phonemic awareness, research has always shown a very small portion of children for whom the training was ineffective. These small percentages of children are referred to as “nonresponders” or “treatment resistors”. Non responders all were characterized by having all of the following traits except which one?

- a. slow letter naming
- **b. visual deficits**
- c. poor invented spelling
- d. low verbal ability

11. Which of the following is an instructional condition that has proved to have substantial impact when working with children who have phonologically based reading disabilities?

- a. less explicit
- b. less intensive
- **c. more explicit**
- d. more self-regulated

12. Which of the following is not a way to maximize the effectiveness of instruction in phonemic awareness?

- a. start early
- b. focus on limited sets of skills (which should be taught explicitly and systematically)
- c. use methods that integrate instruction in sound-letter correspondences
- **d. progress from written to oral language activities**

Discussion

13. There are many activities that a teacher or therapist already engage in that can be used to stimulate phonemic awareness. Discuss some of these.

   Spelling and writing activities can be used to stimulate phonemic awareness, as can teacher led reading activities. These activities should involve direct instruction in sound-letter correspondences or blending skills or draw attention to similarities between the way words are spelled and the way they sound. Any of these can be used to improve children’s awareness of the phonemic structure of words. Rhyming songs and books are important in preschool. Once the child can
understand the concepts of rhymes, comparisons concerning initial, medial, and final sounds in words can be targeted in activities. Tasks targeting the manipulation, segmentation, and blending of individual phonemes would come next.

14. What are three factors that should be assessed, concerning a child’s word recognition abilities, during a word reading ability assessment?

   **Word reading accuracy, both in and out of context should be assessed.** Phonemic decoding skills should also be included in the assessment. Finally reading fluency should also be included. It is also important to note behavior during oral readings. This allows the examiner to see how the child integrates all sources of information about words in text.

15. In order to understand how children develop reading skills, it is important to understand how children learn to recognize written words accurately and automatically. Words in text can be identified in at least five different ways. List these five different ways:

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.

**Chapter 7**

**Fill in the Blank**

1. Young children use their oral language skills to learn to read, while older children use their reading ability to further their language learning, also known as **reading to learn**.
2. Compared to expository prose, narratives are read **faster**, are more absorbing, and are easier to **comprehend** and **recall**.

**Define**

**Metacognitive processes**- The self regulatory ability of students to design and monitor their own reading comprehension processes.

**Critical literacy**- Being able to move beyond literal meanings, to interpret texts, and to use writing not simply to record, but to interpret, analyze, synthesize, and explain. (Reading between the lines)
**Dynamic literacy** - Reading multiple texts, comparing and contrasting their content, and integrating their ideas, (Reading across the lines). It also includes acting on the content gained from texts and interrelating the content for problem raising and problem solving matters. (Reading beyond the lines)

**Multiple Choice**

Procedural knowledge is acknowledged as which of the following?

a. *how*

b. *when*

c. *why*

d. *what*

Conditional knowledge is acknowledged as which of the following?

a. *when and why*

b. *how*

c. *who*

d. *what*

What unit is defined as a main clause plus any subordinate clauses or non clausal structures that are attached to it?

a. *T-unit*

b. *P-unit*

c. *J-unit*

d. *k-unit*

Wellman list five different but overlapping sets of knowledge that form a person’s metacognitive awareness. This include existence, distinct processing, integration, variables, and which of the following?

a. *cognitive monitoring*

b. *remembering*

c. *strategic planning*

d. *phonemic awareness*

**Discussion**

**Discuss some of the major differences between good and poor readers, as discussed on page 158.**

Good readers know that texts should make sense and that one reads to learn new information, while poor readers think reading is sounding out words or saying the words fast, fluently, and with expression. To be an effective reader, one must have some awareness and control of cognitive strategies used while reading. Poor readers exhibit less awareness and use of these strategies.
Discuss how schemata have a variety of functions in relation to texts.
A schema provides scaffolding for assimilating text information. It facilitates selective allocation of attention (being able to determine which info is important and which is not). A schema enables references. A schema allows orderly searches of memory. A schema facilitates editing and summarizing. A schema facilitates comprehension monitoring. A schema permits reconstruction (hypothesizing about the missing information.)

Discuss the differences between Narrative and Expository Texts.
Narratives: Its purpose was to entertain. It has familiar schema content and consistent text structure. It focuses on character motivations and it takes understanding points of view from different characters. Pragmatic inferences can be used. Each text can stand alone. Comprehension is generally assessed informally in discussion. Top down processing can be used.

Expository: Its purpose to inform. It has an unfamiliar schema content and variable text structures, because different genres have different structures. It focuses on factual information and abstract ideas. It is expected to take the perspective of the writer of the test. Logical –deductive inferences must be made based on info in the text. Comprehension is often assessed in formal, structured tests.