

Teaching Reading EDUC 416 BL2 F13

Final

Print Awareness/Concepts about Print, Letter Recognition, and the Alphabetic Principle

List below two characteristics of print awareness.

1)

2)

3) Who is the creator of a commonly used assessment for concepts of print?

Give two questions that could be asked when informally assessing print awareness.

4)

5)

6) Give one activity that would help to teach a child concepts about print.

Phonics and Word Identification Part 1: Terminology and Concepts

7) Define word identification.

What are four word identification strategies used by children to identify words?

8)

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11)

12) What is the goal of phonics instruction?

13) Define the alphabetic principle.

14) Define automaticity.

15 and 16) Explain the following: Phonics instruction should be **systematic** and **explicit**.

Matching: Match each of the following phonics terms to its definition.

a. Consonants

b. Consonant Digraphs

c. Consonant Blends

d. Vowels

e. Long Vowel

f. Short Vowels

g. Vowel Digraphs

h. Vowel Diphthongs

i. Consonant-Influenced Vowels

17) Glided sounds that consist of a blend of two separate vowel sounds.

18) Two-consonants combinations that make one new sound.

19) Speech sounds that occur when the airflow is obstructed in some way by your mouth, teeth, or lips

20) Vowels that are neither long nor short, but are controlled by the –l or –r sound that follow

21) Two or three consonants said together, with each consonant making its original sound

22) Two-vowel combinations that make a single sound. The first vowel is usually long; the second vowel is silent.

23) Sounds made when the air leaving your lungs is vibrated in the voice box & there is clear passage from the voice box to your mouth.

24) Speech sound similar to the letter name of the vowel

25) Speech sounds also represented by vowel letters and found in words such as *pat, bed, pit, hot, hug*

Give one example of the following common word patterns

26) VC

27) CVC

28) VCC

29) CVCC

30) CCVC

31) CVVC

32) CVCe

33) Define irregular word.

Please list in order the stages of spelling development.

34)

35)

36)

37)

38)

39) Please explain in 1-2 sentences why phonics instruction should be integrated with writing.

Phonics and Word Recognition Part 2

40) Choose **one** of the following direct and explicit approaches for teaching phonics and explain the process:

- Whole-to-Part
- Part-to-Whole

41) Which stage of systematic, explicit phonics instruction has these characteristics? _____

- CVCC, CCVS, and CVVC words, regular letter combinations
- Regular CVCe words
- Words with less common elements such as consonant digraphs
- Continued use of decodable texts
- Words formed by adding a common inflected ending
- Use of phonics knowledge to spell more complex orthographic patterns

42) Which stage of systematic, explicit phonics instruction has these characteristics? _____

- Sounding out and blending regular VC and CVC words
- instruction on some high-frequency sight words with irregular spellings (*the, to, is, you, was, are, have*)
- Use of decodable text
- Spelling with VC and CVC words

What four types of words should be taught as sight words?

43)

44)

45)

46)

47) What words are included on Fry's instant word list?

Matching: Match each of the following terms with its definition.

- | | |
|------------------------|--------------------------|
| a. decodable text | g. bound morphemes |
| b. structural analysis | h. base word |
| c. syllabic analysis | i. root word |
| d. morpheme | j. syllable |
| e. prefixes | k. inflectional suffixes |
| f. suffixes | l. derivational suffixes |

48) a word to which affixes are added; can stand alone.

49) stories written with single syllable, regular words and a few high-frequency words to reinforce phonics and sight words just taught

50) the most elemental unit of meaning in a language

51) suffixes that create a new word that has a new meaning and is usually a different part of speech, but the new meaning is related to the old meaning

52) pronounced with a single, uninterrupted sounding of the voice; must contain a vowel sound

53) morphemes that appear before a root or base word

54) suffixes that do not change a word's part of speech or its basic meaning, e.g., *-ing* and *-s*

55) process of recognizing words by analyzing prefixes, suffixes, and base (root) words

56) morphemes that appear at the end of a root or base word

57) a group of letters that carries meaning, such as *ject*, *spect*, *vid*, *rupt*, and *port*

58) process of decoding a multisyllabic words by examining the word's syllables

59) prefixes and suffixes that cannot occur alone; must be attached to a root word

Matching: Match the syllable types to their definitions:

- a. Closed syllable
- b. Open syllable
- c. Vowel-Consonant-e syllable
- d. Vowel-r syllable
- e. Vowel Team syllable
- f. Consonant-le syllable

60) includes vowel sounds spelled with more than one letter

61) includes a vowel or vowels immediately followed by the letter "r" in the same syllable

62) ends in a consonant sound or sounds

63) includes a vowel immediately followed by one consonant and the silent "e" (VCe); the vowel sound is long

64) ends with a consonant immediately followed by "le"

65) ends in a long vowel sound spelled with a single vowel letter

66) Systematic and explicit phonics instruction is most effective when it begins in what grade?

Fluency

What are the 3 indicators of fluency?

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68)

69)

Please list in order the three components of effective fluency lessons.

70)

71)

72)

73) What has research identified as the key strategy for teaching fluency?

74) At what level should students practice orally rereading text?

75) What is the accuracy rate for this level?

76) How many re-readings are sufficient for most students?

77) Choose one of the strategies below for practicing orally rereading text and explain it.

- Student-adult reading
- Choral reading
- Tape-assisted reading
- Partner reading
- Readers' theatre

78) How can accuracy and rate be assessed?

79) Choose one of the following and give one example strategy.

- specific strategies for building accuracy
- specific strategies for building reading rate
- specific strategies for building prosody

Vocabulary

What are the four types of vocabulary that each person possesses?

80)

81)

82)

83)

84) In 1-2 sentences, explain the relationship between vocabulary and reading comprehension.

85) Give one common but ineffective technique for teaching vocabulary.

What are the three guidelines for specific word instruction?

86)

87)

88)

89) Define academic language.

Define the three tiers of words.

90) Tier One

91) Tier Two

92) Tier Three

93) Why is it important to teach Tier Two words?

What are the three main word learning instruction strategies?

94)

95)

96)

Comprehension

97) Choose one of the following and explain one way it could be taught.

- Monitoring comprehension
- Using graphic and semantic organizers
- Answering questions
- Generating questions
- Recognizing story structure
- Summarizing

What are the three levels of comprehension?

98)

99)

100)