

EDUC 416
Mid-Term Exam
Block 2 Fall 2013

Vocabulary Matching I

a. orthographic knowledge	h. semantic system	n. scaffolding	u. onset
b. graphemes	i. fluency	o. invented spelling	v. phonemic awareness
c. metacognition	j. vocabulary	p. top-down model	w. rime
d. phonemes	k. Response to Intervention (RTI)	q. phonological awareness	x. consonant
e. syntactic system	l. scribbling	r. emergent literacy	y. vowel
f. explicit instruction	m. comprehension	s. graphophonemic system	z. environmental print
g. phonics		t. bottom-up model	

- 1) The individual sounds of language
- 2) The reading model that assumes that the act of reading is triggered by graphophonemic information such as letters, syllables, and words in order to construct meaning from print
- 3) Knowledge of likely spelling patterns
- 4) Print that surrounds children in their everyday lives
- 5) A type of reading model that assumes that construction of textual meaning is triggered by the reader's prior knowledge and experience
- 6) Understanding what you read
- 7) The system which provides cues from prior knowledge and experience
- 8) The system which provides cues regarding the meaningful arrangement of words into sentences
- 9) The system which provides cues regarding the fact that the symbols on the page represent sound
- 10) The letters of written language
- 11) Sounds made when the air leaving your lungs is vibrated in the voice box and there is clear passage from the voice box through your mouth
- 12) A multi-tiered, layered instructional approach that prevents problems first and then brings increasingly intense interventions to students who don't respond
- 13) The ability to read a text accurately and quickly
- 14) Speech sounds that occur when the airflow is obstructed in some way by your mouth, teeth or lips
- 15) Instructional practice in which the teacher models strategies step by step and provides guided practice followed by independent practice and application
- 16) Gradual, ongoing process of learning to understand and use language that begins at birth and continues through the early childhood years
- 17) In a syllable, the initial consonant sound or blend
- 18) Direct, teacher-centered instruction
- 19) The ability to notice, think about, and work with the individual sounds in spoken words
- 20) Children's written words before they learn rules of spelling; signifies major leap in writing
- 21) A broad term which means working with the sounds of language at the word, syllable, and phoneme levels; include phonemic awareness
- 22) The relationship between the letters of written language and the individual sounds of spoken language
- 23) In a syllable, the vowel sound and any consonant sounds that follow it
- 24) One of the primary sources of written expression for the very young
- 25) The words we must know to communicate effectively
- 26) Awareness of one's own cognitive processes



Vocabulary Matching II

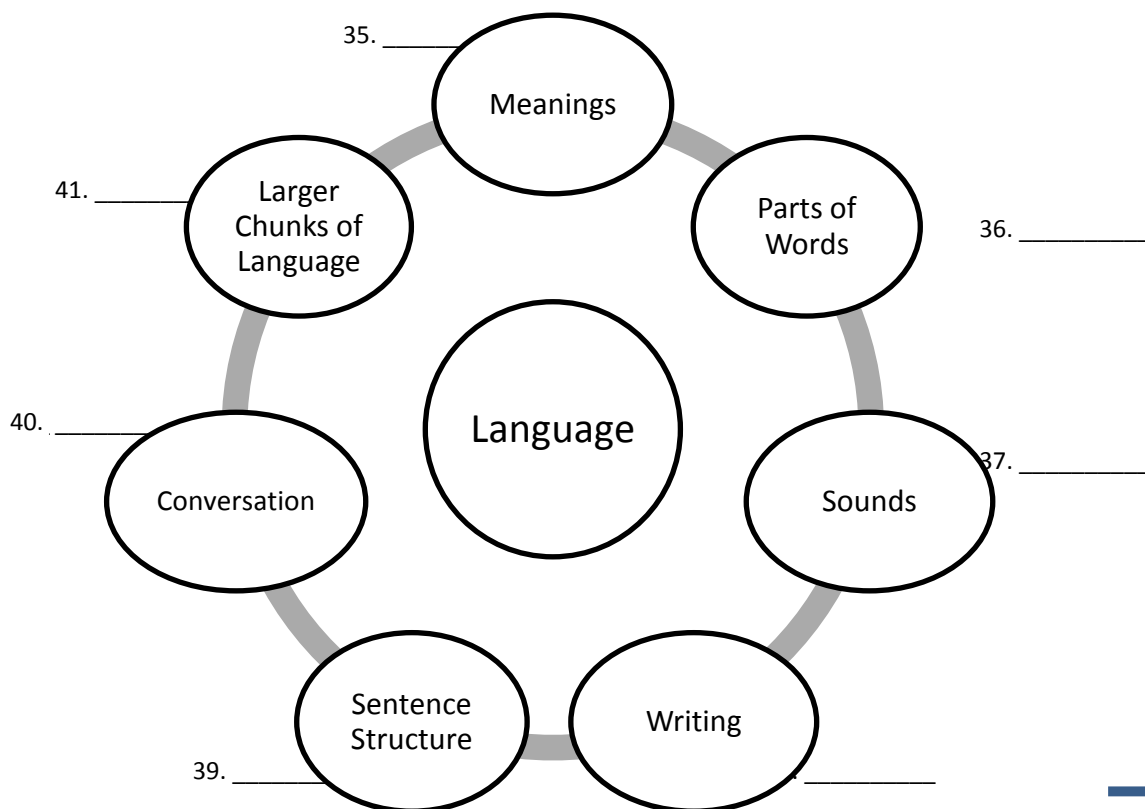
- | | |
|----------------------------|-------------------------|
| a. phoneme isolation | e. phoneme deletion |
| b. phoneme identification | f. phoneme addition |
| c. phonemic categorization | g. phoneme segmentation |
| d. phoneme substitution | h. phoneme blending |

- 27) Phonemic awareness task which involves recognizing the word that remains when a phoneme is removed from another word
- 28) Phonemic awareness task which involves recognizing the word in a set that has the "odd" sound
- 29) Phonemic awareness task which involves recognizing the same sounds in different words
- 30) Phonemic awareness task which involves breaking a word into separate sounds, saying each sound as it is tapped out or counted
- 31) Phonemic awareness task which involves making a new word by adding a phoneme to an existing word
- 32) Phonemic awareness task which involves listening to a sequence of separately spoken phonemes and then combining the phonemes to form a word
- 33) Phonemic awareness task which involves substituting one phoneme for another to make a new word
- 34) Phonemic awareness task which involves recognizing individual sounds in a word

Match each of these language parts terms to the correct description in the graphic.

syntax
semantics
phonology
morphology

orthography
pragmatics
discourse



Please answer each of the following in a one-paragraph response. Please be sure that your paragraphs are at least 3- 5 sentences long.

42 - 48) Explain how the language arts are all about communication. Include a list of the six language arts in your discussion.

49) Explain the differences between the top-down and bottom-up models of reading.

50) Select one of the following early literacy developmentally appropriate practices and explain it: creating literate learning environment, designing literacy-related play centers, exploring print through language experiences, or shared reading to children.

Please answer the following by supplying the answers to fill in the blanks.

What are the three parts of the scaffolding process?

51) _____

52) _____

53) _____



What are the five components of reading?

54) _____

55) _____

56) _____

57) _____

58) _____

What are the three shifts in English/Language Arts required by the Common Core State Standards (CCSS)?

59) _____

60) _____

61) _____

62) Choose one of the above shifts and provide a 1 - 2 sentence explanation as to why the shift is needed.

63) Under CCSS, what is the percentage balance between fiction (literature) and nonfiction (informational text) for grade K - 5?

64 - 69) List the three remaining strands of the CCSS ELA standards (Reading is given for you) and include the three domains of the Reading strand (one domain only pertains to K-5).

Strands: Reading

Domains: _____

Strand: _____

Strand: _____

Strand: _____

70) Explain the specific standard described by the following:



RF.1.1 _____

Please answer the following by supplying short answers.

Response to Intervention (RTI)

71) How many tiers are typically part of RTI?

72) Which one is whole group and aligned with CCSS)

73) What role does assessment play in RTI?

74) Why would a student receive Tier III interventions?

75) What is a possible need if Tier II and III interventions fail?

Beginning Readers: Phonemic Awareness

76) Explain why no print is used in phonemic awareness assessment.

77 - 78) Which two phonemic awareness tasks are proven by research to be most likely to produce greatest results?

79 -80) For what two grades is phonemic awareness an important teaching goal?

81) Approximately how many phonemes are found in the English language?

82) How many different spellings are there for these phonemes?

83) What phonemic awareness task is assessed by the Yopp-Singer Assessment?



- 84) An example of phonemic awareness is
- a. a child writing his own name
 - b. a child categorizing pictures that begin with the same sound
 - c. a child retelling a story
 - d. a child re-reading a story to help foster his/her fluency
- 85) Which of the following is an example of phoneme segmentation?
- a. a child telling his teacher that the first sound in *run* is /r/
 - b. a child sounding out a new word he/she encounters in reading
 - c. a child telling his teacher there are three sounds in *map*, /m/ /a/ /p/
 - d. a child telling his teacher that the last sound in *cup* is /p/
- 86) Which child displays knowledge of phonemic awareness?
- a. Adam, who writes his name in cursive
 - b. Ashley, who combines separate sounds to form a word
 - c. Abigail, who knows letter names
 - d. Aaron, who sees a Burger King sign and says, "Burger"

87) Give and explain one example of an activity that could be used to teach either phoneme blending or segmentation.

88 - 92) Please place each of the following terms in the correct place on the continuum of phases of children's development in early reading and writing.

