The smallest part of sound in a spoken word

1. Phonic
2. Phoneme
3. Semantic
4. Syntax

Phonemic awareness is related to spelling ability.)

Phonemic awareness is a relationship between the letters that represent the sounds in written language.

For phonics is t help children they need phonemic awareness.

Phonological awareness includes identifying and manipulating larger parts of spoken language.

“The rat is fat” is an example of

1. Narrow phonological awareness
2. Broad phonological awareness
3. Onset rhyme

Susie claps her hands three times as she says butterfly. She is exhibiting

1. Awareness of syllables
2. Vowels in spoken words
3. A kinesthetic relationship

\_\_\_\_\_\_\_\_ are the letters and spellings that represent sounds in written language (graphemes)

A word part with a vowel letter or sound is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The initial consonant sound of a syllable is

The part of a syllable containing a vowel and the letters that follow it is the\_\_\_\_\_\_\_\_\_\_\_\_

The \_\_\_\_\_\_\_\_\_\_\_\_ of cat is –at and of fish is –ish

Juan is asked “What is the first sound in “park”? Juan answers “/p/. Juan is showing that he recognizes

1. Phoneme segmentation
2. Phoneme categorization
3. Phoneme identity
4. Phoneme isolation

Tommy sounds out bat “/b/ /a/ /t/” and displays ability to break a word into separate sounds. This is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phonemic awareness can be introduced in the primary grades but it cannot be taught and learned.

Ms. Smith plays a game with her kinders. “If you add “s” to and you get….. She is sharpening her students’ ability in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mr. Randall holds up a flash card and asks his small group of first graders “Change the “h” in hat to a “c” and get …. “Cat” the kids chorus back to him. This is a an example of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When children work with phonemes in words, they are \_\_\_\_\_\_\_\_\_\_\_\_\_ the phonemes.

Phonemic awareness instruction can be effective with students who are in:

1. Preschool
2. Kindergarten
3. First
4. All of the above

The phonemic instruction portion of the classroom curriculum should consist of no more than 20 hours per semester

The phonemic awareness program for teaching reading is not a complete reading program

Phonemic awareness instruction is most effective when instruction is composed of several types of phonemic manipulation.

The goal of phonics is to assist students in learning to use the alphabetic principle.

Systematic instruction of phonics involves direct teaching of letter-sound relationships

Students need hands on practice with materials to internalize phonic instruction

Converting letters or letter combinations into sounds, blending the sounds into word is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phonics.

Using parts of word families to recognize words families of unfamiliar words is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phonics.

When children are explicitly taught letter-sound relationships while reading text they are practicing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phonics.

Successful systematic phonics instruction does not result in the ability to decode words.

Low SES students benefit as much from systematic phonics as do middle class students.

Primary students who are considered “at-risk” are prime candidates for systematic and explicit phonics instruction.

An overall plan of instruction that includes a careful selection of letter-sound relationships organized on a logical sequence is known as

A. Systematic

B. Explicit

Two necessary characteristics that good readers employ while reading are

1. They have a purpose

B. They have a learning timeline

1. They are active learners
2. They do not take risks

Comprehension strategies are based in prior knowledge and readers use them to make sense of reading.

Choose all that apply: Students who self-monitor are:

1. aware of what they understand
2. aware of what they do not understand
3. know how to use “fix-up” strategies
4. using metacognitive strategies

Maps, webs, graphs, charts, frames or clusters that illustrate concepts and interrelationships among concepts are examples of \_\_\_\_\_\_\_\_\_\_\_\_\_ organizers

Jason draws a spider web and places the word “tiger” in the middle circle. Branching out form the concept of the word “tiger,” he draws a line that connects to the middle circle and then he draws another circle and writes the word “stripes”. He continues to add to the web adding seven circles that help him build meaning of the word and concept of “tiger” before the teacher calls for the papers. Jason has completed a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ map.

Graphic organizers help students build understanding in content area subjects as they read informational text but they are not effective with narrative text. Choose all that apply: Teacher questions serve to:

1. focus student attention as they guide them through reading
2. Set a purpose for reading
3. Help students review and make connections
4. Encourage active learning

By generating their own questions, students become active readers and can monitor their personal comprehension.

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Kristy reads a passage in her social studies text, and then reaches for her subject journal where she writes a summary. By completing this assignment, her teacher is attempting to have her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ information.

1. Generalize
2. Categorize
3. Synthesize
4. Report

Effective comprehension strategy instruction is based in

Explicit instruction

1. Direct instruction
2. Phonics instruction

Cooperative (or collaborative) learning has not been effective as a method to teach comprehension strategies in the content areas

To be most effective readers need to know how to use comprehension strategies in combination and flexibly

In \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ teaching the teacher and students work as a team to learn comprehension strategies.

Which four strategies comprise the recommended set of comprehension strategies needed in literature and informational text?

* Questioning the text
* Sounding out words
* Prediction
* Summarization
* Outlining
* Clarification of words and sentences
* Alphabetic principle

Comprehension strategies should begin in the early primary grades rather than waiting until the students have mastered the basics of reading.

Activating prior knowledge is an effective method of building understanding.

Previewing a text, questioning what text structure the author used, and asking students to share what they know about the topic are ways to

1. Solicit test questions
2. Activate prior knowledge
3. Prepare for an exam
4. Reteach the content

Ms. Smith reads a poem about snow to her students. As she reads the poem, she asks her student to make a picture in their heads of what the author is describing. She is having the students employ

1. Kinesthetic response
2. Summarization
3. Mental imagery
4. Graphic synthesis