

Foundations Test Prep

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Sections on the Test

Understand phonological and phonemic awareness.

Understand concepts of print and the alphabetic principle.

Understand the role of phonics in promoting reading development.

Understand word analysis skills and strategies.

Understand vocabulary development.

Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.

Understand how to apply reading comprehension skills and strategies to informational/expository texts.

Please complete the practice test

[Answer Sheet](#)

Understand phonological and phonemic awareness.

phonological awareness

the ability to identify and manipulate phonemes, onsets and rimes, and syllables

Understand phonological and phonemic awareness.

phonemic awareness

-ability to hear, identify and manipulate individual sounds in spoken words

-children learn this before they read print

-hear and say rhyming patterns in words

-recognize when words begin with same sound

-segment words into their component sounds called phonemes

-blend these parts, or phonemes into words

Understand phonological and phonemic awareness.

difference between phonemic awareness and phonics skills

-phonemic awareness relates to the spoken manipulation of words, while phonics relates to the written manipulation of words

Understand phonological and phonemic awareness.

levels of phonemic awareness skills

1. appreciation of sounds (nursery rhymes)

2.Awareness of Syllables (age 4-5)

Realizes that words are made up of syllables. For example, "Can you clap and count the syllables or the word parts in rainbow?"

Awareness of Onsets and Rimes-Sound Substitution (age 6)

Is aware of onsets and rimes in words. For example, "What rhymes with /at/ and begins with /f/?"

Sound Isolation - Awareness of Beginning, Middle and Ending Sounds (age 6)

Identifies beginning, middle, and ending sounds in words. For example, "What is the beginning sound in neck?" "What is the ending sound in jog?" "What sound do you hear in the middle of kitten?"

3. ability to blend and split syllables

4. phonemic segmentation or the ability to isolate individual sounds in syllables

5. ability to manipulate phonemes by omitting and deleting phonemes to make new words

Good Luck!

Yay foundations!! =)

100% Pass rate!!!

Understand phonological and phonemic awareness.

levels of phonological awareness skills

- word level: recognize how many words are in a sentence
- syllable level: segment and blend words of at least three syllables
- rhyme level: understand concept of rhyming, recognize & generate rhyming words
- sound level: isolate the beginning or ending sounds in words, segment and blend sounds in a word with three sounds, change a sound in a word to make a new word in familiar games and songs

Understand phonological and phonemic awareness.

strategies (e.g., explicit, implicit) to promote phonological and phonemic awareness

explicit phonemic strategies:

- identifying sounds in words
- categorizing sounds in words
- substituting sounds to make new words
- blending sounds to form words
- segmenting a word into sounds

explicit phonological strategies:

- phoneme deletion
- Word to word matching
- Blending
- phoneme segmentation
- phoneme counting and rhyming

Understand phonological and phonemic awareness.

role of phonological processing in the reading development of individual students

phonological and phonemic awareness Glossary

rhyiming

segmenting

blending

deleting

substituting

phonological awareness

phonemic awareness

phonological and phonemic awareness additional reading

<http://www.readingrockets.org/teaching/reading101/phonemic/>

[Phonemic Teaching Strategies](#)

Question 1

1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?

- A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
- B. a student who listens to the words sing, ring, fling, and hang and can identify that hang is different
- C. a student who, after hearing the word hat, can orally identify that it ends with the sound /t/
- D. a student who listens to the word Massachusetts and can determine that it contains four syllables

Correct Response: C. Phonemic awareness is the recognition that spoken words are made up of phonemes—the discrete speech sounds of a language. Identifying the final sound (or phoneme) in a word (C) demonstrates phonemic awareness. A, B, and D are incorrect because the skills described (identifying the sound corresponding to a letter, recognizing rhyming words, and counting syllables in a word, respectively) can be performed without the ability to distinguish separate phonemes in a spoken word.

Question 2

2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:
- A. count the number of words the child hears in a sentence as the teacher says the sentence.
 - B. say the word cat, then say the first sound the child hears in the word.
 - C. point to the correct letter on an alphabet chart as the teacher names specific letters.
 - D. listen to the teacher say boat and coat, then identify whether the two words rhyme.

Correct Response: B. Phonemic awareness, a type of phonological awareness, is the recognition that spoken words are made up of phonemes, the discrete speech sounds of a language. Segmenting the first sound in a spoken word is one of the first phonemic awareness skills to develop and therefore B is an effective informal procedure for assessing phonemic awareness in the beginning stages. A, C, and D are incorrect because performing the tasks described (counting words, recognizing letters and letter names, recognizing rhyming words) does not require phonemic awareness.

Question 3-Phonemic Blending

3. As students begin to read, the ability to blend phonemes orally contributes to their reading development primarily because it helps students:
- A. recognize and understand sight words in a text.
 - B. use knowledge of letter-sound correspondence to decode words.
 - C. guess the meaning of unfamiliar words from their context.
 - D. divide written words into onsets and rimes.

Correct Response: B. Phonemic blending is the ability to combine a sequence of speech sounds (phonemes) together to form a word. Beginning readers use their skill in phonemic blending and their knowledge of letter-sound correspondence to sound out and blend the sounds of simple printed words. A, C, and D are incorrect because they describe literacy skills that are unrelated to phonemic blending.

Question 4 Onset and Rimes

4. The ability to divide words containing major phonograms into onsets and rimes would best help a first-grade reader decode which of the following words?

A. itch B. girl C. learn D. stick

Correct Response: D. A phonogram is a common spelling pattern used to spell the rime of a group (or "family") of single-syllable words (e.g., the phonogram -ick which is pronounced /ɪk/ and appears in the words brick, lick, and stick).

Major phonograms appear in a significant number of words that are useful to students in the beginning stages of learning to read and spell. A, B, and C are incorrect because the words shown (itch, girl, and learn) do not contain spelling patterns used in a significant number of print words encountered by beginning readers.

Question 5 Phonemic Awareness

5. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:
- A. recognize different ways in which one sound can be represented in print.
 - B. count the number of syllables in a written word.
 - C. identify in spoken language separate sounds that can be mapped to letters.
 - D. understand the concept of a silent letter.

Correct Response: C. English is an alphabetic language—that is, a language in which the letters and letter patterns in written words can be mapped to the phonemes of the spoken words. Phonemic awareness, the recognition of the phonemes in spoken words, and the ability to segment and blend phonemes are critical to learning to apply knowledge of these letter patterns and letter-sound correspondences (i.e., phonics knowledge) to decode and encode printed words. A and D are incorrect because they describe characteristics of phonics that are not related to phonemic awareness. B is incorrect because counting syllables in a written word does not require phonemic awareness.

Question 6 Levels of Phonemic Awareness

6. Which of the following first-grade students has attained the highest level of phonemic awareness?
- A. a student who, after hearing the word hot and the sound /ĭ/, can substitute /ĭ/ for /ō/ to make the word hit
 - B. a student who can orally segment the word wonderful into won-der-ful
 - C. a student who, after hearing the words fish and fun, can identify that they both begin with the same phoneme, /f/
 - D. a student who can orally segment the word train into its onset and rime

Correct Response: A. Phonemic awareness, the ability to distinguish and manipulate the phonemes in spoken words, is a type of phonological awareness. Reading research indicates that phonological and phonemic awareness skills develop along a continuum from basic to higher-level skills, and that phoneme substitution is a more difficult, or higher-level, skill. Substituting the sound /ĭ/ for /ō/ in the word hot to make the word hit is an example of phoneme substitution. B and D are incorrect because phonemic awareness is not required to perform the phonological awareness skills described. C is incorrect because recognizing alliterative words—words that begin with the same phoneme—is a phonological awareness skill that precedes development of advanced phonemic awareness skills, including phoneme substitution.

Question 7 Levels of Phonemic Awareness

7. Asking students to listen to a word (e.g., same) and then tell the teacher all the sounds in the word is an exercise that would be most appropriate for students who:
- A. have a relatively low level of phonological awareness.
 - B. are beginning to develop systematic phonics skills.
 - C. have a relatively high level of phonemic awareness.
 - D. are beginning to master the alphabetic principle.

Correct Response: C. The procedure described—presenting students with a spoken word and having them say all the sounds in the word—is an example of a phoneme-segmentation task. Reading research indicates that phonological and phonemic awareness skills develop along a continuum from basic to higher-level skills, and effective instruction targets skills at a student's current level of development. Segmenting phonemes is a relatively high-level phonemic awareness skill; thus, this exercise would be most appropriate for students who have already achieved a relatively high level of phonemic awareness (C). For this reason, A is incorrect. B and D are incorrect because these responses describe skills at later stages of literacy development.

Understand concepts of print and the alphabetic principle.

strategies for promoting awareness of the relationship between spoken and written language

Question 8: Onset and Rime

8. A kindergarten teacher asks a small group of students to repeat after her. First, she says the word grape and then pronounces it as gr and ape. Next, she says the word take and then pronounces it as t and ake. This activity is likely to promote the students' phonemic awareness primarily by:

- A. helping them recognize distinct syllables in oral language.
- B. encouraging them to divide words into onsets and rimes.
- C. teaching them how to distinguish between consonants and vowels.
- D. promoting their awareness of letter- sound correspondence.

Correct Response: B. In the activity described, the teacher provides direct instruction in segmenting single- syllable words into onset and rime—that is, into the initial consonant sounds of the word (the onset) and the rest of the word (the rime). Promoting student mastery of onset-rime segmentation prepares students for learning phonemic awareness skills. A is incorrect because the segmenting activity focuses on single-syllable words and does not help students distinguish syllable boundaries. C is incorrect because the segmenting activity does not focus on phonemes, so it does not help students distinguish between different types of phonemes (e.g., vowels and consonants). D is incorrect because the activity is oral and does not present students with information about how the sounds in

spoken words relate to the letters in printed words.

Question 9: Phonemic Awareness

9. A teacher shows a student pictures of familiar objects. As the teacher points to the first picture, she asks the student to name the object in the picture. Next, she asks the student to count on his fingers the number of sounds he makes as he says the word again. This activity is most likely to promote which of the following?

- A. understanding of the alphabetic principle
- B. phonemic awareness skills
- C. development of letter-sound correspondence
- D. word identification skills

Understand concepts of print and the alphabetic principle.

the role of environmental print in developing print awareness;

Phonological-ELL

10. Which of the following oral language activities would best promote the phonological processing skills of a student who is an English Language Learner?
- A. Read aloud in English and ask the student to guess the meaning of unfamiliar words.
 - B. Identify phonemes that are used in spoken English but not in the student's primary language.
 - C. Help identify words that sound the same in English and in the student's primary language.
 - D. Give feedback immediately after the student makes pronunciation errors in spoken English.

Correct Response: B. Phonological processing skills rely on the ability of the listener to detect and discriminate between phonemes of a language. While there are approximately 100 speech sounds, or phonemes, used in human language, only a portion of these is used in any given language, and the set varies across languages. English Language Learners frequently have difficulty detecting the phonemes of a new language that do not occur in their primary language, and thus activities focused on identifying these phonemes would be effective for promoting the phonological processing skills of this student. A is incorrect because guessing the meaning of a printed word is not related to phonological processing. C is incorrect because identifying cognates—words that sound similar in first and second languages—does not address the area of difficulty in phonological processing that the student is likely to have. D is incorrect because pronunciation errors do not necessarily reflect an underlying difficulty in phoneme perception, the foundation for phonological processing skills.

Understand concepts of print and the alphabetic principle.

development of book handling skills

Understand concepts of print and the alphabetic principle.

strategies for promoting an understanding of the directionality of print

Understand concepts of print and the alphabetic principle.

techniques for promoting the ability to track print in connected text

Understand concepts of print and the alphabetic principle.

strategies for promoting letter knowledge and letter formation

Understand concepts of print and the alphabetic principle.

strategies for promoting understanding of the alphabetic principle

- Talk with student about selective consonants using a series of posters that each feature one consonant and contain pictures of items whose initial phoneme demonstrates that consonant sound

- Book handling skills (left to right reading, beginning, middle, and end)

Understand concepts of print and the alphabetic principle.

use of reading and writing strategies for teaching letter-sound correspondence;

Question 11

A preschool child picks up an unfamiliar book, opens it to the end, points to the text, and begins to "pretend read" the story.

These behaviors suggest that the child most likely:

- A. has well-developed book-handling skills.
- B. knows where individual words begin and end.
- C. has developed an understanding that print carries meaning.
- D. understands the concept of print directionality.

Correct Response

: C. The child's behavior, "pretend reading" when pointing to the text or printed portion of a page in a book, indicates an understanding that printed text represents meaningful language.

A is incorrect because the child begins reading from the end of the book, which indicates a lack of basic book-handling skills.

B is incorrect because the child does not point to or decode the separate words of the printed text but only "pretend reads" the story.

D is incorrect because the child does not use gestures to demonstrate knowledge of print directionality.

Question 12

A preschool child draws a stick figure and makes some unintelligible scribbles around it. When she shows it to her teacher, she points to the scribbles and says, "This says 'I love mommy.'" This behavior suggests that the child most likely:

- A. is ready to learn the concept of letter-sound correspondence.
- B. is beginning to develop awareness that words are made of distinct phonemes.
- C. has a basic understanding of the alphabetic principle.
- D. has grasped the idea that the function of print is distinct from that of pictures.

Correct Response: D.

By pointing to the letter-like scribbles when reporting to the teacher what the page "says"—the verbal message encoded on the page—the child distinguishes between print and other graphic material. This suggests that the child understands that the function of print is to encode an utterance that can be decoded as meaningful speech.

B is incorrect because the description does not indicate that the child has developed knowledge of individual speech sounds in words, that is, phonemic awareness. Thus **A** and **C** are incorrect because phonemic awareness is a fundamental prerequisite for understanding the alphabetic principle and the concept of letter-sound correspondences.

Question 13

At the end of each school day, a preschool teacher encourages the children to talk about the day's events. As the children describe each event, the teacher writes it on large block paper. Afterward, the teacher reads the list back to the class. This activity would contribute to the children's literacy development primarily by promoting their:

- A. basic understanding of the alphabetic principle.
- B. awareness that speech can be represented by writing.
- C. basic understanding of word boundaries.
- D. awareness of the relationship between syllables and the spoken word.

Correct Response: B. In the activity described, the teacher demonstrates to preschool children that their spoken utterances can be recorded verbatim in writing and that this written record can later be decoded in spoken form.

A is incorrect because the teacher's strategy does not demonstrate relationships between the individual sounds in spoken words and the letters used to represent the words in writing.

C is incorrect because the teacher's strategy does not highlight individual words or provide explicit instruction in segmenting sentences into words.

D is incorrect because the teacher does not highlight individual syllables or provide explicit instruction in the component syllables of spoken words.

Question 14: Awareness of Print

A kindergarten teacher hangs labels on key objects in the classroom, puts up posters that include words and captions, and always has a big book on display for the children's use. This kind of classroom environment is most likely to help promote children's:

- A. recognition that words are composed of separate sounds.
- B. recognition of high-frequency sight words.
- C. development of automaticity in word recognition.
- D. development of an awareness of print.

Correct Response: D. Print awareness encompasses a developing understanding of print concepts and the writing system, an understanding of relationships between oral language and print, and familiarity with ways that literate adults interact with and make use of printed materials and writing. The classroom described includes several elements that can be effectively used to promote print awareness at the kindergarten level. The presence of printed labels, posters, and big books provides exposure to print and the teacher can use these materials to model print functions. Big books can be used effectively as part of explicit instruction in print concepts and book-handling skills.

A is incorrect because phonemic awareness—recognition that words are composed of phonemes—is not directly promoted by a print-rich environment.

B and **C** are incorrect because simply exposing children to print does not directly promote word recognition skills.

Question 15: Directionality

A preschool teacher is reading a story to his class. As he reads, he holds the book so the children can see the words and pictures while his finger follows the line of print. This activity would contribute to the children's reading development primarily by:

- A. promoting their development of letter recognition skills.
- B. helping them recognize phonemes that occur frequently in print.
- C. developing their awareness of left-to-right directionality.
- D. promoting their understanding of letter-sound correspondence.

Correct Response: C. By following the line of print with his finger while reading, the teacher provides students with a visual demonstration that print is read from left to right.

A, B, and D are incorrect because the teacher does not explicitly identify or indicate component letters, phonemes, or letter-sound correspondences related to the text.

Question 16: Book handling skills

Pointing out the title, beginning, middle, and end of a book to a group of preschool children before reading the book aloud to them contributes to their reading development primarily by promoting their:

- A. understanding of text directionality.
- B. development of book-handling skills.
- C. understanding of the concept of schema.
- D. development of literal comprehension strategies.

Correct Response: B. The instruction the teacher provides before reading aloud, in conjunction with how the teacher holds and proceeds through the book during reading, helps beginning readers learn how to hold a book with the front cover facing up and the spine on the left, and then how to move through the pages from front to back.

A is incorrect because the teacher does not show students lines of text or indicate to them how to track print during reading. C is incorrect because the teacher does not attempt to access students' background knowledge, or schema, related to the text. D is incorrect because the activity does not focus on teaching students strategies for comprehending the text.

Question 17

Which of the following strategies would be most effective in promoting kindergarten children's ability to recognize and name letters of the alphabet?

- A. The teacher says the name of a letter while the children each trace its shape on a cutout letter.
- B. The teacher posts the entire alphabet around the room in several different formats.
- C. The teacher reads aloud to the children from books that contain mostly words that follow regular phonics patterns.
- D. The teacher emphasizes the initial sounds of words when reading to the children.

Correct Response: A. Letter naming entails an ability both to distinguish between letters and to associate particular letter shapes with their names. The activity described in A simultaneously activates visual, auditory, kinesthetic, and tactile sensory pathways in learning letter shapes and associating these shapes with their names. Research suggests that such multisensory techniques are effective for this purpose.

B, C, and D are incorrect because the activities described do not focus on one or both subskills required in letter naming. The activity described in B exposes students to letter shapes without promoting students' ability to distinguish the letters from one another or associate each letter shape with a letter name. The activities described in C and D do not present students with information about letter shapes or letter names.

Question 18: Letter Formation

Having kindergarten children practice tracing the letters of the alphabet in sand is most appropriate for children who are having difficulty:

- A. internalizing the alphabetic principle.
- B. recognizing that print carries meaning.
- C. understanding the relationship between spoken and written language.
- D. developing letter formation skills.

Correct Response: D. The activity described has children use arm movements and highly textured material to heighten their awareness of letter shapes and the sequence of strokes for forming letters. The activity is effective for students who are having difficulty with letter formation because it simultaneously activates visual, kinesthetic, and tactile sensory pathways in learning letter shapes and associating these shapes with their names. Research suggests that such multisensory techniques are effective for this purpose.

A is incorrect because this activity does not address the relationship between the alphabetic writing system of English and the sounds of spoken language. B is incorrect because the function of print is not addressed in this activity. C is incorrect because oral language is not addressed in this activity.

Question 19

A preschool teacher shows a group of children pictures of everyday objects. Below each picture is printed the letter of the alphabet that corresponds to the word's initial sound. As the teacher points to each picture, she names the object, then she points to the letter underneath it and says the sound it makes. The teacher invites the children to repeat the sound with her. This activity is likely to contribute to the children's reading development primarily by:

- A. illustrating the concept of word boundaries.
- B. focusing on auditory discrimination skills.
- C. introducing the concept of onset and rime.
- D. demonstrating that phonemes are represented by letters.

Correct Response: D. In the series of steps described (i.e., pronouncing a word, pointing to the letter that represents the initial sound of the word, and saying the sound the letter makes), the teacher demonstrates that familiar words have component sounds that can be pronounced in isolation, and that letters of the alphabet represent the component sounds (phonemes) of spoken words in print.

A is incorrect because the teacher points out neither spoken nor written word boundaries in this lesson. B is incorrect because auditory discrimination entails comparing and distinguishing between two different sounds, whereas only a single sound is presented at a time in this lesson. C is incorrect because the teacher points out only the initial sound of each word and does not point out or discuss the remaining portion (the rime) of the word.

Question 20: Phonemic Awareness

A teacher holds up a series of familiar objects, asking students to name each object and isolate the final sound they hear. This type of activity would be most appropriate for a student who:

- A. needs more development with phonemic awareness skills.
- B. needs to increase reading fluency and comprehension.
- C. lacks automaticity in word recognition.
- D. has difficulty sounding out phonetically regular one-syllable words.

Correct Response: A. In the activity described, students are asked to isolate and pronounce separately the final sound, or phoneme, of a familiar word. Learning to isolate the final sound in a word is a step toward mastering phonemic segmentation, an important phonemic awareness skill that supports literacy development in English.

B, C, and D are incorrect because they are related to decoding print, which is not addressed in this activity.

Question 21: Alphabetic Principle

A kindergarten teacher wants to promote students' understanding of the alphabetic principle. Which of the following would be the most effective first step in a sequence of instruction designed to achieve this goal?

- A. Talk with students about selected consonants using a series of posters that each feature one consonant and contain pictures of items whose initial phoneme demonstrates that consonant's sound.
- B. Have students trace both lowercase and uppercase letters of the alphabet and then practice reproducing the letters on their own.
- C. Talk with students about the title, beginning, middle, and end of a story and point to these parts while reading the story aloud from a big book.
- D. Put labels on several familiar objects in the classroom and regularly read the labels aloud to the students.

Correct Response: A. Understanding the alphabetic principle entails the recognition that letters and letter patterns used in writing an alphabetic language correspond to the sounds in the spoken words of the language. The activity described in A would promote understanding of the relationship between letters and the initial sounds in familiar words. Focusing on the initial phoneme in these words reflects an understanding that segmenting an initial consonant is a relatively easy phonemic awareness skill that beginning readers have likely mastered and thus is appropriate to use in early instruction on the alphabetic principle.

B is incorrect because the activity does not relate letters to the sounds in words. C is incorrect because it does not focus on the letters in a text or relate them to discrete sounds in words. D is incorrect because the individual sounds are not isolated or related to the letters in the printed word.

Understand the role of phonics in promoting reading development.

explicit and implicit strategies for teaching phonics

- explicit: concepts are clearly explained and skills are directly modeled
 - teach phonics rules using minilessons
 - word walls/charts that represent a specific phonics concept

implicit: authentic application activities

embedded in literacy activities/read alouds

take advantage of teachable moments

Understand the role of phonics in promoting reading development.

the role of phonics in developing rapid, automatic word recognition

- being able to use letter sounds to be able to recognize and sound out words
- creates fluency leading to comprehension
- teach phonics skills, practice by modeling and reading

Understand the role of phonics in promoting reading development.

the relationship between decoding and reading comprehension

- Students need both to become a fluent reader.
- Decoding-identify some words by associating them with words they already know
- Comprehension-the goal of reading
- Comprehension strategy-activating background knowledge, drawing inferences, questioning, predicting, summarizing, etc.

Understand the role of phonics in promoting reading development.

the interrelationship between letter-sound correspondence and beginning decoding (e.g., blending letter sounds)

Understand the role of phonics in promoting reading development.

strategies for helping students decode single-syllable words that follow common patterns

- sounding out words
- decoding by analogy
- applying phonics rules

Understand the role of phonics in promoting reading development.

methods for promoting and assessing the use of phonics generalizations to decode words in connected text

- emphasize spelling patterns
- use explicit instruction and activities
- use tests, observations, reading and writing samples
- systematic and intensive instruction.

Understand the role of phonics in promoting reading development.

use of semantic and syntactic cues to help decode word

- semantic-focusing on the meaning/ vocabulary is the key component.
- syntactic-the system of grammar that regulates how words are combined into sentences.

Understand the role of phonics in promoting reading development.

the relationship between decoding and encoding (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills)

Understand the role of phonics in promoting reading development.

the relationship between oral vocabulary and the process of decoding written words;

- students apply what they have learned about phonics through both reading and writing
- decoding: reading
- encoding: writing
- writing activities to support phonics
 - spelling onset sounds
 - switching first letter
 - removing letters to make new words

Phonics Glossary

phoneme-a sound

morpheme-the smallest meaningful part of a word/ sometimes a word (cup) or not a whole word (ly)

consonant digraph-two adjacent consonants that represent a sound, not represented by either consonant alone (th-this)

Phonics Glossary

consonant blend-2 or 3 consonants blended together

phonemic awareness-the ability to manipulate the sounds in words orally

phonological awareness-the ability to identify and manipulate phonemes, onsets and rimes, and syllables;it includes phonemic awareness

Phonics Glossary

Onset-the part of a syllable (or one syllable word) that comes before the vowel (str-string)

Rime-the part of a syllable (or one syllable word) that begins with a vowel (ing)

diphthong-a sound produced when the tongue glides from one sound to another and its represented by two vowels

Phonics Additional Readings

<http://www.phonicsontheweb.com/index.php>

The development of phonological awareness

The teaching of phonics

What we know about teaching phonics

Phonics Videos

<http://www.readingrockets.org/podcasts/phonics/>

http://www.youtube.com/results?search_query=phonics&aq=f

Question 22: Strategies ofr teaching single syllable words

22. When learning letter-sound correspondence, beginning readers are likely to require the most instruction in decoding which of the following?

A. ship B. dime C. hot D. best

Correct Response: B. Reading research indicates that beginning readers benefit most from phonics instruction that is systematic—presented according to the increasing complexity of linguistic units. In the continuum of beginning phonics instruction, silent e pattern words (CVCe) such as dime are taught after CCVC words (A), CVC words (C), or CVCC words (D).

Question 23: Relationship between phonics and comprehension

23. Which of the following best describes the relationship between word decoding and reading comprehension in a beginning reader's development?

- A. Decoding skills and reading comprehension skills tend to develop independently of one another.
- B. Reading comprehension skills directly facilitate the development of decoding skills.
- C. Development of decoding skills is secondary to the development of reading fluency and comprehension skills.
- D. Rapid automatic decoding skills help facilitate development of reading fluency and comprehension.

Correct Response: D. Reading research has shown that accurate decoding skills are a prerequisite to effective development of word-reading automaticity, which, in turn, is foundational to the development of reading fluency—that is, reading text accurately, at a rate that supports comprehension, and with speech-like phrasing and expressiveness. Furthermore, convergent research suggests that a lack of automatic decoding skills is a frequent cause of comprehension difficulties among students in the primary grades. A is incorrect because research indicates that poor decoding skills hamper comprehension and the development of reading comprehension skills. B and C are incorrect because being able to decode a text is foundational to understanding the text's meaning.

Question 24: Strategies for teaching Phonics

24. A teacher can most effectively support first graders' development of rapid automatic word recognition by first teaching students how to:

- A. apply consistent phonics generalizations in common words.
- B. use context cues to determine the meanings of words.
- C. identify the constituent parts of multisyllable words.
- D. look up unfamiliar words in the dictionary.

Correct Response: A. Automaticity is the rapid recognition of a word without conscious attention to the decoding process. Research indicates that accurate decoding skills are a prerequisite to the development of, and readiness to benefit from instruction in, automatic word recognition. Applying consistent phonics generalizations to decode common words is a foundational decoding skill appropriate for beginning readers at the first-grade level. B is incorrect because a reliance on context cues for word identification is a frequent cause of inaccurate reading, so this strategy would not facilitate automatic word recognition. C is incorrect because dividing multisyllable words into constituent parts is an advanced skill typically taught after developing readers have achieved automaticity reading many single-syllable words. D is incorrect because looking up words in a dictionary is related to decoding only as a corrective strategy and does not present phonics patterns explicitly or systematically. It is therefore of limited effectiveness in developing accurate decoding skills and automaticity among beginning readers.

Question 25: Implicit Strategies for Phonics

Which of the following describes an implicit strategy for extending and reinforcing students' phonics skills?

- A. encouraging students to look for particular words and word parts in environmental print
- B. having students sort sets of familiar words into their designated word families
- C. asking students to sound out new words that follow a common regular spelling pattern
- D. guiding students to spell new multisyllable words using known words and word parts

Correct Response: A. An implicit instructional strategy is one in which the learning goal of the instruction or activity is not explicitly stated or directly taught. Implicit strategies for teaching phonics do not directly present students with information about phonics patterns but rely on students to notice—incidentally and independently—the phonics patterns represented in whole words they are learning to read. Since the focus of the activity in A is words and word parts—not explicitly identified phonics patterns but larger units—students who extend and reinforce their phonics knowledge during this activity will do so because they independently discern phonics patterns among the uncontrolled set of words they encounter in environmental print. B and C are incorrect because these activities explicitly require students to focus on spelling patterns in a controlled set of familiar words. Similarly, D is incorrect because students are explicitly shown how to apply knowledge of a spelling pattern to spell a controlled set of words that contain previously taught patterns.

Question 26: Multi-syllabic Words Multi-syl

Understand word analysis skills and strategies.

Relationship between oral vocab and processing of decoding written words.

- knowing high frequency words
- high oral vocab leads to written recognition which helps comprehension
- word walls, words in context, multiple exposures.

Understand word analysis skills and strategies.

development of word analysis skills and strategies in addition to phonics

Understand word analysis skills and strategies.

the relationship between word analysis skills and reading comprehension

Word analysis: phonological and phonemic awareness, phonics, context use, sight word knowledge, morphemic analysis and dictionary skills

Reading Comprehension: creative multi-faced thinking process in which students engage with the text.

- background knowledge
- vocabulary
- fluency

Understand word analysis skills and strategies.

identification of common morphemes

-syllabic analysis-divide words into syllables in order to read and write multisyllabic words such as biodegradable

use of syllabication as a word identification strategy

-morphemic analysis-examine the root word and affixes of longer unfamiliar words in order to identify theme

Understand word analysis skills and strategies.

Compound Words: break down into smaller words. two words that each have their own meaning.

Understand word analysis skills and strategies.

recognition of common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -tion, -able)

Understand word analysis skills and strategies.

knowledge of Latin and Greek roots that form English words

words with related meanings have related spellings (ex. wise/wisdom)

learn meanings of root words and affixes

etymology: origin and history of a word

Understand word analysis skills and strategies.

use of syllabication as a word identification strategy

Understand word analysis skills and strategies.

analysis of syllables and morphemes in relation to spelling patterns

Transitional stage (4) students apply what they have learned about one syllable words to spell longer words, and they learn to break words into syllables.

Understand word analysis skills and strategies.

Homographs and homophones

homograph: words that are spelled the same but have different meanings (lead/lead)

homophone: words that sound alike but are spelled differently (right/write)

Understand word analysis skills and strategies.

use of context cues

Word Analysis Glossary

Context cue

homograph

semantic

syntactic

morpheme

Word Analysis Additional Reading

<http://www.readingrockets.org/article/34015/>

<http://www.readingrockets.org/article/27876/>

Understand vocabulary development

relationship between oral and written
vocabulary development and reading
comprehension

Understand vocabulary development

the role of systematic, noncontextual
vocabulary strategies

Understand vocabulary development

contextual vocabulary strategies

Understand vocabulary development

the relationship between oral vocabulary and the process of identifying and understanding written words

Understand vocabulary development

strategies for promoting oral language development and listening comprehension

Understand vocabulary development

strategies for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text

Understand vocabulary development

strategies for promoting comprehension across the curriculum by expanding knowledge of content-area vocabulary

Understand vocabulary development

the importance of frequent, extensive, varied reading experiences in vocabulary development

Vocabulary Glossary

Contextualized instruction

Decontextualized instruction

idiom

proverb

semantic cue

syntactic cue

Vocabulary Additional Readings

<http://www.readingrockets.org/article/383/>

<http://www.readingrockets.org/article/40304/>

Reading comp skills and strategies to imaginative/literary texts

**knowledge of levels of reading
comprehension**

Reading comp skills and strategies to imaginative/literary texts

strategies for promoting comprehension of imaginative/literary texts at all three levels

Reading comp skills and strategies to imaginative/literary texts

development of literary analysis skills

Reading comp skills and strategies to imaginative/literary texts

use of comprehension strategies before,
during, and after reading

Reading comp skills and strategies to imaginative/literary texts

use of oral language activities to promote
comprehension

Reading comp skills and strategies to imaginative/literary texts

the role of oral reading fluency in facilitating
comprehension

Reading comp skills and strategies to imaginative/literary texts

use of writing activities to promote literary
response and analysis

Reading comp literary glossary

metacognition

strategy

conflict

resolution

setting

protagonist

antagonist

story map

Reading comprehension addtnl rdng

<http://www.readingrockets.org/article/21160/>

<http://www.readingrockets.org/article/3479/>

Reading comp skills and strategies to expository/informative

strategies for identifying point of view, distinguishing facts from opinions, and detecting faulty reasoning

Understand formal and informal reading assessment.

the use of data and ongoing reading assessment to adjust instruction to meet students' reading needs

Understand formal and informal reading assessment.

the characteristics and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties

Understand formal and informal reading assessment.

concepts of validity, reliability, and bias in testing; the characteristics and uses of formal and informal reading-related assessments

Understand multiple approaches to reading instruction.

knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension

Understand multiple approaches to reading instruction.

strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students

Understand multiple approaches to reading instruction.

adjustment of reading instruction based on ongoing assessment

Understand multiple approaches to reading instruction.

instructional strategies for promoting development of particular reading skills

Understand multiple approaches to reading instruction.

the uses of large-group, small-group, and individualized reading instruction

Understand multiple approaches to reading instruction.

strategies for selecting and using meaningful reading materials at appropriate levels of difficulty

Understand multiple approaches to reading instruction.

creation of an environment that promotes love of reading

Understand multiple approaches to reading instruction.

strategies for promoting independent reading in the classroom and at home

Understand multiple approaches to reading instruction.

uses of instructional technologies to promote reading development

Understand multiple approaches to reading instruction.

uses of instructional technologies to promote reading development

Understand multiple approaches to reading instruction.

Essay Tips

Answer the question in the first paragraph

Second should be strength

Third should be weakness

Fourth how you would teach

In the two supporting paragraphs define key terms and use at least details from the text