

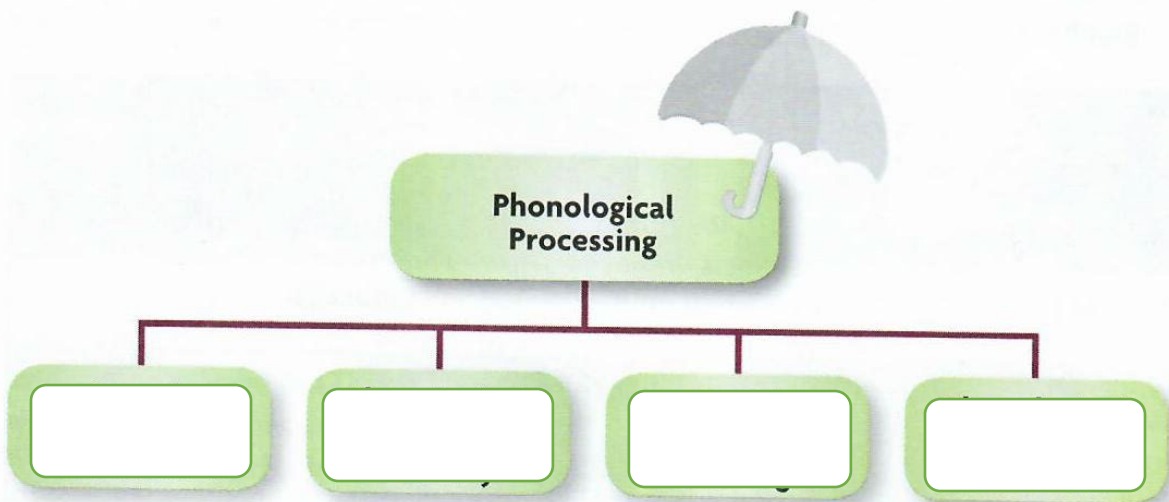
## GUIDED NOTES: SESSION 1

What are the 5 Core Early Language & Early Literacy Skills?

- 1.
- 2.
- 3.
- 4.
- 5.

Is there a developmental sequence to learning to read? Explain.

Fill in the boxes for the following diagram.



*Figure 2.2 The Phonological Processing Umbrella*

Where does phonological processing occur?

What is the difference between speech production and speech perception?

What is Rapid Automatic Naming? Can you teach this skill?

Draw the Phonological Awareness Umbrella.

Fill out the following chart with each phonological awareness task and an example of each.

<b>Phonological Awareness Skill &amp; Definition</b>	<b>Example</b>
<b>Early Phonological Skills</b>	
<b>Word-Level Analysis:</b>	
<b>Syllables:</b>	
<b>Alliteration:</b>	
<b>Rhyming:</b>	
<b>Onset-Rime:</b>	

<b>Basic Phonological Skills</b>	
<b>Phoneme Counting:</b>	
<b>Sound Isolation:</b>	
<b>Sound Matching:</b>	
<b>Blending:</b>	
<b>Segmenting:</b>	
<b>Advanced Phonological Skills</b>	
<b>Sound Substitution:</b>	
<b>Sound Deletion:</b>	
<b>Sound Reversals:</b>	

What are Kilpatrick's (2016) Steps of Awareness to Proficiency of Phonological Awareness?

Sample Test Questions:

1. A kindergarten teacher plans a lesson designed to give students guided practice in learning a phonological awareness skill. Having students participate in which of the following activities best meets the teacher's goal?
  - A. Asking students to follow along as the teacher moves a finger from left to right while orally reading a line of text in a picture book
  - B. Having students say the word "airplane" and then asking them to say it again without pronouncing "air"
  - C. Distributing a set of plastic letters to students and having them use the manipulatives to form decodable words
  - D. Cutting a student's name card into individual letters and modeling how to put the letters together to form the name
2. Which of the following phonemic manipulations is the most complex and is generally developed last by most students?
  - A. Change the /m/ in "mouse" to /h/.
  - B. Say "frame." Say it again without the /r/.
  - C. What word is made when "bl" and "oom" are combined?
  - D. Say "doughnut." Now say it again, but don't say "dough."
3. Place the following oral language milestones in the order in which they are developed, earliest to latest.
  - A. *Responding to simple questions with a "yes" or "no"*
  - B. *Using content-related vocabulary correctly during conversations*
  - C. *Making an oral presentation that is appropriate for the given audience*
  - D. *Answering questions using complete sentences and a variety of sentence structures*
4. Which of the following statements about the correlation between phonemic awareness and reading development is best supported by research?
  - A. Students' reading skills advance as students develop greater phonemic awareness.
  - B. Weak phonemic awareness has virtually no impact on reading skills after the third grade.
  - C. Students with weak phonemic awareness often acquire strong decoding skills to compensate.
  - D. Poor reading skills in the later grades are solely the result of weak phonemic awareness in the early grades.
5. Which of the following is the ability to recognize that words in oral language are made up of a variety of sound units?
  - A. Alphabetic knowledge
  - B. Phonological awareness
  - C. Letter knowledge
  - D. Print awareness
6. A preschool teacher works with a small group of students in a center and asks them to walk around the room to find and name groups of five objects or pictures that begin with the same sound. Students first find a bat, a ball, a box, a boat, and a bug. Then they identify a chair, a chart, a chain, a chick, and a cherry. Which of the following early literacy concepts is best supported by the instructional activity?

- A. Distinguishing letter-sound correspondence in printed words
- B. Locating the onset and rime of words commonly used in class
- C. Developing phonological awareness by recognizing alliteration
- D. Building vocabulary based on items that are accessible in class

7. The two best predictors of a beginning reader's future reading success are alphabetic knowledge and the development of
- A. phonics skills
  - B. reading fluency
  - C. sight word recognition
  - D. phonemic awareness
8. Which of the following instructional techniques is most effective in teaching students the phonemic awareness skill of segmentation?
- A. Having students identify the odd sound in a sequence of three or four spoken words
  - B. Saying a sequence of individual sounds and asking students to combine them to form a word
  - C. Asking students to recognize the common sound in a set of three one-syllable words
  - D. Pronouncing a word and having students position plastic counters in a row to represent each sound

What are the necessary elements of evidence-based, literacy instruction?

- 1.
- 2.
- 3.
- 4.

What are the structured literacy elements?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What does MTSS stand for? What does RTI stand for?

MTSS:

RTI:

What type of instruction occurs at each level of the RTI tiers of support?

TIER 1 Instruction:

TIER 2 Instruction:

TIER 3 Instruction:

What are the four types of assessments using in reading and literacy? Give an example of each.

1.

2.

3.

4.

What is the difference between a norm-referenced test and a criterion-referenced test?

Sample Test Questions:

1. A primary purpose of a criterion-referenced reading benchmark is to
  - A. identify a student's level of mastery of a curriculum-based skill as beginning, developing, or proficient
  - B. compare a student's mastery of a specific skill to that of peers who have previously taken the same assessment
  - C. evaluate student skill mastery by reporting performance with raw scores, percentile ranking, and grade equivalents
  - D. set the standards for student skill mastery along with a time frame indicating when the level of mastery should be achieved

2. Which of the following instructional strategies is best for a first-grade teacher to use with emergent readers?

- A. Teaching a minilesson on a specific skill and asking students to complete independent practice of that skill
- B. Demonstrating two or three reading objectives in one lesson and facilitating guided practice for each of the objectives
- C. Designing a series of lessons with one reading objective and providing modeling, think-alouds, and guided practice of the objective
- D. Providing students with time to read independently and helping them select books with proper leveling, content, and interest factors

3. A fourth-grade teacher intends to use student performance data to guide lesson planning for small-group reading and remediation of specific skills. Which THREE of the following actions are most appropriate for using the data to inform instruction?

- A. Analyzing data prior to adjustment of instructional goals and delivery
- B. Analyzing data after the adjustment of instructional goals and delivery
- C. Analyzing data to determine summative descriptions of performance
- D. Analyzing data to determine formative descriptions of performance
- E. Analyzing data to determine norm-referenced descriptions of performance

4. One of your second-grade students is having a difficult time with some phonological tasks. For instance, when asked what this word is: /k/ /ă/ /n/ /d/ /ē/, he seems to guess. What assessment could you utilize to check on this student's phonological awareness skills and what instructional techniques might you utilize to help this student (Name at least 2). Be thorough!