

Phonemic Awareness and Oral Language; Phonics and Alphabetic Principle

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

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.

3. 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

4. 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.

5. 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.

6. Which of the following provides the best rationale for incorporating spelling instruction into a first-grade reading program?

- A. Spelling promotes phonemic awareness by teaching students to break words into onsets and rimes
- B. Spelling facilitates vocabulary development by introducing students to new words
- C. Spelling simplifies the reading process by focusing students on a limited set of decoding rules.
- D. Spelling supports word recognition by helping students learn and retain common phonics patterns.

7. 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.

8. 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.

9. 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.

10. 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 /*h*/, can substitute /*i*/ for /*o*/ 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

11. 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 lettersound correspondence.

12. 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

13. 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.

14. 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.

15. 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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.

21. 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.

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

23. 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.

24. 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

25. A second-grade teacher writes several sentences on the board, covering up one word in each sentence. She uncovers the first letter of the first covered word and asks students to guess the word before she uncovers it completely. She then follows the same procedure with the next sentence. In the example shown below, the students have completed sentences 1 and 2 and are currently working on sentence 3.

1. Paul likes to play football.

2. Elephants are the largest land animals.

3. We went to the m last Friday.

This activity is most likely to promote the students' word identification skills by helping them:

- A. use syllabication as a decoding strategy.
- B. apply phonics generalizations to decode multisyllable words.
- C. use semantic and syntactic cues to help identify words.
- D. apply common consonant-vowel patterns to decode unfamiliar words.

26. Which of the following statements best describes how oral vocabulary knowledge is related to the process of decoding written words?

- A. A reader applies decoding skills to unfamiliar written words in order to increase his or her oral vocabulary knowledge.
- B. A reader's oral vocabulary knowledge allows the reader to derive meaning as he or she decodes written words.
- C. A reader must have extensive oral vocabulary knowledge in order to learn decoding processes.
- D. A reader's oral vocabulary knowledge is dependent on his or her development of strong decoding skills.

27. Read the sentence below; then answer the question that follows.

My family went to the circus last weekend. I liked the clowns the best. They were very funny.

A student makes several miscues when reading these sentences aloud. Which of the following miscues represents an error in decoding consonant blends?

- A. omitting *circus*
- B. pronouncing *clowns* as *clones*
- C. saying *bet* for *best*
- D. shortening *funny* to *fun*

- 28. Which of the following students demonstrates variation in reading development that would require intervention focused on *explicit* phonics instruction?**
- A. A kindergarten student who can recite the alphabet from memory but has difficulty distinguishing individual phonemes in words.
 - B. A first-grade student who can easily decode nonsense words but has limited comprehension of the meaning of text.
 - C. A second-grade student who is adept at using context cues to identify words but has difficulty sounding out the letters in unfamiliar words.
 - D. A third-grade student who can read most grade-level text fluently but has difficulty with unfamiliar irregular low-frequency words.

- 29. Which of the following sentences contains a pair of italicized words that differ from one another by one phoneme?**

- A. He took off his *cap* so that he could take a *nap*.
- B. She works at a *bank* that is located near the *bank* of a river.
- C. She told him not to *buy* a ticket because she had already *bought* one.
- D. His face looked *pale* after he carried the *pail* of water for a mile.

- 30. Explicit phonics instruction is most appropriate for a student who has demonstrated which of the following phonological awareness skills?**

- A. being aware that a word is made up of one or more phonemes
- B. being able to separate a word's onset and rime
- C. being aware that words can be divided into syllables
- D. being able to segment and blend a word's phonemes