

Part 3.2F: Quiz: Phonological Awareness

Name _____ Date _____

1. What are phonemes?
 - a. Letters that correspond to sounds in the English language
 - b. The smallest units of sound in spoken words
 - c. Syllables selected to teach to English language learners
 - d. Letter combinations that can be easily pronounced.
2. Blending and segmenting words will help children
 - a. understand that sentences are made of words.
 - b. sound out words when reading.
 - c. identify distinct units of sound.
 - d. identify consonant clusters and the subsequent sounds.
3. Alliteration involves
 - a. producing groups of words that have the same initial sound.
 - b. segmenting spoken words into syllables.
 - c. recognizing words with the same ending sounds.
 - d. locating rhyming words.
4. In the word mice, _____ is a rime.
 - a. rice
 - b. m
 - c. ice
 - d. mic
5. Phonological awareness should be taught
 - a. with focused drill activities and worksheets.
 - b. as part of special education classes.
 - c. explicitly and systematically.
 - d. in whole groups.

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6. When a first-grade teacher says, "Listen to these sounds and tell me the word: /at/," she is using
 - a. phonemic manipulation.
 - b. onset and rime blending.
 - c. syllable blending.
 - d. phonemic segmentation.
7. The letters *p* and *h* together making the sound /f/ is an example of
 - a. a consonant cluster.
 - b. a blend.
 - c. a digraph.
 - d. an allophone.
8. Which of the following are two predictors of early reading success?
 - a. Onset-rime manipulation and letter-sound knowledge
 - b. Letter recognition and invented spelling experiences
 - c. Success with rhyme and alliteration in kindergarten
 - d. Phonemic awareness and letter recognition
9. How many phonemes are in the word *threat*?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
10. When working with young children on phoneme awareness, best practice indicates that a teacher should
 - a. spend 30-60 minutes per day on phonemic awareness.
 - b. expect children to segment multisyllabic words into individual phonemes.
 - c. associate sounds with letters as soon as students can segment three or four phonemes.
 - d. associate sounds with letters when PA instruction first begins.

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ANSWERS

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