

Quick Quiz 6 Answers • Chapter 5: Phonological Awareness, pp. 115–158

1. **Which of these is an example of a phonological awareness skill?**
 - a. Tapping one time for each word you hear in a sentence (pages 118–119)
 - b. Matching uppercase letters to lowercase letters
 - c. Reading a storybook with appropriate expression
2. **Which word has four phonemes?**
 - a. *feet*
 - b. *rice*
 - c. *stop* (pages 116–117)
3. **Which is the lowest developmental level of phonological awareness?**
 - a. Syllable level
 - b. Onset-rime level
 - c. Word level (page 117)
4. **In the phoneme level of phonological awareness, which prompt is the most difficult?**
 - a. “Say the word *van*. Now change /n/ to /t/.” (pages 119, 124)
 - b. “How many sounds are in the word *van*?”
 - c. “What is the first sound in *van*?”
5. **Which phonological awareness skill is exemplified by the following prompt: “How many sounds are in *trip*?”**
 - a. Onset-rime blending
 - b. Phoneme segmentation (page 119)
 - c. Syllable segmentation
6. **Which are the most critical phonological awareness skills?**
 - a. Phoneme blending and phoneme segmentation (page 117)
 - b. Syllable segmentation and rhyme generation
 - c. Sentence segmentation and phoneme isolation
7. **Which is a general guideline for determining the amount of phonological awareness instruction in Kindergarten?**
 - a. Provide whole-class instruction one hour per week.
 - b. Provide about 10–15 minutes of small-group instruction per day. (pages 120, 125)
 - c. Provide one-on-one instruction three times a week.
8. **All of the following statements about phonological awareness instruction are true except which one?**
 - a. Instruction should always be systematic and explicit.
 - b. Instruction should target no more than one or two skills at a time.
 - c. Instruction should never incorporate the use of playful games. (page 120–121)
9. **Which are recommended guidelines for assessing phonological awareness?**
 - a. Begin in mid-Kindergarten, and continue throughout early elementary grades, as needed. (page 126)
 - b. Assess in first grade after students demonstrate a certain level of decoding ability.
 - c. Wait until second grade and use diagnostic assessments to pinpoint areas of weakness.
10. **Which of the following accurately describes an Elkonin Card?**
 - a. A card with a picture of Elkonin and boxes to write the letters in his name
 - b. A card with a picture and boxes that represent each phoneme in the picture name (pages 156–158)
 - c. A card with a picture and boxes that represent each letter in the picture name