

**February 5, 2010 – Scaffolding Instruction to Build on Children’s Prior
Phonological Awareness, Knowledge and Skills**

Questionnaire: BEFORE PD or AFTER PD

Name _____

1. Speech sounds are also called:
 - a. Graphemes
 - b. Phonemes
 - c. Scriptemes
 - d. None of the above

2. There are _____ sounds in the English language:
 - a. Exactly 26
 - b. Over 60
 - c. Over 40
 - d. Exactly 52

3. _____ are used to represent phonemes in writing.
 - a. Syllables
 - b. Words
 - c. Pictures
 - d. Letters

4. The definition of phoneme is the smallest part of _____ language:
 - a. Spoken
 - b. Written
 - c. Informal
 - d. Formal

5. Phonemic awareness differs from phonics in that phonemic awareness:
 - a. Is understanding that spoken words are made up of sounds
 - b. Is learning of sound-spelling relationships
 - c. Is understanding that words have meaning
 - d. All of the above

6. An example of phonemic awareness is:
 - a. A child writing his own name
 - b. A child categorizing pictures that begin with the same sound
 - c. A child retelling a story
 - d. A child re-reading a story to help foster his fluency

7. Match the skill with the task
- | | | |
|-------|------------------------|--|
| _____ | Phonological Awareness | A. Counting the sounds in a word |
| _____ | Phonemic Awareness | B. Rhyming |
| _____ | Phonics | C. Sounding out a word to writing down |
8. Phonemic awareness activities include:
- | | |
|-------|-----------------------|
| _____ | A. Word blending |
| _____ | B. Story writing |
| _____ | C. Text comprehension |
| _____ | D. None of the above |
9. To teach phonemic awareness, teachers should focus on developing their students ----- skills.
- Oral
 - Written
 - Comprehension
 - All of the above
10. Phonological awareness includes:
- Rhyming, alliteration and phonemic awareness
 - Onset/rimes, alliteration and phonics
 - Alliteration, rhyming, and alphabet knowledge
 - All early literacy skills