Quick Quiz 7 Answers · Introduction, pp. 161–168 · Chapter 6: Phonics, pp. 169–240

1. **Which is the most accurate definition of *decoding*?**
   a. The ability to chunk letters within words
   b. The ability to convert a word from print to speech **(page 161)**
   c. The ability to detect phonemes in spoken words

2. **According to Ehri's Phases of Word Recognition Development, in which phase does independent reading become possible?**
   a. consolidated alphabetic phase
   b. full alphabetic phase **(page 165)**
   c. automatic phase

3. **Why is the embedded phonics approach less effective than other approaches?**
   a. It does not teach students how to use context to predict a word's identity.
   b. It does not expose students to a variety of authentic, grade-level texts.
   c. It does not introduce sound/spellings explicitly and systematically. **(pages 172–173)**

4. **What is one of the hallmarks of systematic phonics instruction?**
   a. Newly introduced phonics skills build on existing skills. **(page 171)**
   b. Students decode words by blending the onset and rime.
   c. Sound/spellings are taught as students encounter new words in print.

5. **What is the hallmark of explicit phonics instruction?**
   a. The teacher directly explains and models what students should do. **(page 171)**
   b. Learning is student directed and driven by student interest.
   c. Instruction is designed to build students' inferential thinking skills.

6. **All of the following statements about effective phonics instruction are true except which one?**
   a. Phonics instruction incorporates phonemic awareness.
   b. Phonics instruction provides sufficient practice in reading words in decodable texts.
   c. Phonics instruction is the dominant component of a comprehensive reading program. **(page 175)**

7. **In regular words, such as *mat* or *dog*, each letter represents its most common sound. About what percentage of one-syllable words are completely regular?**
   a. 95 percent
   b. 50 percent **(page 179)**
   c. 10 percent

8. **Why is nonsense-word reading a useful way to assess decoding?**
   a. Students must use automaticity to recognize a word.
   b. Students must rely on their knowledge of sound/spelling correspondences to pronounce a word. **(page 193)**
   c. Students must rely on memorization to pronounce a word.

9. **What is the primary purpose of decodable text?**
   a. To introduce high-frequency words
   b. To build students' oral vocabulary
   c. To practice or apply phonics skills that have been taught **(page 183)**

10. **Which are examples of CVC words beginning with a stop sound?**
   a. *came* and *gate*
   b. *dig* and *pat* **(page 180)**
   c. *fan* and *sun*