

Name: _____ Date: _____

Late Language Development

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| 1. Creating a word from individual sounds and syllables and being able to compare initial phonemes in words for likeness and difference. | A. PHONICS |
| 2. Above the basic reading level, critical literacy involves active interpretation, analysis, and synthesis of information and the ability to explain the content. | B. PHONOLOGICAL AWARENESS |
| 3. The first step in interpreting print, decoding consists of breaking a word into its component sounds and then blending them together to form a recognizable word. | C. DYNAMIC LITERACY |
| 4. At the highest level of reading, the ability to relate content to other knowledge. | D. PHONEMIC AWARENESS |
| 5. Use of visual modes of communication, specifically reading and writing. | E. LITERACY |
| 6. Knowing what to do cognitively and how to do it—knowledge about knowledge and about cognitive processes. | F. BLENDING |
| 7. An aspect of phonological awareness, phonemic awareness is the specific ability to manipulate sounds, such as blending sounds to create new words or segmenting words into sounds. | G. CRITICAL LITERACY |
| 8. Sound-letter or phoneme-grapheme relationship; the primary way in which most children are taught to read. | H. METACOGNITION |
| 9. Knowledge of letters and words, ability to identify some letters by name, and knowledge of the way in which words progress through a book. | I. DECODING |
| 10. Consideration of phonology at a conscious level, including syllabification; sound identification, manipulation, segmentation, and blending; rhyming; and alliteration. A metalinguistic skill, phonological awareness is necessary for the development of reading. | J. PRINT AWARENESS |