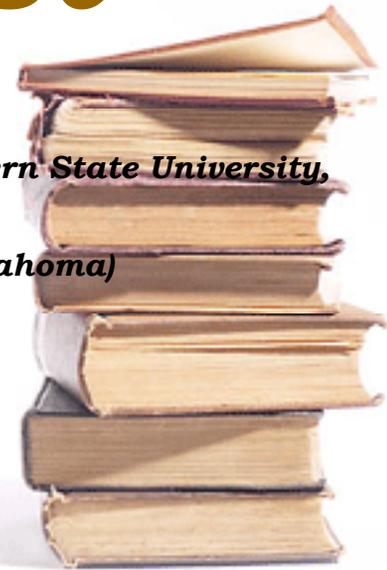


Study Guide for The *Oklahoma* *Reading Test*

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Introduction to The Oklahoma Reading Test

- Oklahoma Reading Test
- Information for Teacher Candidates
- House bill 1581 requires elementary education, early childhood education, and special education teacher education candidates to pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The Oklahoma Reading test is designed to measure the teacher education candidates' knowledge of the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.



Overview

- The information assessed on the Oklahoma Reading Test has been taught in the reading/literacy classes that you have completed as part of your teacher education program. If you want to review for the test, it is suggested that you review your class notes and textbooks related to the following information. You should be able to define each of the five elements of reading, as well as think about the goal of reading instruction and how these elements go together to meet this goal.



Phonemic Awareness

- What is a Phoneme?
- How is a phoneme represented?
- Onset
- Rime
- Elkonin Boxes/sound boxes
(What are they and why would you use them?)



Comprehension

Know the following terms/strategies and think about how/why you would teach them:

- Metacognition
- Think Alouds
- Prediction
- Inferencing
- Question-Answer Activity
- Directed Reading Activity
- Directed Reading-Thinking Activity
- Identifying the Main Idea
- K-W-L
- Strategies to support comprehension of narrative and expository texts



Vocabulary

- Key Words
- Semantic Feature Analysis
- Word Sorts, Word Walls
- Graphic Organizers
- Methods of increasing vocabulary



Fluency

- What is Fluency?
- Elements of fluency
- Ways to increase fluency for all students, including ELL's
- Ineffective ways of trying to improve fluency



Phonics

Be able to define/recognize the following:

- Consonant sounds
- Consonant blend
- Consonant digraph
- Long vowel
- Short vowel
- Vowel Digraph
- Diphthong
- Syllabication
- Prefixes and Suffixes
- Schwa Sound



Phonics Basics

Consonants

All the sounds represented by letters of the alphabet except *a, e, i, o, u,*. Most often for each letter there is only one sound.



Phonics Basics

Exceptions:

- The letter Y is a consonant only at the beginning of a syllable as in *yet*.
- The letter w is sometimes considered a vowel as in *flew*.
- Sometimes consonants have no sound as the k and w in *know*.



Phonics Basics

The letters C and G have two sounds, called hard and soft.

- Hard C: Sounds like /k/
cat, coaster, catatonic
- Soft C: Sounds like /s/
city, cite, receive
- Hard G: Sounds like /g/
gallop, garage, give
- Soft G: Sounds like /j/
ginger, giraffe, gym



Phonics Basics

Consonant Blends

Two or three consonants grouped together, but each consonant retains its original sound. There are several major groups of blends:

l blends: *bl, cl, gl, pl, sl*

r blends: *br, cr, dr, fr, gr, pr, tr*

s blends: *sc, sk, sm, sn, sp, st, sw*

three letter blends: *scr, spr, str*



Phonics Basics

Consonant Digraphs

When two or more consonants are combined to produce a new sound, the letter cluster is called a consonant digraph.

The most common consonant digraphs are:

ch as in *chin* *ph* as in *phone*

sh as in *shell* *gh* as in *ghost*

th as in *think* *-nk* as in *tank*

wh as in *whistle* *-ng* as in *fang*



Phonics Basics

Vowels

Vowels are all the sounds represented by the letters *a, e, i, o, u*. The letter *y* serves as a vowel when it is not the initial sound of a word. Sometimes *w* functions as a vowel, usually when it follows another vowel. Vowels sounds are influenced heavily by the location in a word and by the letters accompanying them.



Phonics Basics

Vowels

A long vowel sound is a speech sound similar to the letter name of the vowel. A *macron* (¯) is sometimes used to indicate that a vowel is long.

Examples:

/a/ as in *lake* /o/ as in *go*
/e/ as in *be* /u/ as in *use*
/i/ as in *ice*



Phonics Basics

Vowels

Short vowel sounds are speech sounds also represented by vowel letters. Short sounds are denoted by a *breve* (\checkmark).

Examples:

/a/ as in *pat*

/o/ as in *hot*

/e/ as in *bed*

/u/ as in *hug*

/i/ as in *pit*

Often when a vowel initiates a word, the short sound will be used, for example: *at effort, interest, optimistic and uncle*



Phonics Basics

Vowel Digraphs

Vowel digraphs are two vowels that are adjacent to one another. The first vowel is usually long and the second is silent. Vowel digraphs include *oa, ee, ea, ai, ay* as in *boat, beet, beat, bait, and bay*. There are notable exceptions: *oo* as in *look*, *ew* as in *flew*, *ea* as in *read*.



Phonics Basics

Vowel Diphthongs

Vowel Diphthongs are sounds that consist of a blend of two separate vowel sounds. These are /oi/ as in *oil*, /oy/ as in *toy*, /aul/ as in *taught*, /awl/ as in *saw*, /oul/ as in *out* and /owl/ as in *how*. Generally children do not need to be taught these formally.



Phonics Basics

R-Controlled Vowels

R- controlled vowels occur when any vowel letter is followed by an *r*; *star, her, fir, for, and purr*. The power of *r* over vowel sounds is perhaps the most beneficial to point out to children.



Phonics Basics

Phonograms (Rime Patterns)

Phonograms are letter patterns that help to form word families or rhyming words. Letter clusters such as: *ad, at, ack, an, ap, ash, ed, ess, en, ing* and *ike* can be used to develop families of words. Phonograms may be the most useful letter patterns to teach because they encourage children to map speech sounds onto chunks of letters.



Phonics Basics

Phonograms (Rime Patterns)

- Teaching the 37 rime units or word families allows early readers to decode over 500 primary words easily!

