

LETRS unit 3 session 1

- Teachers who take a code-emphasis approach to instruction generally do not discuss the meanings of words being taught. ✓✓✓ False
- The ability to decode a new, previously unknown printed word, in or out of context, depends on (select all that apply) ✓✓✓ A.
Knowledge of phoneme-grapheme correspondences.
C. The ability to blend phonemes and graphemes quickly.
- The term phonics may be used to refer to (select all that apply) ✓✓✓ -the system of phoneme-grapheme correspondences that are the basis for an alphabetic orthography.
-an essential component (one of the five pillars) of effective reading instruction
-a strategy for decoding new words and storing them in orthographic memory.
- Which of the following are typical of meaning-emphasis approaches to instruction? Select all that apply ✓✓✓ -emphasis on reading leveled texts individually
-use of context (such as illustrations) to read words in texts

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➤ Which of the following is typically done as an extended practice activity in phonics lessons? timed reading of learned words

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