



4. Why might a beginning reader naturally confuse the letters p, b, q, and d? What other activities might have been undertaken before the task of reading in order to address this issue? How would you explain this letter confusion to parents who are convinced their child has a more serious problem, such as dyslexia?

5. Explain in your own words why an increase in fluency—speed, accuracy, and prosody—might be related to an increase in reading comprehension.

6. Conduct a short survey of the home languages of your students. Research to see what English sounds might be difficult for your students to hear and produce. Describe 2-3 activities that you can do to help your students be able to recognize and produce these new sounds.