

**Multiple Choice Questions for Chapter**  
**1**

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1. What is the one thing that teachers should definitely use as a guide when crafting their reading curriculum and lessons?
  - a. their past experiences
  - b. Common Core state or school district standards for language arts
  - c. the amount of enjoyment that the reader gets from the selections
  - d. the use of the multiple intelligences
  
2. A pragmatic cue system refers to:
  - a. word meanings or to understanding the concepts represented by the language.
  - b. sound and symbol cues and letter/sound relationships.
  - c. rules related to the use of language in social or cultural contexts.
  - d. the initial internal structure of words and meaningful word parts.
  
3. In order to design a quality instructional reading program, the teacher will have specific goals that may include all of the following except:
  - a. increasing proficiency in strategies for comprehension.
  - b. expanding sight vocabulary.
  - c. improving ability to decode words.
  - d. increasing the speed at which a child reads (words per minute).
  
4. This refers to meaning or to understanding the concepts represented by the language:
  - a. graphophonic.
  - b. pragmatic.
  - c. semantics.
  - d. syntactic.
  
5. Which literacy process is characterized by a student's self-concept, attitudes towards reading and writing, interests, and motivation?
  - a. physiological process
  - b. psychological or affective process
  - c. social/cultural process
  - d. emerging process
  
6. Mrs. Paccini has a student in her class who can read, but chooses not to when offered library time. In addition, she responded on an interest survey that she does not choose to read for pleasure at home. This student is:
  - a. an emergent reader.
  - b. illiterate.
  - c. alliterate.
  - d. a blended reader.

7. An early reader is one who:
  - a. engages in pretend reading and is just beginning to understand the nature and meaning of print.
  - b. reads comfortably with both accuracy and comprehension at levels beyond normal expectations.
  - c. demonstrates skills, strategies and reading achievement appropriate to his age and grade level.
  - d. is learning strategies for word recognition and comprehension.
  
8. The transformation that occurs when young children, having been exposed to printed material, actively attempt to discover how oral and written language are created is known as:
  - a. fluent reading.
  - b. analytic literacy.
  - c. emergent literacy.
  - d. proficient reading.
  
9. Word order and the way words are combined into phrases and sentences refer to:
  - a. syntax.
  - b. phonology.
  - c. morphology.
  - d. semantics.
  
10. This cue system is defined as information from an individual's prior knowledge or personal associations with both the content and the structure of the text:
  - a. pragmatic cueing system.
  - b. schematic cueing system.
  - c. graphophonic cueing system.
  - d. semantic cueing system.
  
11. Which is the knowledge of how to actively participate and initiate change in one's community and in the whole of society?
  - a. community literacy
  - b. global literacy
  - c. digital literacy
  - d. civic literacy
  
12. Proponents of this approach to literacy believe that students should be exposed to a form of literacy instruction more like the process of learning to talk, in which experimentation and approximations are accepted:

- a. bottom-up approach.
  - b. top-down approach.
  - c. balanced approach.
  - d. emergent approach
13. Mrs. Smith has a student that can read with both accuracy and comprehension at levels beyond normal expectations. This student would be classified as:
- a. an early reader.
  - b. a proficient reader.
  - c. an emergent reader.
  - d. a fluent reader.
14. Phonology refers to:
- a. word order and the way words are combined into phrases.
  - b. the system of speech sounds.
  - c. the comprehension of visual language.
  - d. the internal structure of words and meaningful word parts.
15. This type of literacy focuses on the unique ways reading and writing are used by the experts in a specific discipline or field:
- a. social literacy.
  - b. disciplinary literacy.
  - c. balanced literacy.
  - d. content-area literacy.

**Essay Questions for Chapter  
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- 1. Explain the importance of teachers examining their belief system about literacy instruction?
- 2. Describe the prevalent viewpoints about literacy instruction? How do they compare with your personal belief system about literacy

## Multiple Choice Questions for Chapter 2

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1. A second-grade teacher believes that each student should be assessed, provided with unique and specialized instruction that fits his needs, and then reassessed continually. This is an example of:
  - a. evaluation activities.
  - b. analytic teaching.
  - c. correlative diagnosis.
  - d. none of the above.
  
2. How can a teacher determine if a child is not having success in reading?
  - a. Listen to the student read and record your findings.
  - b. Talk to past reading teachers.
  - c. Compare assessments from the beginning of the child's schooling until the present time.
  - d. All of the above.
  
3. Teachers that would like to reexamine their students' reading behaviors should:
  - a. gather information, evaluate it, generate a teaching hypothesis, select a teaching hypothesis.
  - b. ignore past information, and start fresh with a new evaluation.
  - c. gather information and generate a teaching hypothesis.
  - d. generate a teaching hypothesis after looking through students' cumulative records.
  
4. Analytic teaching describes:
  - a. teaching that supports all literacy learners by recognizing their unique strengths and interests.
  - b. teachers making inappropriate assumptions about the reading status of their pupils.
  - c. teachers making appropriate assumptions about the reading status of their pupils.
  - d. teaching that requires students to analyze their own learning.
  
5. Direct instruction is a model of teaching that is both highly structured and teacher initiated. This model is useful in helping readers that have difficulty:
  - a. understanding how to read strategically.
  - b. meeting informally in groups designed for engaging students in exchanging ideas, conducting research, and practicing newly learned skills.
  - c. with physical, psychological, and environmental problems.
  - d. None of the above.

6. When formulating a literacy instructional plan for a reading student, the teacher should consider all of the following strategies except:
  - a. evaluate the students' individual interests, talents and strengths.
  - b. structure the classroom environment to provide a blend of learning experiences that promote all students' growth in reading and writing.
  - c. explain to the student the importance of remaining in the same reading group throughout the academic year.
  - d. assist the student in grasping the ideas and concepts within a particular genre by exposing the student to artwork, peer discussions, writing, drama, and music.
  
7. Which of the following is the correct sequence for the Analytic Process?
  - a. analyze, generate hypotheses, teach, reexamine
  - b. analyze, teach, generate hypotheses, reexamine
  - c. teach, analyze, reexamine, generate hypotheses
  - d. generate hypotheses, teach, analyze, reexamine
  
8. In which type of teaching are learners encouraged to seek generalizations for themselves?
  - a. direct teaching
  - b. indirect teaching
  - c. didactic teaching
  - d. discovery teaching
  
9. Mr. Go wants to practice analytic teaching in his classroom. He should:
  - a. make assumptions about the reading status of his pupils as they come into his class.
  - b. support all his literacy learners by recognizing their strengths, interests, and competencies.
  - c. give new information to his students in a direct fashion.
  - d. encourage his students to seek generalizations for themselves.
  
10. Analytic teaching is best characterized by which one of the following?
  - a. All students can learn and have the capabilities to become successful readers and writers.
  - b. Diversity has special value within the classroom community because it provides challenges that lead students and teachers to new learning.
  - c. All students deserve opportunities to develop their unique competencies and strengths.
  - d. Students who are afforded diverse ways of interrelating new information and concepts with previously acquired background knowledge, or schemata, will have greater opportunities to reach their fullest potential.
  - e. All of the above.
  - f. Only a and c above.

11. Miss Foust wants to determine if one of her students is lacking success in reading. Therefore, she decides to listen to this student read. Miss Foust should collect information about the student's reading abilities with all of the following except:
  - a. trade books, textbooks, readers and skill development books that are available in the classroom.
  - b. an informal reading inventory.
  - c. running records.
  - d. books above the student's reading level.
  
12. Greg is a seven-year old who seems to have difficulty with his narrative reading comprehension. One possible reason for this may be that:
  - a. Greg is having difficulty locating information.
  - b. Greg is having difficulty with word recognition.
  - c. Greg is having difficulty with content specific vocabulary.
  - d. All of the above.
  
13. Facilitating questions demonstrate the teacher's efforts to guide students to discover through active participation. Problem solving questions are:
  - a. designed to promote problems.
  - b. designed to assist students in dynamic thinking.
  - c. only about math problems.
  - d. questions that prompt students to figure out the strategies necessary to come up with the answer.
  - e. All of the above.
  - f. Only b and d above.
  
14. The criterion element of a student learning objective:
  - a. is never a matter of subjective judgment or bias by the facilitator.
  - b. serves to determine whether the lesson helped the learner reach a higher level.
  - c. can never be raised or changed after a lesson.
  - d. is usually not helpful for new teachers.
  
15. In this teaching style, learners are encouraged to seek generalizations for themselves, while the teacher's function is to observe how students carry out this process and to provide reinforcement and additional clues. This is called:
  - a. didactic teaching.
  - b. inductive teaching.
  - c. direct instruction.
  - d. nondirective teaching.

16. If a student has difficulty with word recognition, the teacher should ask the following question:
  - a. Does the learner have a limited sight vocabulary?
  - b. Does the learner demonstrate underdeveloped oral language ability?
  - c. Does the learner have difficulty with content-specific vocabulary?
  - d. Does the learner have difficulty locating information?
  
17. The most important purpose of an evaluation activity is to:
  - a. make sure that the students were paying attention during your lesson.
  - b. reward the students for their attention during your lesson.
  - c. directly judge the effectiveness of your lesson.
  - d. None of the above.
  
18. Inductive teaching includes:
  - a. encouraging students to develop their own generalizations.
  - b. following Response to Intervention(RTI) guidelines.
  - c. the opportunity for students to be actively involved.
  - d. Both a and c.
  
19. The analytical process follows a paradigm. Another word for paradigm is:
  - a. hypothesis.
  - b. pattern.
  - c. structure.
  - d. assessment.
  
20. If a student has difficulty with word recognition, which following diagnostic question needs to be addressed?
  - a. Does the learner have a word recognition strategy?
  - b. Does the learner have a limited sight vocabulary?
  - c. Does the learner have difficulty using context clues?
  - d. All of the above.

### **Essay Questions for Chapter**

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1. In your own words, define analytic teaching. How does this type of teaching affect student learning?
  
2. Discuss how attention to students' learning preferences and expanding instructional practices to give learners more choice might help personalize learning for students.

