

1. Sometimes, when the ideology of a text is markedly different from that of a reader, the reader reacts to the text with:

- a. surprise.
- b. thoughtfulness.
- c. resistance.
- d. angry vehemence.

ANSWER: c

LEARNING OBJECTLTC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural CTIVES: diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Remembering

2. Who claimed that simply encouraging young readers to engage with a text through identification, or “being inhaled,” is actually dangerous, as then they never learn to recognize the ideologies in a text, especially those that are implicit.

- a. Louise Rosenblatt
- b. John Stephens
- c. David Lewis
- d. Laura Apol

ANSWER: b

LEARNING OBJECTLTC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural CTIVES: diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Remembering

3. Challenges to your students' right to read are called:

- a. restraint.
- b. censorship.
- c. selectiveness.
- d. applied caution.

ANSWER: b

LEARNING OBJECTLTC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

4. The National Council of Teachers of English (NCTE) differentiates between selection and censorship according to this many dimensions:

- a. two
- b. three
- c. four
- d. five

ANSWER: d

LEARNING OBJECTLTC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

5. One of the goals of a response-centered curriculum is to create:

- a. lifelong readers.
- b. diversity.
- c. an environment of multiculturalism.
- d. a sense of community.

ANSWER: a

LEARNING OBJECTLTC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

6. Selection is:

- a. affirmative.
- b. negative.
- c. censorship.
- d. a matter of taste.

ANSWER: a

LEARNING OBJECTLTC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

7. Censorship looks at specific aspects and parts of a work in:

- a. a religious framework.
- b. relation to each other.
- c. relation to the whole.
- d. isolation.

ANSWER: d

LEARNING OBJECTLATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage
IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

8. Limiting access to ideas and information is called:

- a. caution.
- b. selection.
- c. censorship.
- d. parenting rights.

ANSWER: c

LEARNING OBJECTLATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage
IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

9. School media specialists or principals need to have a standard process to follow if a book is:

- a. censored.
- b. challenged.
- c. selected.
- d. isolated.

ANSWER: b

LEARNING OBJECTLATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage
IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

10. _____ is credited with identifying the aesthetic and efferent stances toward reading.

- a. Galda
- b. Benton
- c. Rosenblatt
- d. Fish

ANSWER: c

LEARNING OBJECTLATC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction
TIVES: occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Remembering

11. A transactional view of reading assumes that all meaning resides in the text.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTLATC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction
TIVES: occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Remembering

12. The stance that a reader takes is determined by the text and not by the reader.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTLATC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction
TIVES: occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Remembering

13. Who readers are and what they have experienced influence their responses to the books they read.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVE: LATC.GALD.17.02.02 - Describe how readers' abilities, beliefs, and attitudes affect how they read and respond.

KEYWORDS: Bloom's: Remembering

14. Past experience with books influences how readers read and respond.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVE: LATC.GALD.17.02.02 - Describe how readers' abilities, beliefs, and attitudes affect how they read and respond.

KEYWORDS: Bloom's: Remembering

15. If children never see themselves in books, they receive the subtle message that they are not important enough to appear in books and that books are not for them.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVE: LATC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Remembering

16. A book's ideologies influence a reader's response.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVE: LATC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Remembering

17. Context is the most influential factor in shaping a reader's response.

- a. True
- b. False

ANSWER: False

LEARNING OBJECTIVE: LATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

18. The First Amendment guarantees free speech.

- a. True
- b. False

ANSWER: True

LEARNING OBJECTIVE: LATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage

IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

19. Suppressing reading material is selection.

- a. True
- b. False

ANSWER: False

LEARNING OBJECT LATIC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage

IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

20. Most professional organizations believe that parents have the right to decide what their own children read but not the right to tell other people's children what they should read.

- a. True
- b. False

ANSWER: True

LEARNING OBJECT LATIC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage

IVES: issues of selection and censorship.

KEYWORDS: Bloom's: Remembering

21. From the perspective of transactional theory, describe how meaning is made when reading.

ANSWER: The construction of meaning is a transaction in which text and reader act on each other.

LEARNING OBJECT LATIC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction

TIVES: occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Analyzing

22. Compare and contrast an efferent stance and an aesthetic stance in reading.

ANSWER: Efferent: Reading for information; Aesthetic: Reading for pleasure/enjoyment

LEARNING OBJECT LATIC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction

TIVES: occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Evaluating

23. According to Sipe, what kinds of ways do young readers respond to picturebooks?

ANSWER: First, some children analyze in the traditional manner of talking about the language, characters, plot, setting, theme, and mood of the story. Second, they may make intertextual connections to other texts such as books, movies, videos, and so forth. Third, children also make personal connections, drawing the self to the story or the story to the self. Fourth, they may make "transparent" responses that indicate that, for the moment, the children are "in" the story world (as when they "talk back" to the characters in the text). Finally, children may display "performative" responses that use the story as a platform in imaginative play.

LEARNING OBJECT LATIC.GALD.17.02.02 - Describe how readers' abilities, beliefs, and attitudes affect how they read and

CTIVES: respond.

KEYWORDS: Bloom's: Understanding

24. How does ideology shape a text, and a reader's response to a text?

ANSWER: Because readers rely on their own experiences and the assumptions and attitudes that they have developed as a result of those experiences, it is not surprising that, when the reader's assumptions are generally similar to the ideology of the text, most readers do not even notice the presence of these ideas. However, when they are different from those expressed in the text, readers challenge the text in different ways.

LEARNING OBJECTIVES: ATC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Analyzing

25. What programs or activities would you create to encourage young readers to engage deeply with books?

ANSWER: Ideas: Book buddies, examining ideologies, open-ended questions, etc.

LEARNING OBJECTIVES: ATC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Creating

26. Explain (and provide personal examples) about how reading can be transformational.

ANSWER: Answers will vary.

LEARNING OBJECTIVES: ATC.GALD.17.02.01 - Understand the basic tenets of transactional theory and how the transaction occurs among readers, texts, and contexts.

KEYWORDS: Bloom's: Applying

27. Describe how literature can be both a mirror and a window for readers. Provide examples from your own life, and explain why it is important that readers have both types of experiences.

ANSWER: Answers will vary.

LEARNING OBJECTIVES: ATC.GALD.17.02.03 - Recognize how texts affect readers' responses, including why cultural diversity is important and how an author's ideology is reflected in texts and affects responses.

KEYWORDS: Bloom's: Evaluating

28. Based on the reading, develop a response to the following statement: Children should not read books that deal with difficult issues.

ANSWER: Answers will vary.

LEARNING OBJECTIVES: ATC.GALD.17.02.04 - Explain how classroom contexts help shape response and how to manage issues of selection and censorship.

KEYWORDS: Bloom's: Creating