

1. ~~Best bank presentations for creative literacy~~ **action-birth-through-age-nine-1e-towell**

- a. concepts of print
- b. phonemic awareness
- c. pretend reading and writing
- d. making inferences

ANSWER: d

DIFFICULTY: Easy

REFERENCES: 2-1 Concepts of Emergent and Early Literacy

LEARNING OBJECTIVES: TOWELL.CLA.18.02.01 - Identify concepts of emergent and early literacy

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills

KEYWORDS: Bloom's: Remembering

2. Examples of environmental print include:

- a. street signs, billboards, and labels on cereal boxes
- b. worksheets, textbooks, and word walls.
- c. banners, books, and classroom posters
- d. books, poems, and other texts about the natural world.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-1 Concepts of Emergent and Early Literacy

LEARNING OBJECTIVES: TOWELL.CLA.18.02.01 - Identify concepts of emergent and early literacy

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills

KEYWORDS: Bloom's: Remembering

3. The language experience approach involves:

- a. children learning to read from text that consists of their own words and language.
- b. the teacher modeling discussion with children to demonstrate proper language use.
- c. children mimicking adult dialogue during play or conversation.
- d. the teacher leading children in activities that help them segment sounds.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-2 Language Acquisition and Development

LEARNING OBJECTIVES: TOWELL.CLA.18.02.02 - Describe language acquisition and development

NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills

KEYWORDS: Bloom's: Remembering

4. Assessing oral language development through the language experience approach could involve all of the following EXCEPT:
- a. reading a child's writing.
 - b. gathering students' ideas for a shared writing activity.
 - c. observing a discussion among a group of children.
 - d. listening to a child's account of an event.

ANSWER: a
DIFFICULTY: Easy
REFERENCES: 2-3 Stages of the Reading Process
LEARNING OBJECTIVES: TOWELL.CLA.18.02.03 - Explain stages of the reading process
NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
United States - NCAS.CR.1 - Generate and conceptualize artistic ideas and work
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
KEYWORDS: Bloom's: Understanding

5. English has four language cueing systems that are based on creating meaning through socially shared conventions. These are:
- a. semantic, graphophonic, syntactic, and pragmatic
 - b. graphophonic, semantic, syntactic, and dialectic
 - c. symbolic, graphophonic, semantic, and pragmatic
 - d. pragmatic, semantic, interactive, and syntactic

ANSWER: a
DIFFICULTY: Easy
REFERENCES: 2-3 Stages of the Reading Process
LEARNING OBJECTIVES: TOWELL.CLA.18.02.03 - Explain stages of the reading process
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
KEYWORDS: Bloom's: Remembering

6. According to Allyn, what are four ways that families can promote a literacy-rich home environment?
- setting aside time for reading every day, creating a special place for reading in the home, having plenty of books at varying levels, and talking with children about what they read
 - setting aside time for reading every day, talking with children about their grades, having plenty of books at varying levels, and helping children with their homework
 - setting aside time for reading every day, talking with children about what they read, helping children with their homework, and asking children questions to test their recall
 - setting aside time for reading every day, having plenty of books at varying levels, asking children questions to test their recall, and creating a special place for reading in the home

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-4 Family Literacy Strategies

LEARNING OBJECTIVES: TOWELL.CLA.18.02.04 - Summarize family literacy strategies

NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

7. In order to select an appropriate picture book, teachers must consider all of the following EXCEPT:
- whether the text is age-appropriate.
 - whether students will identify with the characters or events.
 - whether students will be attracted to the illustrations.
 - whether students own the book at home.

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-5 Components of Effective Literacy Instruction

LEARNING OBJECTIVES: TOWELL.CLA.18.02.05 - Explore components of effective literacy instruction

NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.RL - Reading Standards for Literature

KEYWORDS: Bloom's: Applying

8. Which of the following literacy strategies and practices would likely be most appropriate for teaching children ages 1–2 years?
- promoting social interaction and providing opportunities to explore colorful books
 - displaying work to celebrate achievement and facilitating circle time for literacy activities
 - organizing literacy centers for interactive games and holding a formal literacy awards ceremony
 - ensuring an accessible classroom library and providing stuffed animals for use when exploring books

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-6 Early Literacy Strategies and Practices

LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices

NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

9. Which of the following literacy strategies and practices would likely be most appropriate for teaching children ages 4–5 years?
- a. promoting social interaction and providing opportunities to explore colorful books
 - b. displaying work to celebrate achievement and facilitating circle time for literacy activities
 - c. organizing literacy centers for interactive games and holding a formal literacy awards ceremony
 - d. ensuring an accessible classroom library and providing stuffed animals for use when exploring books

ANSWER: b
DIFFICULTY: Medium
REFERENCES: 2-6 Early Literacy Strategies and Practices
LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices
NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

10. Which of the following literacy strategies and practices would likely be most appropriate for teaching children ages 8–9 years?
- a. promoting social interaction and providing opportunities to explore colorful books
 - b. displaying work to celebrate achievement and facilitating circle time for literacy activities
 - c. organizing literacy centers for interactive games and holding a formal literacy awards ceremony
 - d. ensuring an accessible classroom library and providing stuffed animals for use when exploring books

ANSWER: c
DIFFICULTY: Medium
REFERENCES: 2-6 Early Literacy Strategies and Practices
LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices
NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

11. What is the role of oral language in early literacy development?
- a. Oral language lays the foundation for early literacy development.
 - b. Oral language develops fully and then reading and writing skills develop.
 - c. Oral language is not closely related to early literacy development.
 - d. Oral language cannot be explicitly taught.

ANSWER: a
DIFFICULTY: Easy
REFERENCES: 2-2 Language Acquisition and Development
LEARNING OBJECTIVES: TOWELL.CLA.18.02.02 - Describe language acquisition and development
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.L - Language
CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

12. Reading aloud to children is likely to benefit them in all of the following ways EXCEPT:
- a. shaping lifelong reading identity
 - b. developing a love of language.
 - c. building critical thinking skills
 - d. changing their belief systems

ANSWER: d
DIFFICULTY: Easy
REFERENCES: 2-4 Family Literacy Strategies
LEARNING OBJECTIVES: TOWELL.CLA.18.02.04 - Summarize family literacy strategies
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.L - Language
CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.RL - Reading Standards for Literature
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

13. *Emergent literacy* and *scientifically based reading research* approach literacy instruction in similar ways.
- a. True
 - b. False

ANSWER: False
DIFFICULTY: Easy
REFERENCES: 2-1 Concepts of Emergent and Early Literacy
LEARNING OBJECTIVES: TOWELL.CLA.18.02.01 - Identify concepts of emergent and early literacy
NATIONAL STANDARDS: United States - NAEYC.ECPS.ACP.2 - Curriculum
United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
KEYWORDS: Bloom's: Understanding

14. Good readers automatically use graphophonic, semantic, syntactic, and pragmatic cueing systems when they read and write.
- a. True
 - b. False

ANSWER: True
DIFFICULTY: Easy
REFERENCES: 2-3 Stages of the Reading Process
LEARNING OBJECTIVES: TOWELL.CLA.18.02.03 - Explain stages of the reading process
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
KEYWORDS: Bloom's: Understanding

15. Early literacy involves reading, writing, speaking, listening, viewing, and visually representing.
- a. True
 - b. False

ANSWER: True
DIFFICULTY: Easy
REFERENCES: 2-2 Language Acquisition and Development
LEARNING OBJECTIVES: TOWELL.CLA.18.02.02 - Describe language acquisition and development
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

16. Parents/guardians should emphasize recall and comprehension questions when talking with their children about books.
- a. True
 - b. False

ANSWER: False
DIFFICULTY: Easy
REFERENCES: 2-4 Family Literacy Strategies
LEARNING OBJECTIVES: TOWELL.CLA.18.02.04 - Summarize family literacy strategies
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

17. Parents/guardians should ensure that their children have a daily reading ritual, a designated place for reading in the home, access to a variety of books, and opportunities for rich discussion about what they are reading.
- a. True
 - b. False

ANSWER: True
DIFFICULTY: Easy
REFERENCES: 2-4 Family Literacy Strategies
LEARNING OBJECTIVES: TOWELL.CLA.18.02.04 - Summarize family literacy strategies
NATIONAL STANDARDS: United States - NAEYC.SI.1 - Promoting Child Development and Learning
ACCREDITING STANDARDS: CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.RL - Reading Standards for Literature
CCSS.ELA-LITERACY.SL - Speaking and Listening
KEYWORDS: Bloom's: Understanding

18. Name three literacy strategies or practices that may support a child's cognitive development.

ANSWER:

- a. facilitating circle time for literacy activities
- b. interactive word play and letter/sound recognition games
- c. creating characters and performing the story dramatically
- d. providing students with opportunities to engage with a variety of books

DIFFICULTY: Medium
REFERENCES: 2-6 Early Literacy Strategies and Practices
LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices
NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding

19. Name three literacy strategies or practices that may support a child's socioemotional development.

ANSWER:

- a. lap reading
- b. the cuddle read
- c. displaying work to celebrate achievement
- d. playing music to promote quiet reflection
- e. holding special events to celebrate literacy development

DIFFICULTY: Medium
REFERENCES: 2-6 Early Literacy Strategies and Practices
LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices
NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
KEYWORDS: Bloom's: Understanding

20. Name three literacy strategies or practices that may support a child's physical development.

ANSWER: a. manipulation of objects using the five senses
b. making words with magnetic letters
c. writing letters in sand
d. bookmaking
e. dancing, singing, playing instruments

DIFFICULTY: Medium

REFERENCES: 2-6 Early Literacy Strategies and Practices

LEARNING OBJECTIVES: TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices

NATIONAL STANDARDS: United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning

KEYWORDS: Bloom's: Understanding

21. Compare and contrast emergent literacy and scientifically based reading research. Then, describe how both theories may be incorporated into early literacy curriculum and instruction.

ANSWER: Answers will vary.

DIFFICULTY: Difficult

REFERENCES: 2-1 Concepts of Emergent and Early Literacy
2-6 Early Literacy Strategies and Practices

LEARNING OBJECTIVES: TOWELL.CLA.18.02.01 - Identify concepts of emergent and early literacy
TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices

NATIONAL STANDARDS: United States - NAEYC.ECPS.C - Curriculum
United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
United States - NCAS.CR.1 - Generate and conceptualize artistic ideas and work

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.L - Language
CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.RI - Reading Standards for Informational Text
CCSS.ELA-LITERACY.RL - Reading Standards for Literature
CCSS.ELA-LITERACY.SL - Speaking and Listening

KEYWORDS: Bloom's: Analyzing

22. You are preparing to teach a class of second graders (ages 7–8), and you want to design a literacy curriculum and instruction that will support their early literacy development throughout the school year. Describe how you will set up your classroom for literacy learning, how you will communicate with parents or guardians about their roles in their child’s literary learning, and how you will incorporate the holistic model of literacy into your regular instruction.

ANSWER: Answers will vary.

DIFFICULTY: Difficult

REFERENCES: 2-1 Concepts of Emergent and Early Literacy
2-5 Components of Effective Literacy Instruction
2-6 Early Literacy Strategies and Practices

LEARNING OBJECTIVES: TOWELL.CLA.18.02.01 - Identify concepts of emergent and early literacy
TOWELL.CLA.18.02.05 - Explore components of effective literacy instruction
TOWELL.CLA.18.02.06 - Apply early literacy strategies and practices

NATIONAL STANDARDS: United States - NAEYC.ECPS.C - Curriculum
United States - NAEYC.ECPS.T.3 - Teaching
United States - NAEYC.SI.1 - Promoting Child Development and Learning
United States - NCAS.CR.1 - Generate and conceptualize artistic ideas and work

ACCREDITING STANDARDS: CCSS.ELA-LITERACY.L - Language
CCSS.ELA-LITERACY.RF - Reading Standards, Foundational Skills
CCSS.ELA-LITERACY.RI - Reading Standards for Informational Text
CCSS.ELA-LITERACY.RL - Reading Standards for Literature
CCSS.ELA-LITERACY.SL - Speaking and Listening

KEYWORDS: Bloom’s: Analyzing