**ED 304 Strategies for Teaching Reading Fall 2014 Final Exam**

**NAME** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Multiple Choice – Circle the BEST answer . (1 point each – 10 total)**
2. Scaffolding refers to:
3. giving support as it is needed and then gradually fading out the support
4. The relationship between the reader and the text
5. Using graphic organizers
6. The Zone of Proximal Development
7. \_\_\_\_\_\_\_\_\_\_\_ is the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable. It is the “uh” sound in these examples: a in adept, e in synthesis, o in harmony, y in syringe.
8. Diphthong
9. Schwa
10. Vowel digraph
11. Blend
12. Artificial memory devices, such as acrostics, are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
13. KWL chart
14. Linguistic patterns
15. Mnemonic devices
16. None of the above
17. Str, as in stream, or br, as in bread, is an example of a \_\_\_\_\_\_\_\_\_\_\_\_\_.
18. Cluster or Blend
19. Consonant digraph
20. Diphthong
21. All of the above
22. The change from “learning to read” to “reading to learn” requires students to read more expository text with more difficult academic language. Thus, they may encounter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
23. ZPD
24. Fourth grade slump
25. Emergent literacy
26. Problems with higher level thinking

1. Transaction refers to the reader’s role in the reading process. Which of these terms also refer to the reader’s role?
2. Stance, interactionist, and emergent
3. Efferent, aesthetic, and holistic
4. Effervescent and aesthetics
5. Stance, efferent, and aesthetic
6. Commonly used text-structures in expository text are:
7. Comparison-contrast
8. Problem-solution
9. Cause-effect
10. All of the above
11. Which of these terms refers to breaking a word down to its smaller parts to figure out the meaning?
12. Morphemic analysis
13. Contextual analysis
14. Word sorts
15. Graphemic analysis
16. Which of these may pose special problems for ELL students?
17. Homophones and idioms
18. Cognates and homographs
19. Figurative language and cognates
20. Both B and C
21. Word sorts can be:
22. Confusing to students and thus are no longer used in classrooms
23. Either open or closed
24. Based on initial or final consonants, long or short vowels, etc.
25. Both B and C
26. **Fill in the Blank (15 x 1 point each = 15 total)**

**Word Bank:**

Emergent Peer conferences Norm Dialogue

Criterion Process Formative Quickwrites

Author’s Chair Language Experience Interest Draft

Summative Author’s Circle Key Traits Skills

1. Assessing students according to whether they know specific information is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-referenced testing; assessing students by comparing them to other students is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-referenced testing.
2. Elementary students need to be told that he first \_\_\_\_\_\_\_\_\_\_\_\_\_ is not intended to be the last.
3. Early reading and writing behaviors before instruction are known as \_\_\_\_\_\_\_\_\_\_\_ literacy.
4. Brief first drafts after reading a short text are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_approach involves using dictated stories, which the teacher or an aide writes down.
6. Name TWO ways of grouping students for reading instruction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. With a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ journal, the student writes and the teacher responds.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assessment is ongoing and used to inform instruction, whereas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instruction comes at the end of a unit of semester/year.
9. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach to teaching writing is based on strategies that professionals use, whereas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a way to assess and improve writing.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are different ways of publishing a student’s writing.
11. **Matching (1 pt. each – 20 total) Write the letter of the best choice in the blank.**
12. \_\_\_\_\_ Best reading instruction approach a. grouping words by initial/ending

sound, etc.

1. \_\_\_\_\_ Morpheme b. balanced or integrated literacy
2. \_\_\_\_\_ Fry’s graph c. basic, intermediate, advanced
3. \_\_\_\_\_ DIBELS d. portfolios, logs, journals
4. \_\_\_\_\_ Word sorts e. smallest unit of meaning
5. \_\_\_\_\_ Cognates f. organized background knowledge
6. \_\_\_\_\_ Informal assessments g. separating words into sounds
7. \_\_\_\_\_ Schema h. study of mental faculties used in

language perception, production & acquisition

1. \_\_\_\_\_ Common Core focus i. words similar in two languages, with

the same meaning

1. \_\_\_\_\_ Segmenting j. determine word meaning through

affixes or roots

1. \_\_\_\_\_ Cloze k. the ability to read complex text
2. \_\_\_\_\_ Automaticity l. reader fills in the blanks
3. \_\_\_\_\_ Academic Word List m. differentiated instruction
4. \_\_\_\_\_ Tiered instruction n. processing words effortlessly
5. \_\_\_\_\_ Blending o. describes thinking processes
6. \_\_\_\_\_ Linguistic patterns p. overview of plot, characters, setting,

etc.

1. \_\_\_\_\_ Story maps q. putting sounds together to form words
2. \_\_\_\_\_ Think-Alouds r. regularities in English spelling
3. \_\_\_\_\_ Psycholinguistics s. early reading screening test
4. \_\_\_\_\_ Morphemic analysis t. assesses text readability level
5. **Turn in your Literacy Plan with your exam. (30 points)**
6. **Explain or demonstrate FIVE reading strategies or graphic organizers. Here are examples, but you may choose some that are not listed here. Use the bottom of this page and another sheet of paper if needed.**

 **(5 pts. Each = 25 total)**

SQ3R DRTA Writing Workshop Reader’s Theater

Retelling Story Frame Questioning the Author Response Journal

QAR KWL Chart Dialogue Journal Story Grammar