

1. An early elementary teacher could most effectively support at-home reading by:
  - A. sending parents/guardians a regular newsletter describing classroom reading activities.
  - B. sharing with parents/guardians important articles from professional reading journals.
  - C. recommending books that parents/guardians would likely enjoy reading with their children.
  - D. providing parents/guardians with periodic reports on their children's progress in reading.
2. A kindergarten teacher plays the following game with students. The teacher says, "Guess whose name I'm going to say now?" The teacher then says the initial sound of a student's name (e.g., /m/ for *Mariko*), and the children try to guess the name. This activity is likely to promote the reading development of students primarily by helping them:
  - A. blend separate sounds in words.
  - B. recognize that a spoken word is made up of sounds.
  - C. understand the principles of phonics.
  - D. learn how to spell their own names.
3. Which of the following informal assessments would be most appropriate to use to assess an individual student's phonemic awareness?
  - A. asking the student to identify the sound at the beginning, middle, or end of a spoken word (e.g., "What sound do you hear at the end of *step*?")
  - B. having the student listen to a tape recorded story while looking at the book and then answer several simple questions about the story
  - C. asking the student to identify the letters in the alphabet that correspond to the initial consonant sounds of several familiar spoken words
  - D. having the student listen to the teacher read aloud a set of words with the same beginning sound (e.g., *train, trap, trouble*) and then repeat the words
4. A kindergarten teacher is preparing a student for a phonemic awareness assessment.

*Teacher:* What is this a picture of? [*The teacher displays a picture of a boat.*]

*Student:* A boat?

*Teacher:* A boat, that's right. Now, let's say the word *boat* together very slowly:

/b/.../ō/.../t/. [*The student pronounces the word with the teacher.*]

*Teacher:* How many sounds do you hear? /b/.../ō/.../t/ . . . [*The teacher slowly repeats the word.*]

*Student:* Three?

*Teacher:* That's right, three. Now, I'd like you to do this for some more words.

This assessment would be an appropriate way to test the student's ability to perform which of the following phonemic awareness tasks?

- A. counting and blending the phonemes in a word

- B. identifying onsets and rimes
  - C. recognizing how many phonemes are contained in a word
  - D. relating phonemes to letters
5. The use of rhyming texts for kindergarten read-alouds is likely to promote the reading development of kindergarten students primarily by:
- A. fostering their phonological awareness.
  - B. increasing their vocabulary knowledge.
  - C. enhancing their understanding of story elements.
  - D. improving their letter recognition skills.
6. Which of the following instructional practices would be most effective in promoting kindergarten students' understanding of the alphabetic principle?
- A. routinely saying the sounds in words when writing the words on the board
  - B. creating a writing center in the classroom, stocked with paper and writing implements
  - C. labeling key objects in the classroom such as the clock and tables
  - D. stopping frequently during readalouds to carefully pronounce and define important words
7. In the word *chimpanzee*, which of the following pairs of letters is a digraph?
- A. ch
  - B. mp
  - C. an
  - D. ee
8. A kindergarten student has demonstrated the ability to write words phonetically, but she is reluctant to write because she is worried about misspelling words. The teacher could best promote the student's reading and writing development by:
- A. reassuring her that it is okay for now to express herself in writing by spelling words as they sound.
  - B. giving her a spelling list of high frequency sight words to copy and learn each day.
  - C. helping her make a list of words that she already knows how to spell correctly.
  - D. suggesting that she spend time copying some of the words found in her favorite stories.

9. A first-grade teacher provides students with explicit, systematic phonics instruction to promote their reading development. When designing activities to teach letter-sound correspondences, the teacher should:
- A. provide reading opportunities for students to practice sounds in context after studying the sounds in isolation.
  - B. make certain that students have mastered vowel sounds before focusing on consonants.
  - C. ensure that students master the spelling of practice words using the target sound before teaching a new sound.
  - D. include instruction in related consonant blends when introducing individual consonants.
10. Which of the following word pairs are homophones?
- A. answer and reply
  - B. playful and replay
  - C. table and stable
  - D. sight and site
11. A fourth-grade student who reads grade level narrative texts with fluency and excellent comprehension is struggling to read aloud a grade-level content-area passage about a topic with which the student is familiar. The student reads the passage hesitantly, frequently stopping to reread clauses or entire sentences. Afterward, the student demonstrates limited comprehension of what was read. Which of the following factors is most likely disrupting the student's fluent reading of this text?
- A. insufficient background knowledge to support basic comprehension of the text
  - B. lack of experience with the academic-language structures used in the text
  - C. insufficient monitoring of comprehension while reading the text
  - D. lack of grade-level word analysis skills for accurate decoding of the words in the text
12. A second grader has demonstrated the ability to decode individual words accurately, but she reads very slowly and laboriously. When the teacher tries to engage the student in oral reading activities, she says she feels "embarrassed" and would rather read silently. Which of the following modifications to instruction would be most appropriate and effective for helping this student improve her reading fluency?
- A. encouraging her to serve as an "audience" for other students' oral reading until she demonstrates willingness to read aloud herself
  - B. having her reread a text several times using whisper reading to build her fluency and confidence with respect to the text
  - C. teaching her how to use self-monitoring as she reads to improve her literal comprehension and ability to read with prosody
  - D. providing her with explicit phonics instruction to improve her word identification skills before requiring her to read aloud

13. Lately, when choosing a book to read, a third grader who reads at grade level always selects books from a series that is written in a very formulaic style that does little to extend his conceptual or language development. The teacher's best response to this behavior would be to:
- A. avoid interfering with the student's selection of books as long as he finds his choices enjoyable.
  - B. provide the student with books with similar themes or on similar topics that are more challenging for him.
  - C. point out to the student some of the major limitations of the books he is choosing to read and ask him not to read those books at school.
  - D. advise the student that he should choose books that will prepare him for the more difficult reading he will encounter in fourth grade.
14. A second-grade student has limited vocabulary knowledge, which hinders the student's word recognition and reading comprehension. The student's oral reading is slow and labored, and the student typically spends the majority of independent reading time browsing through books, making little effort to read the actual words on the page. Research has shown that which of the following is most likely to happen if this student receives no instructional intervention?
- A. The student will always be behind average-performing peers but will achieve an adequate reading level to be academically successful.
  - B. The student will naturally begin to show more interest and proficiency in reading as the student matures and will catch up with average performing peers in third grade.
  - C. The student will remain approximately at a second-grade reading level and will not be able to progress beyond this level.
  - D. The student will begin to fall behind peers in reading development and will continue to fall further behind in later grades as texts include increasingly difficult vocabulary.
15. A fifth-grade teacher is planning a multidisciplinary unit on water pollution. For this unit, students will read chapters from their social studies and science textbooks as well as relevant fictional narratives. These materials will also be incorporated into a variety of instructional activities designed to promote students' reading development. Which of the following statements best describes an important advantage of using a cross-curricular approach such as this unit to promote students' reading development?
- A. Interdisciplinary reading instruction provides more opportunities for teachers to tailor teaching strategies to the needs of individual students.
  - B. Reading instruction that focuses on both literature and content-area texts helps students recognize and understand differences between written and oral English.
  - C. Interdisciplinary reading instruction motivates students to apply a variety of word identification strategies to clarify the meaning of texts.
  - D. Reading instruction that integrates a variety of related texts promotes deep processing of new vocabulary through multiple exposures to key words and concepts.

16. A middle school teacher writes the morpheme *dict* on the board, pronounces it, and explains that *dict* derives from the Latin word for "speak." The teacher then asks students if they can think of English words that start with or include *dict*. The teacher uses the students' suggestions to create a diagram.

This activity is likely to promote students' vocabulary development primarily by helping the students:

- A. recognize common prefixes and suffixes.
  - B. learn the techniques of concept mapping.
  - C. apply knowledge of word roots as a word-learning strategy.
  - D. draw on knowledge of phonics to unlock word meanings.
17. A teacher substitutes blank spaces for several nouns, verbs, adjectives, and adverbs in an appropriate level text and asks students to determine reasonable and logical words to complete each blank. This technique is useful as an informal assessment of students' understanding of English language structures primarily because it requires them to:
- A. define various grammatical categories in their own words.
  - B. select appropriate words based on their grammatical function as well as on their meaning.
  - C. group words into grammatical categories to clarify their meaning.
  - D. draw on grammatical knowledge to identify the subjects and predicates of complex sentences.
18. Structural analysis would be the most appropriate strategy for a student to use to determine the meaning of which of the following words?
- A. impassable
  - B. elephant
  - C. interim
  - D. examine

**Use the information below to answer the question that follows.**

A sixth-grade class that includes several English Learners has been studying volcanoes. The teacher designs the following paragraph-building activity as part of a chapter review toward the end of the unit.

Step 1: The teacher leads a brief whole-class discussion reviewing key topics covered by the textbook chapter.

Step 2: Students form heterogeneous cooperative learning groups with three or four students in each group. Each of the students selects one of the key topics reviewed during the discussion.

Step 3: Individual students write one or two sentences about their topic on sentence strips.

Step 4: The members of the group then decide how to put the various sentences together, editing the sentences as necessary to form a comprehensible paragraph about the chapter and correcting any errors in grammar or spelling.

After participating in this activity, all of the students review the chapter in their science text about volcanoes.

19. Which of the following best describes one important way in which this activity is likely to benefit English Learners?

A. Arranging sentences in a meaningful order helps English Learners develop skills for locating and retrieving related information from content-area texts.

B. Combining sentences into paragraphs encourages English Learners to employ a variety of word identification strategies.

C. Discussing and writing about a content-area topic support English Learners' reading related to the topic by reinforcing key concepts and academic-language development.

D. Analyzing and editing individual sentences improve English Learners' reading fluency by helping them chunk text as they read.

20. To promote students' comprehension of a passage about comets and meteoroids, a middle school teacher shows the students how to use facts from the text to complete a Venn diagram.

This comprehension strategy is most effective in facilitating students' ability to:

A. use inferential comprehension skills to identify cause-and-effect relationships.

B. draw on their prior knowledge to clarify understanding.

C. organize textual information according to similarities and differences.

D. apply their vocabulary knowledge in new contexts.

21. An eighth-grade class will be reading a drama that is a challenging grade-level text. The teacher is concerned that a student in the class who has a reading disability will have difficulty keeping up with and understanding the reading assignments. Which of the following strategies would be most effective for the teacher to use to promote the student's access to the text and his ability to participate fully in class discussions related to it?

A. assigning the student the play several weeks before his classmates are scheduled to begin reading it

B. providing the student with a narrative version of the play to read rather than the original, dramatic version

C. assigning the student only selected portions of the play, such as a few key speeches and dialogues

D. providing the student with an audio recording of the play to listen to in conjunction with his reading

22. A third-grade teacher prepares several poster-sized copies of the star diagram. After reading an assigned story, students divide into small groups, and the teacher distributes a copy of the star diagram to each group. The members of each group discuss how the six questions (who, what, when, where, why, and how) apply to the story and write answers in the six points of the star. The teacher then displays the completed star diagrams and leads a whole-class discussion about them. This instructional activity is most likely to promote students' reading proficiency in which of the following ways?

A. improving students' comprehension by encouraging them to analyze a text's underlying theme

B. helping students learn a strategy for using visual representation to analyze key elements of a text

- C. improving students' comprehension by encouraging them to connect personal experience to a text
  - D. helping students learn to use evaluative comprehension skills to determine an author's point of view
23. A sixth-grade teacher has students read a short expository text. After the students finish reading the text, the teacher uses guided discussion to help them complete the information shown below.

**Topic of the text:**

**Author's thesis about the topic:**

**Evidence presented by the author:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Is this evidence factual  
and/or reasonable?**

- 1.
- 2.
- 3.
- 4.
- 5.

This writing activity promotes students' comprehension and analysis of expository texts primarily by:

- A. developing their ability to evaluate the adequacy of an author's conclusions.
- B. teaching them explicit strategies for distinguishing facts from opinions.
- C. encouraging them to identify ways in which a text reflects the traditions and beliefs of its author.
- D. helping them clarify their understanding of a text through the use of outlines.

**Use the information below to answer the two questions that follow.**

A fourth-grade class is beginning a unit on deserts. The teacher starts the unit by having the students form small groups and list everything they know about deserts. Then the whole class meets to share their lists, and the teacher helps the students arrange their ideas into a web.

24. Creating such a web is likely to promote students' ability to retain and use information they read about a topic by:
- A. encouraging students to attend to new information on the topic rather than to familiar information.
  - B. providing students with the vocabulary they need to make sense of their reading.
  - C. prompting students to assess the accuracy of their prior knowledge of the topic.
  - D. helping students learn to use categories to organize their thinking about the topic.

25. After giving each student a copy of the web developed by the class, the teacher could best help students make use of the web to learn and retain facts from their reading by asking them to:

- A. add continuously to the web as they encounter and analyze new information in their reading.
- B. compare the content of this web to the content of webs on other topics.
- C. review each category on the web to ensure that it is an appropriate one to have included.
- D. memorize the information on the web before they begin their reading.

26. Fluent readers are able to \_\_\_\_\_ as they read:

- ☐ A. connect ideas
- ☐ B. focus on meaning
- ☐ C. recognize words
- ☐ D. all of the above

27. Fluency \_\_\_\_\_ for fiction and non-fiction:

- ☐ A. is always the same
- ☐ B. is sometimes different
- ☐ C. cannot be measured
- ☐ D. none of the above

28. Which instructional approach listed below, is *most* effective for *increasing* fluency?

- ☐ A. students taking turns reading short passages of a text aloud
- ☐ B. students re-reading a passage aloud while receiving guidance
- ☐ C. students silently reading a passage
- ☐ D. none of the above

29. Repeated oral readings:

- ☐ A. improve word recognition
- ☐ B. improve speed
- ☐ C. improve reading comprehension
- ☐ D. all of the above



30. Automaticity:

- ☐ A. refers to accurate and speedy word recognition
- ☐ B. refers to reading with expression and clarity
- ☐ C. is another word for fluency
- ☐ D. none of the above

31. Which activity listed below, works best for increasing fluency?

- ☐ A. sustained silent reading
- ☐ B. round robin readings
- ☐ C. repeated readings
- ☐ D. all of the above

32. A fluent reader\_\_\_\_\_:

- ☐ A. reads with expression
- ☐ B. divides text into meaningful chunks
- ☐ C. pauses appropriately within and at the end of sentences
- ☐ D. all of the above

33. Fluency changes\_\_\_\_\_:

- ☐ A. depending on what the reader is reading
- ☐ B. depending on the reader's familiarity with the words in the text
- ☐ C. depending on the amount of practice the reader has reading text
- ☐ D. all of the above

34. The best strategy for developing fluency is to provide your students with opportunities to \_\_\_\_\_:

- ☐ A. read the same passage orally several times
- ☐ B. read different passages silently
- ☐ C. read passages that are easy
- ☐ D. read difficult passages

35. Which of the following is an example of vocabulary instruction?

- ☐ A. teaching students about the spelling pattern "ai"
- ☐ B. explaining the words: *sphere*, *cylinder*, and *cube*
- ☐ C. demonstrating how to sound out "interaction"
- ☐ D. none of the above

36. \_\_\_\_\_ is a way of teaching vocabulary in a direct manner.

- ☐ A. Testing students on words they already know
- ☐ B. Providing students with strategies for learning words
- ☐ C. Asking students to identify which words rhyme
- ☐ D. Giving students a passage to read orally

37. Which child is engaged in *direct* vocabulary instruction?

- ☐ A. Charlie, who is listening to his teacher read aloud the story, *Charlotte's Web*
- ☐ B. Shelly, who is reading on her own
- ☐ C. Molly, whose teacher is discussing how the prefix *un-* changes a word
- ☐ D. Tom, who is having a conversation with his dad

38. Which of the following is an example of vocabulary instruction?

- ☐ A. teaching word roots
- ☐ B. teaching multiple meanings
- ☐ C. teaching prefixes
- ☐ D. all of the above

39. Which teacher is engaged in vocabulary instruction?

- ☐ A. Ms. Jones, who is helping Johnny sound out the word *repeat*
- ☐ B. Mr. Smith, who has asked students to copy a word list from the board
- ☐ C. Ms. Lane, who is explaining the difference between *up* and *down*
- ☐ D. Mr. Williams, who has asked students to write a short story

40. Which technique listed below would likely help students to remember difficult words?

- ☐ A. using vocabulary words throughout the week in different subject areas
- ☐ B. having students list other words that begin with the same sound
- ☐ C. sounding out the vocabulary words
- ☐ D. none of the above

41. Which is a strategy for teaching vocabulary?

- ☐ A. teaching students about 'word parts'
- ☐ B. teaching students about 'multiple meanings' for words
- ☐ C. teaching students to use context clues
- ☐ D. all of the above

42. Students' vocabulary can be increased by:

- ☐ A. discussing new words before reading a story
- ☐ B. listening to a teacher explain the meaning of unknown words
- ☐ C. teaching students to look for word parts such as prefixes, root words, etc.
- ☐ D. all of the above

43. In determining what types of words to teach, you should choose:

- ☐ A. words that are important in understanding a concept
- ☐ B. words that students are likely to see again and again
- ☐ C. words that have multiple meanings
- ☐ D. all of the above

44. Good readers tend to:

- ☐ A. make sense of what they read
- ☐ B. use their own experiences to help make sense out of texts
- ☐ C. know how to resolve problems when they don't understand the text
- ☐ D. all of the above

45. Cooperative learning involves students working together:

- ☐ A. as partners
- ☐ B. in small groups
- ☐ C. on defined tasks
- ☐ D. all of the above

46. Metacognition is:

- ☐ A. "thinking about thinking"
- ☐ B. "thinking about doing"
- ☐ C. "thinking about seeing"
- ☐ D. none of the above

47. A student who identifies where his difficulty occurred may be using which comprehension strategy?

- ☐ A. summarization
- ☐ B. metacognition
- ☐ C. flexibility
- ☐ D. structuring

48. Effective comprehension instruction requires:

- ☐ A. a direct explanation of strategy
- ☐ B. modeling of a strategy
- ☐ C. application of a strategy
- ☐ D. all of the above

49. Which student is using mental imagery as a comprehension tool?

- ☐ A. Tom, who draws pictures illustrating a story his dad told him to help him sleep
- ☐ B. Bobby, who forms a picture in his mind of a playground when his mom reads to him from a story called *Recess in First Grade*
- ☐ C. Suzy, who tells a story about a penguin to her little sister, Ruthie
- ☐ D. all of the above

50. The quickest and most informal way to monitor a reader's fluency is simply to \_\_\_\_\_.

- ☐ A. listen to the child read orally
- ☐ B. read aloud to the child and ask comprehension questions
- ☐ C. give the child a criterion-referenced test from the basal series
- ☐ D. none of the above

