

EDUC 403: TEACHING READING
Mid-Term Test

Name: _____

1. Print awareness is:

- a. recognizing written language and understanding how it's used
- b. understanding that print is made with a pen or pencil
- c. analyzing students' printed handwriting
- d. none of the above

2. Which of the following is NOT an example of print awareness?

- a. knowing that print proceeds from top to bottom on a page
- b. knowing that print proceeds from left to right on a page
- c. knowing that print is easier than cursive handwriting for most children
- d. knowing that print is an expression of written language

3. Activities that help children become aware of print include:

- a. being read to by adults
- b. playing with magnetic letters
- c. pretend reading
- d. all of the above

4. Children with print awareness are able to:

- a. count the number of words in a sentence
- b. distinguish between a word and a letter on a page
- c. recognize the logo for McDonald's on a billboard
- d. all of the above

5. Children who begin school without print awareness:

- a. tend to be better readers than other students
- b. will never learn to read
- c. are at risk for reading difficulty
- d. none of the above

6. Which of the following is NOT an example of print awareness?

- a. a child indicates that print proceeds from top to bottom on a page
- b. a child indicates that print proceeds from left to right on a page
- c. a child indicates that he can sing the alphabet song
- d. a child indicates that you should start reading a book from the front cover

7. Print awareness tasks:

- a. can be given by the classroom teacher
- b. can help students to develop print awareness
- c. are related to children's later success in reading
- d. all of the above

8. Print awareness typically, but not always, begins to develop:

- a. before children begin school
- b. during the child's first year of schooling
- c. at the end of first grade
- d. none of the above – children are born with print awareness

9. Which child has an understanding of print awareness?

- a. Mary, a pre-school student who, after scribbling on a piece of paper, proudly proclaims that what she has written says,
- b. Timmy, a kindergarten student who points to the written representation of his name and states, "That's my name!", but is unable to actually read that it says "Timmy"
- c. Lauren, a first grade student who is able to count the number of words on a page
- d. all of the above

10. There are _____ sounds in the English language:

- a. exactly 26
- b. over 60
- c. over 40
- d. exactly 52

11. How are phonemes represented in writing to differentiate them from actual words?

- a. by placing the letters between slashes /b/
- b. by placing the letters between asterisks *b*
- c. by placing the letters in parentheses (b)
- d. by placing the letters between percent signs %b%

12. How many phonemes are in the word SHAKE?

- a. 1
- b. 2
- c. 3
- d. 4

13. There are _____ phonemes in the word *rank*.

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

14. Digraphs such as "sh" make _____ sound(s).

- a. 1
- b. 2
- c. 3
- d. none of the above

15. Phonemes are:

- a. the largest unit of spoken language
- b. the smallest unit of spoken language
- c. the largest unit of written language
- d. the smallest unit of written language

16. The word _____ contains 3 phonemes.

- a. pit
- b. see
- c. pay
- d. all of the above

17. The ability to hear, identify, and manipulate discrete, individual sounds in words is called _____.

- a. phonics
- b. phonological awareness
- c. phonemes
- d. phonemic awareness

18. Phonemic awareness differs from phonics in that phonemic awareness:

- a. is understanding that spoken words are made up of sounds
- b. is learning of sound-spelling relationships
- c. is understanding that words have meaning
- d. all of the above

19. Phonemic awareness activities include _____:

- a. word blending
- b. story writing
- c. text comprehension
- d. none of the above

20. An example of phoneme segmentation would be a child _____:

- a. breaking a word into its separate sounds
- b. being told a series of sounds and then being asked to combine those sounds to form a word
- c. substituting the beginning sound in a word with a different sound to form a new word (replacing the first sound in *cat* with /m/ to create *mat*)
- d. none of the above

21. Phoneme blending calls on a child to:

- a. listen to a set of sounds and then combine those sounds to form a word. (Child is asked to merge the sounds /m/ /a/ /p/ into a word. Child replies, "map")
- b. break a word into separate sounds
- c. identify the first sound in the words *star*, *sun*, and *sea*
- d. none of the above

22. Phonemic awareness is one part of _____, which also includes activities on phonemes, rhymes, syllables, and more:

- a. phonological awareness
- b. text comprehension
- c. print awareness
- d. all of the above

23. A child who changes the beginning sounds to /b/ in the song "Happy Birthday," thus singing "Bappy Birthday bo boo..." displays knowledge of:

- a. rhyme awareness
- b. phonemic awareness
- c. lyric awareness
- d. none of the above

24. Which task might you find on a phonemic awareness assessment? The child _____:

- a. reads a story aloud
- b. sings the ABC song
- c. answers comprehension questions
- d. blends a set of sounds into a word

25. Which of the following is a true statement?

- a. phonics involves looking at the sounds letters make in spoken words
- b. phonics involves looking at the relationship between letters and sounds in written form
- c. phonics involves looking at how print works
- d. phonics involves looking at the difference between consonants and vowels

26. Phonics instruction is most effective when it begins in:

- a. preschool or pre-kindergarten
- b. kindergarten or first grade
- c. second or third grade
- d. none of the above

27. Which of the following is an approach used for phonics instruction?

- a. children learning the letters or letter combinations that represent sounds
- b. children using word parts or families to identify unknown words
- c. children learning to segment words into sounds and writing letters for these sounds
- d. all of the above

28. Effective phonics instruction may improve:

- a. fluency
- b. word recognition
- c. spelling
- d. all of the above

29. Phonics instruction:

- a. is an entire reading program
- b. is one component of a reading program
- c. should be introduced in grades two and three
- d. none of the above

30. Phonics instruction is effective for which of the following groups of children?

- a. learners of the English language
- b. children from low socioeconomic level households
- c. children who are struggling with comprehension
- d. all beginning readers

31. The written letter A is a:

- a. morpheme
- b. grapheme
- c. phoneme
- d. naneme

32. Phonics programs are effective when they:

- a. include a carefully selected set of letter-sound relationships organized into a logical sequence
- b. include a set of precise directions for teaching these relationships
- c. include lots of opportunities for children to apply *learning to reading and writing*
- d. all of the above

33. Which is an example of systematic phonics instruction?

- a. teaching in a way that focuses on whole-word or meaning based activities
- b. teaching a set of sight vocabulary words
- c. teaching a set of letter-sound relationships in a clearly defined sequence
- d. teaching letter-sound relationships only when letters appear in student reading materials

34. Effective phonics programs provide students with opportunities to practice applying their knowledge about phonics as they:

- a. read
- b. write
- c. blend sounds to form words
- d. all of the above

35. Phonics instruction is important because it helps students to:

- a. understand the relationship between letters and sounds
- b. recognize unfamiliar words
- c. improve reading comprehension
- d. all of the above

36. Which is not an example of environmental print?

- a. old cereal boxes
- b. big books
- c. bumper stickers
- d. candy wrappers

37. The teacher sang, "Who has the /m/ word to share with us?" as her students looked at the stuffed animals she gave them. A student with a monkey said, "I do!" This is an example of:

- a. a child who can successfully do sound matching tasks, and is developing phonemic awareness
- b. automaticity, in this case, automaticity of memory
- c. a teacher who facilitates reading comprehension before students read, while they read, and after they read
- d. a phonics lesson that is highly motivational

38. A second grade student teacher told her supervisor that she would be teaching a lesson on consonant blends for her observation. She was working on /ph/ as in graph, /ch/ as in much, and /sh/ as in bush. She carefully told her students that these letter combinations made a blended sound, with each letter making a sound. Her supervisor had a shocked look on her face because:

- a. she failed to include an anticipatory set in her lesson
- b. these letters aren't consonant blends; they are consonant digraphs and each pair of letters makes only one sound
- c. these letters aren't consonant blends; they are consonant diphthongs and each pair of letters makes a glided vowel sound
- d. /ph/ as in graph and /ch/ as in much should never be taught together in the same lesson

39. Which of the following best describes a characteristic of effective phonics instruction?

- a. it is child centered: the instruction relies primarily on teaching sound-symbol relationships that children are most interested in learning
- b. it is embedded: most phonics instruction takes place as part of other language experiences
- c. it is systematic: instruction is sequenced according to the increased complexity of linguistic units
- d. it is equitable: so that no child feels separated, all children should take part in each phonics lesson

40. A 5th grade teacher has tested a student and learned that the student has very poor word identification skills. In fact, the student struggles with consonant blends, consonant digraphs, and diphthongs. What should the teacher do?

- a. teach this student those sound-symbol relationships
- b. focus on 5th grade word identification tasks, like learning the meanings of common Greek and Latin root words
- c. place the student in a 2nd grade classroom during reading time
- d. work on skimming and scanning, important content-area reading skills for 5th grade

