Question 1

Teachers explicitly teach the most common affixes because such knowledge helps students:
A) develop fluency
B) develop phonemic awareness
C) determine the meanings of words
D) understand phonics generalizations

Question 2

When third grade teacher Nick Yule made the transition from teaching with a basal reading program to implementing reading workshop, the principal correctly advised him that minilessons are:
A) appropriate in reading workshop classrooms
B) conducted by parents rather than teachers
C) not used in a classroom implementing reading workshop
D) only appropriate during the first two weeks of the school year

Question 3

As she was reading the novel Charlotte's Web, Helen thought about the farm on which she lived and the baby pig she received on her birthday. In this situation, Helen made a:
A) text-to-world connection
B) text-to-word connection
C) text-to-self connection
D) text-to-text connection

Question 4

Several kindergarten students dictated sentences about their trip to the zoo. Their teacher wrote their dictated sentences on a chart. The children were able to easily read these sentences primarily because:
A) the text was composed of their own language
B) the words contained familiar spelling patterns
C) they enjoyed the visit to the zoo
D) a familiar teacher wrote the script

Question 5

When discussing reading and writing workshop, the principal correctly advised that reading and writing workshop:
A) reflected a behaviorist theory of literacy instruction
B) reflected a teacher-centered view of instruction
C) should only be used as a supplemental approach to literacy instruction
D) could be used as the primary instructional approach in a classroom or as a complement to other instructional approaches

Question 6

Because the Common Core State Standards encourage students to read challenging fiction and nonfiction, teachers have placed greater emphasis upon:
A) text complexity
B) narrative texts
C) text-dependent questions
D) phonemic awareness

Question 7

Of the following, the best predictor of beginning reading success is a child's level of:
A) vocabulary knowledge
B) auditory acuity
C) visual acuity
D) fine motor skills
Question 8

Teachers nurture children's phonemic awareness by creating a language-rich environment in the classroom. Describe a language-rich kindergarten classroom. Name activities you would expect to see.

Question 9

As a new sixth grade teacher was selecting books for his classroom library, an experienced teacher correctly advised him that students within a typical classroom:
A) prefer the same authors
B) all read at the same grade level
C) enjoy the same reading topics
D) read at a wide range of levels

Question 10

The most authentic type of reading is:
A) guided reading
B) echo reading
C) independent reading
D) oral reading

Question 11

Because they wanted the principal to reverse his decision on the school's dress code, sixth grade students wrote compositions from their own viewpoints in which they expressed the need for change. Their writing could most appropriately be classified as:
A) learning logs
B) simulated journals
C) persuasive essays
D) multigenre projects

Question 12

To increase the likelihood that all students will be successful, teachers should:
A) ask every student to complete the same assignment
B) hold the same requirements for all students
C) use consistent workbook programs
D) create tiered lessons

Question 13

Fourth grade teacher Grace Scott was frustrated. The poorest readers in her class read very few books while the most capable readers read many books and enlarged their vocabularies. Another teacher wisely suggested that the best way to encourage everyone to read more would be to:
A) make better use of the basal reading program
B) give rewards for each book the children read
C) institute periods of Sustained Silent Reading
D) assign books for summer reading

Question 14

Effective teachers have learned that it is best to teach letters of the alphabet:
A) using drills and writing activities
B) in alphabetical order
C) using children's own names and providing many experiences with meaningful written language
D) before introducing whole words

Question 15

In the word star, the vowel sound is best described as:
Question 16

In the English language, there are approximately:
A) Over 500 speech sounds
B) 100 speech sounds
C) 44 speech sounds
D) 10 speech sounds

Question 17

When teachers make anecdotal notes of their observations and review portfolios to plan instruction, they are engaged in:
A) readability studies
B) Lexile sharing
C) evaluation
D) assessment

Question 18

To help students focus upon particular types of errors in their writing, many teachers provide:
A) response journals
B) informal reading inventories
C) editing checklists
D) miscue analyses

Question 19

A group of athletic fifth grade students read and discussed the novel, Travel Team, a story about neighborhood basketball teams. Their teacher correctly realized that her students almost seemed to comprehend the novel better than she did primarily because they:
A) were able to apply phonics generalizations as they read
B) did not have a genuine interest in the story
C) played on basketball teams and had the background knowledge and vocabulary
D) were able to discuss the novel with their parents

Question 20

Teachers use informal assessment tools to monitor daily progress. List and describe three types of informal assessment tools that an elementary classroom teacher could use.

Question 21

Of the following, the best way to help students take responsibility and monitor their vocabulary growth would be to:
A) read passages orally every day
B) ask them to copy definitions from dictionaries
C) include use of technical vocabulary on rubrics they use to assess writing
D) encourage them to write new words on whiteboards

Question 22

After reading many books and magazine articles about tennis star Serena Williams, fourth grade student Caroline pretended that she was Serena Williams and she began writing journal entries using the viewpoint of the famous athlete. Caroline's writing is an example of a:
A) found poem
B) double-entry journal
C) learning log
D) simulated journal
<table>
<thead>
<tr>
<th>Question 23</th>
<th>When students reflect upon their thinking, they engage in a type of behavior known as:</th>
</tr>
</thead>
</table>
| A) metacognition  
B) semantics  
C) prosody  

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<tr>
<th>Question 24</th>
<th>Before students read a complete textbook chapter, it is most helpful for them to first:</th>
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</table>
| A) read the questions at the end of the chapter  
B) read a narrative text  
C) check the class schedule  

<table>
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<tr>
<th>Question 25</th>
<th>A kindergarten teacher suspects that her new student has not had the same rich exposure to books that most of his classmates have had. Of the following, which assessment tool could most likely help a teacher measure a young child's understanding of books?</th>
</tr>
</thead>
</table>
| A) an informal reading inventory  
B) running record  
C) concepts-about-print test  

<table>
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<tr>
<th>Question 26</th>
<th>List three characteristics of fluent readers.</th>
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<tr>
<th>Question 27</th>
<th>In the word chime, the ch is an example of a:</th>
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| A) consonant digraph  
B) morpheme  
C) consonant blend  

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<tr>
<th>Question 28</th>
<th>During writing workshop, students:</th>
</tr>
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</table>
| A) always work together on class projects for consistency  
B) sometimes work independently and sometimes share their work in groups  
C) conference with the teacher and write about teacher selected topics  

<table>
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<tr>
<th>Question 29</th>
<th>Children in the town of Ridley Park enjoy hearing stories about Claude, the town’s first postmaster. Stories which have been passed down from generation to generation are known as:</th>
</tr>
</thead>
</table>
| A) repetends  
B) genres  
C) fantasies  

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<tr>
<th>Question 30</th>
<th>Katia, an eight-year-old student who is an English learner, was reluctant to raise her hand to participate in whole class discussions. Her teacher was correctly advised to help Katia expand her vocabulary and gain confidence in speaking by:</th>
</tr>
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<tbody>
<tr>
<td>A) encouraging Katia to draw pictures to express her thoughts</td>
<td></td>
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</table>
Question 31
When a class is engaged in a literature focus unit:
A) only expository texts are read
B) every student reads the same book
C) every student selects a book which he/she would like to read
D) the teacher reads the entire book aloud

Question 32
The Common Core State Standards include a strand on Informational Texts because:
A) knowledge of phoneme-grapheme correspondence is essential for literacy
B) mature readers should be able to use nonfiction materials
C) all students should read classic literature
D) students should have opportunities to construct stories

Question 33
Although the teacher felt that Susan would enjoy discussing the novel, Esperanza Rising, with her classmates, the student was not able to read that chapter book independently. What steps could the teacher take to enable Susan to enjoy this novel with her classmates?

Question 34
Fifth grade teacher Joe Henderson has students working above grade level as well as many working below grade level. Of the following, the best way to enable all of the students to demonstrate their learning would be to ask them to:
A) complete a project of their choice
B) write a three paragraph essay
C) participate in readers theatre
D) take the same standardized test

Question 35
Students usually feel comfortable, safe, and more willing to take risks when:
A) a stimulus-response theory of learning is practiced
B) the classroom environment is predictable with familiar routines
C) the classroom environment includes daily surprises
D) older students visit the classroom

Question 36
The primary reason why teachers should devote instructional time to the study of similes and metaphors is to help students:
A) develop phonemic awareness
B) make their writing more vivid
C) improve their spelling ability
D) meet school district requirements

Question 37
Nine-year-old Polina is an English learner who has enrolled in a third grade class in New York City. To help Polina acquire academic vocabulary, her teacher should provide:
A) materials in Polina’s native language
B) worksheets as homework practice
C) explicit instruction
D) after school activities
<table>
<thead>
<tr>
<th>Question</th>
<th>Text</th>
</tr>
</thead>
</table>
| 38 | It is most important for teachers to find time for:  
| | A) opportunities for students to apply phonics concepts as they read  
| | B) round-robin reading activities  
| | C) completion of phonics worksheets  
| | D) computerized phonics drills  
| 39 | Literature is often categorized according to:  
| | A) miscues  
| | B) phonemes  
| | C) schema  
| | D) genres  
| 40 | As they studied the topic of recycling, a group of students prepared posters, diagrams, and timelines, read Internet articles, and wrote poems. These students participated in a:  
| | A) language experience approach  
| | B) multigenre project  
| | C) leveled project  
| | D) scaffold  
| 41 | According to the program's design, Reading Recovery instruction should be delivered by:  
| | A) the student's parent or guardian  
| | B) the student's peers  
| | C) a paraprofessional  
| | D) a specially trained and supervised teacher  
| 42 | Some students in the third grade class read fluently while others struggle. The best way to help all of the students improve would be to:  
| | A) involve all students in round robin reading  
| | B) tell students they can read a trade book when they finish assignments  
| | C) involve all students in popcorn reading  
| | D) provide periods for Sustained Silent Reading for everyone  
| 43 | Of the following, the best way to help students develop reading fluency is to use:  
| | A) popcorn reading  
| | B) round-robin reading  
| | C) readers theatre  
| | D) phonics drills  
| 44 | Word Walls are appropriate:  
| | A) only in kindergarten to grade three  
| | B) when students have visual disabilities  
| | C) only for students above a first grade reading level  
| | D) at any grade level  
| 45 |
Effective literacy teachers encourage students to make predictions:
A) only when reading a narrative text  
B) when reading any type of text  
C) to help them use phonemic awareness  
D) only when reading an informational text

**Question 46**

Of the following, the best way for teachers to assess students' knowledge of text factors is to:
A) conference with students and observe their use of text factors  
B) provide additional time for sustained silent reading  
C) ask students to keep journals  
D) ask parents if students mention text factors when completing homework

**Question 47**

Many schools use computer-based programs such as Accelerated Reader and Reading Counts! to track students' progress. Computer-based programs:
A) contain commercial messages that should not be read by students  
B) are not recommended because they encourage critical thinking  
C) are consistent with differentiated instruction because every student can read a different text  
D) make it impossible to differentiate instruction because they promote drill and practice

**Question 48**

The Common Core State Standards:
A) can't be applied when students are reading fiction  
B) emphasize that students need to apply knowledge of text factors  
C) do not apply to students below grade 4  
D) do not address text factors

**Question 49**

Words that express opposite meanings are known as:
A) morphemes  
B) synonyms  
C) homographs  
D) antonyms

**Question 50**

In the most effective intervention programs, students are instructed by:
A) parent volunteers  
B) certified teachers  
C) paraprofessionals  
D) peer tutors

**Question 51**

Of the following, the best way that a literacy teacher could help his students prepare for a high-stakes assessment is to:
A) teach students about question-answer relationships  
B) use a timer to encourage students to work more quickly  
C) stress the importance of good nutrition  
D) conduct daily speed drills

**Question 52**

Of the following, the best way to teach children to use dictionaries to find the correct spelling of a word would be to help them:
A) put words in alphabetical order  
B) engage in word sorts
C) practice using onsets and rimes  
D) predict possible spellings for unknown words  

### Question 53

Of the following, the recommended instructional program which offers the most teacher guidance is:  
A) literature circles  
B) round-robin reading  
C) guided reading  
D) literacy centers  

### Question 54

A Response to Intervention (RTI) program involves three tiers. During the first tier, students:  
A) are placed in special education programs  
B) participate in Reading Recovery programs  
C) participate in 30 minute daily tutoring sessions  
D) are screened to identify academic difficulties  

### Question 55

Effective teachers use formal and informal assessment measures primarily to:  
A) provide standardized assessment results to administrators  
B) modify their instruction and reteach when necessary  
C) rank students within a class  
D) provide report card grade for parents  

### Question 56

While planning a unit on the California Gold Rush, a fourth grade teacher found a trade book that he thought his students would enjoy. A few of the students, however, were not able to read it independently. List two steps a teacher could take to help students who have difficulty reading specific trade books independently.  

### Question 57

The word bookcases contains:  
A) one morpheme  
B) two morphemes  
C) three morphemes  
D) four morphemes  

### Question 58

Of the following, the most effective way to activate students’ background knowledge is to use:  
A) RTI  
B) Miscue analysis  
C) Elkonin Boxes  
D) KWL charts  

### Question 59

Mrs. Lewis went to a thrift store and bought a bag of children’s books for her eight-year-old daughter, Alexis. When Alexis sorted the books into the categories of "too easy," "too hard," and "just right," she was using the:  
A) Elkonin Box Strategy  
B) Goldilocks Strategy  
C) Matthew Effect  
D) Miscue Analysis  
Question 60

Of the following, the factor which research suggests has the strongest influence on children's language development is:
A) their understanding of orthography
B) the amount and quality of interaction with their parents
C) the amount of time children spend outdoors
D) their ability to distinguish facts from opinions

Question 61

A limitation of readability formulas is that they:
A) don't account for sentence length and content area vocabulary
B) can only be used with expository texts
C) don't account for readability factors such as experiences and interests
D) can only be used with materials above the second grade level

Question 62

Of the following, the best way to assess students' reading fluency is to:
A) use a miscue analysis
B) listen to them read aloud
C) use morphemic analysis
D) engage in partner reading

Question 63

Phonics instruction should be viewed as:
A) the best way to help students understand morphemes
B) essential for students in kindergarten to grade six
C) a complete reading program
D) part of a balanced approach that includes authentic reading and writing

Question 64

Literacy professionals use the term text to refer:
A) only to periodicals such as newspapers and magazines
B) to all visual materials
C) to all reading materials
D) only to basal readers

Question 65

The ability to read silently for increasingly longer periods of time is known as reading:
A) fluency
B) automaticity
C) prosody
D) stamina

Question 66

Of the following, the tool which is most likely to help students engage in self-assessment is the:
A) miscue analysis
B) informal reading inventory
C) running record
D) portfolio

Question 67

A fifth grade teacher began an author study by introducing several books written by Lois Lowry. Of the following, the primary reason for implementing
author studies with elementary students is to:
A) monitor the books that the students read
B) provide role models to inspire their writing
C) demonstrate the difficulties that writers encounter
D) restrict their reading to specific genres

Question 68
The best way to help students who struggle with fluency is to:
A) drill and practice sight word recognition
B) dramatically increase the amount of reading and writing they do every day
C) have them complete numerous worksheets
D) send them to special classes

Question 69
Of the following, the most effective way for a teacher to help his students spell high-frequency words correctly would be to:
A) circle misspelled words on their compositions
B) conduct daily phonics drills
C) post high-frequency words on a classroom word wall
D) give each student a dictionary

Question 70
Writers use expository text structures primarily because these structures:
A) add graphics to the text
B) help readers apply decoding strategies
C) help readers comprehend the material
D) build students' vocabulary

Question 71
Give three effective ways in which teachers can help children learn the letters of the alphabet.

Question 72
The zone of proximal development is:
A) the level between students' actual development and their potential development
B) the level where students are not successful.
C) the level where students have great difficulty learning
D) the level where students can work independently

Question 73
How does Sustained Silent Reading (SSR) differ from Reading Workshop?

Question 74
Teachers in the Brady School District plan to use a computer-based program as an intervention for those who struggle in learning to read. To help the students make the most progress, the computer-based program should:
A) replace classroom instruction
B) supplement classroom instruction
C) be used with round-robin reading
D) be used during time previously designated for library visits

Question 75
When introducing new words, sixth grade teacher Terri Crowley alerts her students if the new words were derived from the Spanish, French, or Latin languages. Effective teachers have found that knowing a word's history helps students to:
<table>
<thead>
<tr>
<th>Question 76</th>
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<tbody>
<tr>
<td>A fifth grade teacher would like to ensure that she is scaffolding her English Learners’ oral language acquisition and literacy development. List and describe five ways that she can accomplish this.</td>
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<tr>
<th>Question 77</th>
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<tbody>
<tr>
<td>Two teachers are working together to plan a unit on space exploration. These teachers should design activities:</td>
</tr>
<tr>
<td>A) that require all students to read grade level materials</td>
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<tr>
<td>B) with multiple options to address students' strengths and needs</td>
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<tr>
<td>C) with firm requirements that assess all students in the same manner</td>
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<tr>
<td>D) that require every student to give an oral presentation</td>
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<tr>
<th>Question 78</th>
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<tr>
<td>To encourage book discussions, all of the sixth grade students in the Charles School District have been asked to read the novel, The Giver. Because a few of her students struggle in reading and are unable to read The Giver independently, the principal has wisely advised the teacher to:</td>
</tr>
<tr>
<td>A) excuse struggling readers from the book discussions</td>
</tr>
<tr>
<td>B) read the novel aloud and discuss it with the students who struggle</td>
</tr>
<tr>
<td>C) motivate the struggling readers to read The Giver independently</td>
</tr>
<tr>
<td>D) require the students to read the book as a homework assignment</td>
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<tr>
<th>Question 79</th>
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<tbody>
<tr>
<td>Sixth grade teacher Steve McCall reminds his students to consider text factors as they read. What should students think about when they consider text factors?</td>
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<tr>
<th>Question 80</th>
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<tbody>
<tr>
<td>The Common Core State Standards are organized into:</td>
</tr>
<tr>
<td>A) two strands</td>
</tr>
<tr>
<td>B) three strands</td>
</tr>
<tr>
<td>C) four strands</td>
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<tr>
<td>D) five strands</td>
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<tr>
<th>Question 81</th>
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<tbody>
<tr>
<td>In a close reading activity, a teacher will most likely use:</td>
</tr>
<tr>
<td>A) inferential questions</td>
</tr>
<tr>
<td>B) vocabulary-dependent questions</td>
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<tr>
<td>C) text-dependent questions</td>
</tr>
<tr>
<td>D) critical response questions</td>
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</tbody>
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<tr>
<th>Question 82</th>
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<tbody>
<tr>
<td>Fifth grade teacher Michael Baker is using a readability formula to determine the difficulty of books selected for his classroom library. Should he rely solely on a readability formula to determine the appropriateness of books in his classroom library? Support your answer.</td>
</tr>
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<tr>
<th>Question 83</th>
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<tbody>
<tr>
<td>The school librarian has correctly advised a fourth grade teacher that his classroom library should contain:</td>
</tr>
<tr>
<td>A) only books written at second to fourth grade levels so students don’t become frustrated</td>
</tr>
<tr>
<td>B) books written at a range of reading levels so that everyone can find something to read</td>
</tr>
<tr>
<td>C) books to be used for round-robin reading sessions so that students can reread texts</td>
</tr>
</tbody>
</table>
### Question 84
Teachers can help their students become more fluent readers by providing:
- A) seating at the front of the classroom
- B) daily periods of round-robin reading
- C) many opportunities for repeated readings
- D) graphic organizers


### Question 85
In the short story, Another Old Car, the central character, Mary Grady, is embarrassed to ride in her father's used car. This story could best be classified as:
- A) informational text
- B) scaffold fiction
- C) realistic fiction
- D) expository text


### Question 86
When Mary orally read a paragraph from the text, Little House on the Prairie, she stumbled over most of the words and required a great deal of assistance from her teacher. Mary was unable to state the main idea of the selection. This book was at Mary's:
- A) Lexile level
- B) instructional level
- C) independent level
- D) frustration level


### Question 87
The ability to orally read sentences expressively, with appropriate phrasing and intonation, is known as:
- A) automaticity
- B) choral reading
- C) decoding
- D) prosody


### Question 88
Of the following, the best way to help children become fluent writers is to ask them to:
- A) apply phonics generalizations
- B) use dictionaries more frequently
- C) write sentences to express their ideas
- D) copy sentences from the chalkboard


### Question 89
Most basal reading programs end in:
- A) third grade
- B) twelfth grade
- C) sixth grade
- D) first grade


### Question 90
Sixth grade teacher Helen Crump has been asked to evaluate students' writing samples. To complete this task, Miss Crump should develop a:
- A) running record
- B) portfolio
- C) RAFT
- D) rubric

Question 91
A teacher wrote the words say, play, may, and tray on a whiteboard. In these words, the ay can be referred to as:
A) an onset
B) an inflection
C) a rime
D) a morpheme

Question 92
Of the following, the best way to prepare students to participate in literature circles is to involve them in:
A) round-robin reading
B) word sorts
C) grand conversations
D) popcorn reading

Question 93
Of the following, the best way to help students who are English Learners understand new terms used in thematic units would be to:
A) provide dictionaries
B) show pictures and small objects to clarify the terms
C) write the words on Word Walls
D) teach the use of synonyms and antonyms

Question 94
George lives on a farm and enjoys reading books about farm animals. Of the following, the most likely reason why George can read books about farm animals independently is that books with:
A) varied sentence patterns are usually easier to read
B) familiar objects and experiences are usually easier to read
C) decodable text are usually more difficult to read
D) predictable text are usually more difficult to read

Question 95
When he reached the midpoint of a thematic unit on the Industrial Revolution, teacher Tony Catania asked his students to spend 10 minutes writing about the topic. These students participated in a:
A) writing inventory
B) morphemic analysis
C) trilogy
D) quickwrite

Question 96
Fourth grade teacher Jim Media has set a goal to increase his students’ awareness and use of text factors. How could this teacher assess his students’ knowledge of text factors?

Question 97
Basal readers usually:
A) contain authentic literature
B) provide the greatest opportunities for teacher choice
C) provide the greatest opportunities for student choice
D) contain a strong skills component

Question 98
Teachers can best model comprehension strategies by:
A) adding words to the classroom word wall
Question 99

Five-year-old Gloria didn't understand word boundaries or concepts of words. To best address this need, her teachers used the instructional practice of:

A) Comprehension Strategies
B) the Language Experience Approach
C) Graphic Organizers
D) Running Records


Question 100

Six-year-old Madison selected a book from the classroom library. She was able to read most of the words but she needed her teacher's help to fully comprehend the story. Consequently, this book fit Madison's:

A) instructional level
B) listening level
C) frustration level
D) independent level


Question 101

When students take notes in class, they should:

A) restate concepts in their own words
B) copy information verbatim
C) focus upon spelling and handwriting
D) attempt to memorize facts


Question 102

Young children are surrounded by words. Print such as logos on cereal boxes and signs for a favorite toy store or restaurant is known as:

A) environmental print
B) predictable print
C) decodable print
D) concept print


Question 103

When the words subway and submarine appeared in a text, the teacher helped the children break the words apart. They then examined other words that began with sub. These children participated in a:

A) word chain
B) phonemic analysis
C) contextual analysis
D) context clue


Question 104

To help students understand the genre of standardized tests, effective teachers:

A) teach to the test
B) conduct read alouds with actual test forms
C) seek opportunities for students to examine old test forms
D) prepare weekly parent newsletters


Question 105

Educators who believe that learning is the result of stimulus and response actions subscribe to a theory known as:

A) Inquiry Learning
Question 106

Students are most likely to use conventional spelling in the:
A) fluent reading and writing stage
B) emergent reading and writing stage
C) readiness reading and writing stage
D) beginning reading and writing stage

Question 107

The best way to help students apply comprehension strategies is to provide time for them to:
A) read expository texts in basal readers
B) view and discuss films with classmates
C) add interesting words to the word wall
D) read interesting books at their reading level

Question 108

Scoring guides that are used to evaluate student performance in reading and writing according to specific criteria and levels of achievement are known as:
A) informal reading inventories
B) miscue analyses
C) rubrics
D) running records

Question 109

Research suggests that the factor which has the greatest impact upon a student's literacy progress is the:
A) expertise of the teacher
B) amount of time spent using computer-based instructional programs
C) basal reading program used
D) university from which the teacher graduated

Question 110

Many students in Kathy Sites' class are advanced readers who can apply comprehension strategies and discuss challenging books with minimal teacher guidance. The most appropriate activity for these students would be:
A) Reading Recovery
B) The Language Experience Approach
C) Literature Circles
D) Basal Reading Programs

Question 111

During shared reading, children should:
A) be reminded to remain silent as the teacher reads
B) listen to the teacher read and not be distracted by the text
C) be invited to join in the reading of predictable refrains and rhyming words
D) read books at their independent level

Question 112

Words such as to, the, and which occur frequently but carry little meaning are known as:
A) readability words
B) function words
C) environmental text
Question 113
To help students use textbooks effectively, teachers remind them to:
A) copy sentences verbatim
B) read most pages orally
C) open to the first page and read straight through
D) preview chapters before reading them

Question 114
Teacher Judy Short would like to develop the classroom community by having all of her students read and discuss the novel, Frindle, by Andrew Clements. Several students, however, are unable to read the text independently. Give three suggestions the teacher could use to differentiate instruction and enable all students to participate in the discussion.

Question 115
A group of students examined a list of words and then decided which ones they thought were related to the textbook chapter. These students participated in an activity known as:
A) possible sentences
B) exclusion brainstorming
C) KWL
D) anticipation guides

Question 116
Of the following, the best way to help students identify the themes of the novels they are reading is to:
A) provide time for discussion in literature circles
B) help students complete a miscue analysis
C) assign roles during literature circles
D) provide time for oral reading

Question 117
Interdisciplinary units that integrate reading and writing with social studies, science, and other curricular areas are known as:
A) Thematic Units
B) Gestalt
C) Multigenre Projects
D) Morphemic Units

Question 118
When a teacher, principal, and parent met to discuss a child's literacy progress, the teacher brought only the final copy of a poem written by the child. After the meeting, the principal correctly advised the teacher that in the future it would be best to come to conferences with:
A) additional teachers to serve as witnesses
B) scores from high-stakes tests
C) work by the child's classmates to use in comparing progress
D) a variety of documents such as running records, writing samples, and anecdotal notes

Question 119
A teacher read a sentence expressively and then invited students to reread it, imitating the teacher's prosody. This class was participating in:
A) echo reading
B) parallel reading
C) popcorn reading
D) round robin reading
Question 120
Since the mid-1960s, young children of economically disadvantaged families in the United States have been participating in a federally funded early intervention program known as:
A) Reading Recovery
B) Head Start
C) Response to Intervention
D) Even Start

Question 121
Every day first grade teacher Kelly Blume works with a small group of students who are reading at the same level. She selects a book at their instructional level and helps the children apply strategies as they read. This teacher is using the instructional technique known as:
A) guided reading
B) partner reading
C) sustained silent reading
D) echo reading

Question 122
Research has indicated that when students compose using laptop computers rather than paper and pencil they tend to:
A) write shorter paragraphs
B) compose expository rather than narrative texts
C) write more and self-correct their work
D) become easily distracted and move off-task

Question 123
As he planned a unit on farm animals, a first grade teacher selected books and planned writing projects. Of the following, the best way to prepare students to write about farm animals would be to:
A) develop a word wall with related vocabulary
B) administer daily quizzes
C) ask students to read with a partner
D) teach a lesson on punctuation

Question 124
When he saw the word telegraph, the third grade student said, “I know tele means distance and graph means write, so a telegraph is probably a machine that lets you write something to someone far away.” This student was using:
A) phonic analysis
B) automaticity
C) morphemic analysis
D) decoding by analogy

Question 125
Rosemary wrote a short story. She described the events vividly but she didn’t reveal the characters’ thoughts. In this situation, Rosemary wrote with a(n):
A) objective viewpoint
B) first-person viewpoint
C) limited omniscient viewpoint
D) omniscient viewpoint

Question 126
When her students are engaged in the prewriting stage, fifth grade teacher Betty McIntyre encourages them to draw because drawing often:
A) helps students organize their ideas
B) makes their texts longer
C) leads to improved spelling
D) helps children work together
Question 127

Of the following, the best way to improve students’ reading speed is to use:
A) repetends
B) phonics drills
C) word walls
D) repeated readings


Question 128

Third grade teacher Gloria Brady writes brief notes as she observes students. Which of the following notes would be most helpful in planning instruction?
A) Nancy used context clues to determine the meaning of the words shore and seashell.
B) Nancy wrote an essay in neat cursive handwriting.
C) Nancy earned an A on her report.
D) Nancy is a good student.


Question 129

A group of second grade students have been engaged in the writing process and they have reached the publishing stage. List three ways in which students could share their writing with a larger audience.


Question 130

Students focus upon mechanics such as capitalization, punctuation, and spelling when they reach the stage of the writing process known as:
A) editing
B) prewriting
C) revising
D) drafting


Question 131

John McFadden has just graduated from college and will begin his first year as a teacher in September. Experienced educators have correctly told him that teachers experience the most success when they:
A) begin with a stimulus-response approach to learning
B) establish a teacher-centered classroom
C) take the first several weeks of the school year to establish the classroom community
D) assume all children understand the rules on the first day of school


Question 132

Because fluent readers recognize many words automatically, they usually:
A) can devote more energy to decoding
B) substitute words as they read
C) can devote more energy to comprehension
D) prefer to read orally


Question 133

Books with repeated words and sentences, rhymes, or other familiar patterns are known as:
A) predictable books
B) environmental books
C) shared books
D) decodable books


Question 134

A new teacher attended a workshop on the writing process in which she was correctly told that:
Question 135

When Alana, an English Language Learner, read the sentence, "Blow out your birthday candles," she became confused because she had never had a birthday cake. A lack of background knowledge that affects comprehension can be categorized as a:
A) reader factor
B) miscue
C) semantic error
D) text factor

Question 136

Of the following, the most individualized instructional approach is the:
A) literature circle
B) literature focus unit
C) reading workshop
D) basal reading program

Question 137

When her class was studying the American Revolution, a third grade teacher gathered related books of many genres and levels of difficulty. This collection could be referred to as a (n):
A) text set
B) author study
C) literature focus unit
D) Elkonin Box

Question 138

To monitor comprehension, a teacher asked his students to supply the missing words in the following passage: Today is Kyle's birthday. His father will bake a ________. Kyle's friends will come to his ________. That type of assessment is known as a (n):
A) DRA
B) retelling
C) cloze procedure
D) informal reading inventory

Question 139

During Writing Workshop, it is most appropriate for students to work on projects:
A) chosen by the teacher
B) that require only narrative writing
C) that require only expository writing
D) they've chosen themselves

Question 140

A test which is composed of graded word lists, graded passages for students to read, and comprehension questions is known as a (n):
A) miscue analysis
B) informal reading inventory
C) portfolio assessment
D) DIBELS

Question 141

To administer the Concepts About Print test, teachers:
A) can test in a round-robin manner
B) must test children in groups  
C) must use one of 4 specially provided books  
D) can use any book in the classroom  

Question 142

Wendy's mother taught her a few basic crochet stitches when she was eight years old. As she got older, Wendy was able to learn additional crochet stitches in process of:  
A) schema  
B) assimilation  
C) response theory  
D) accommodation  

Question 143

Several fifth grade students have been having difficulty reading an assigned novel and need teacher support to comprehend the text. Of the following, the most appropriate instructional technique to use with these students would be:  
A) Accelerated Reader  
B) Sustained Silent Reading  
C) Guided Reading  
D) Reading Recovery  

Question 144

Reading fluency involves the three components known as:  
A) automaticity, prosody, and articulation  
B) automaticity stamina, and comprehension  
C) speed, reading accuracy, and comprehension  
D) speed, automaticity, and prosody  

Question 145

Phonics instruction is most appropriate for students in the:  
A) emergent reading and writing stage  
B) beginning reading and writing stage  
C) readiness reading and writing stage  
D) fluent reading and writing stage  

Question 146

A few students in Diane Sand's class have difficulty reading their textbooks independently. Of the following, the best way to help these students would be for the teacher to:  
A) provide more time for reading  
B) read the text aloud to students before asking them to read it independently  
C) ask them to read the pages at home with a parent or sibling  
D) excuse them from the assignments and not expect them to read aloud  

Question 147

Six-year-old Danny proudly read a list of words with no hesitation. Danny's automatic response indicated that in this situation, he was most likely using a:  
A) comprehension strategy  
B) word learning strategy  
C) study skill  
D) decoding skill  

Question 148

A group of fifth grade students in Alaska wanted to read the novel Hoot which is set in Florida. Because their teacher suspected that they didn't have the background knowledge necessary for comprehension, she correctly decided to:
A) provide minilessons on decoding strategies  
B) ask the students to write reflections after they read each chapter  
C) ask the students to select a different book  
D) preteach key words to build background knowledge  

**Question 149**

As students mature and become more strategic readers, they typically:  
A) focus upon decoding each word in a text  
B) focus upon the vowel sounds in each word  
C) vary their reading rate depending on the text  
D) read all texts at the same rate  

**Question 150**

Teacher Joe Capp would like all of his students to discuss a novel, Because of Winn-Dixie, but some of the students are unable to read the text independently. This teacher should:  
A) assign additional worksheets for the students who struggle  
B) read the text aloud to the students  
C) ask the students to read the novel in a round-robin manner  
D) ask the students who struggle to read the text at home  

**Question 151**

Items to be included in a portfolio are usually selected by the:  
A) parents  
B) teacher  
C) administrators  
D) students  

**Question 152**

Research suggests that:  
A) vocabulary growth is not related to reading achievement  
B) round-robin reading motivates students to read independently  
C) students with larger vocabularies tend to be more capable readers  
D) students with more limited vocabularies have better reading comprehension  

**Question 153**

While reading about the Olympic Games, a fourth grade class made a list of sports related words and then made a grid to classify the words according to their distinguishing characteristics. Those students participated in a(n):  
A) semantic feature analysis  
B) Elkonin Box  
C) phonics analysis  
D) context clue  

**Question 154**

Guided reading groups should consist of students:  
A) who read on approximately the same level  
B) of varying ability to promote diversity  
C) who share similar cultural backgrounds  
D) of the same age  

**Question 155**

A teacher is encouraging her students to enliven their writing by using words that have nearly the same meaning as the tired words they have been using. This teacher should give a lesson in using:  
A) homonyms
Question 156

When a teacher practices differentiated instruction, he should:
A) base grouping primarily upon the students' social needs
B) allow students to place themselves in permanent groups
C) place students in flexible groups which will change according to need
D) place students in ability groups which remain constant throughout the school year

Question 157

Because a group of third grade students have difficulty using dictionaries to find the definitions they need, their teacher should:
A) develop a classroom word wall of high-frequency words
B) teach the students to use the spell check feature on their computers
C) encourage the students to use invented spelling
D) model techniques for reading and using dictionary entries

Question 158

The term which refers to the history of a word is:
A) phonology
B) calligraphy
C) etymology
D) orthography

Question 159

Research suggests that reading fluency and writing fluency are:
A) distinct, unrelated abilities
B) linked
C) not typically achieved until grade 9
D) linked to mathematical ability

Question 160

The child who is most likely to have difficulty learning to read is the child who has:
A) strong oral language skills
B) parents who had difficulty learning to read and write
C) poor fine and/or gross motor skills
D) parents who read aloud to them

Question 161

The belief that there should be a one-to-one correspondence between phonemes and graphemes so that each sound is consistently represented by one letter is known as:
A) the Matthew Effect
B) the Peter Effect
C) the Alphabetic Principle
D) morphemic analysis

Question 162

Teachers can serve as a model of fluent reading by:
A) providing big books in the classroom
B) reading aloud to students
C) encouraging parents to read to their children
D) guiding students as they complete worksheets
Question 163

The school district requires teacher Ryan Drexel to use a social studies textbook which his sixth grade students have trouble reading. List four steps the teacher could take to help his students use the content-area textbook.


Question 164

The educator who coined the term emergent literacy is:
A) Jean Piaget
B) Maria Montessori
C) Marie Clay
D) Lev Vygotsky


Question 165

Literacy Centers:
A) can be used only with phonics activities
B) can be used at any grade level
C) should only be used in the primary grades
D) should only be used in the upper elementary grades


Question 166

The most effective way to help students who struggle with writing is to provide:
A) related workbook exercises
B) topics for daily compositions
C) more opportunities for authentic writing
D) daily spelling drills


Question 167

Six-year-old Nicole wrote a thank-you letter to her grandmother that had all the traditional parts of a letter and showed conventional spelling. This work indicates that as a writer, the child is in the:
A) readiness stage
B) emergent stage
C) fluent stage
D) beginning stage


Question 168

Jeff wrote a story in which he described his characters' thought processes so vividly that the readers felt they were peeking inside each character's mind. In this story, Jeff wrote with a (n):
A) first-person viewpoint
B) objective viewpoint
C) omniscient viewpoint
D) fantasy viewpoint


Question 169

Most children should become fluent writers by the time they reach:
A) first grade
B) age seven
C) fourth grade
D) second grade


Question 170

Six-year-old Rachel proudly said she could read the word fish because it looked like the word dish. This child was:
A) decoding by analogy
B) sounding out a word
C) applying a phonics generalization
D) participating in interactive writing

**Question 171**

Describe three techniques teachers can use to assess writing fluency.

**Question 172**

Fluent readers tend to have better comprehension primarily because they:
A) don't have to stop reading to decode words
B) are more interested in books
C) have better speaking ability
D) don't monitor their reading

**Question 173**

During guided reading instruction, students usually work in:
A) mixed-age groupings
B) self-selected groupings
C) heterogeneous ability groups
D) homogeneous ability groups

**Question 174**

Although he gave minilessons on using text factors, a teacher found that his students were still not internalizing and applying this information. Of the following, the best way to help students internalize the information would be for the teacher to:
A) place the students in literature circles
B) demonstrate with a think-aloud
C) require students to read nonfiction books
D) provide more time for sustained silent reading

**Question 175**

Before reading a chapter in their textbooks, the teacher asked the students to use two or more new vocabulary words to compose sentences that might be in the textbook chapter. These students participated in an activity known as:
A) words sorts
B) possible sentences
C) exclusion brainstorming
D) anticipation guides

**Question 176**

Marc, age 6, has been placed in a first grade classroom but he can read and write on a fourth grade level. How can a teacher provide appropriately challenging work for Marc within the first grade classroom? Give two suggestions.

**Question 177**

Students conduct authentic research when they:
A) read novels assigned by their teacher
B) research topics assigned by their teacher
C) write definitions of assigned words
D) search for answers to their questions

**Question 178**

A teacher would like to help her students write mysteries. Of the following, the best time to teach students to write mysteries would be:
A) after the students have learned to peer edit  
B) when the students are able to use a word processing program independently  
C) after the students have written related expository texts  
D) when the students are reading mystery novels  

Question 179

The underlying meaning of a story is referred to as its:  
A) plot  
B) appearance  
C) theme  
D) conflict  

Question 180

The goal for educators is that all children should be fluent readers and writers by:  
A) the end of third grade  
B) age seven  
C) the end of kindergarten  
D) the end of first grade  

Question 181

List three ways in which teachers can assess comprehension.  

Question 182

Five-year-old Adam wrote the sentence, "My mom sed no." When Adam wrote sed for said, he showed that he was using:  
A) conventional spelling  
B) orthographic spelling  
C) invented spelling  
D) traditional spelling  

Question 183

List and describe three ways in which teachers can assess students' vocabulary knowledge.  

Question 184

When they met in literature circles, some second grade students used inappropriate language and did not discuss the selected books. After observing this behavior, the principal the correctly advised their teacher to:  
A) select more challenging books for the students to read  
B) coach the students and model positive group behavior  
C) discontinue use of literature circles  
D) eliminate discussion and ask the students to write their responses  

Question 185

Of the following, the best way to help students understand and use comprehension strategies is for teachers to:  
A) monitor students as they complete worksheets collaboratively  
B) model comprehension strategies as they read aloud to a class  
C) ask parents to monitor their children's homework  
D) encourage students to engage in buddy reading  

Question 186

When sixth grade teacher Wally Briggs considered using picture books with his class, the school librarian correctly advised that:  
A) picture books should only be used in Kindergarten to Grade 3  
B) picture books are inappropriate for fluent readers
C) appropriate picture books are available for every grade level
D) picture books can make older students overly dependent on picture clues

Question 187

Effective teachers have found that students read textbooks more successfully when they:
A) have a purpose for reading
B) read pages orally
C) are given homework assignments
D) use accompanying workbooks

Question 188

A new teacher wants to use a thematic unit with her class. She should develop assessment plans for the unit:
A) before starting the unit with her students
B) when the students request feedback
C) after the unit has been completed
D) when the class reaches the midpoint of the unit

Question 189

When Rida, an English learner, joined the second grade class, the principal wisely stated that guided reading:
A) was an appropriate instructional approach for students who are English learners
B) should only be used with nonfiction texts
C) would confuse students who are English learners
D) should only be used with first grade students

Question 190

When a parent asked why the teacher conducted daily read alouds in a fourth grade classroom, the principal responded that reading aloud is beneficial for students of all ages. What are the benefits of reading aloud to older students?

Question 191

Theorists such as Piaget explained that students’ knowledge is organized into cognitive structures or files in mental filing cabinets known as:
A) zones
B) scaffolds
C) schemata
D) repetends

Question 192

Research indicates that:
A) only a few phonics rules have a high degree of utility
B) the English language has a one-to-one correspondence between phonemes and graphemes
C) English learners easily learn to use phonics rules
D) the CVC rule applies to 85% of the words found on high frequency lists

Question 193

A first grade teacher conducted a lesson on word families and asked the children to write words on the chalkboard. This could best be described as a lesson in:
A) literacy strategies
B) phonemic analysis
C) phonics
D) miscue analysis

Question 194
Research suggests that students' reading and writing ability shows the most improvement when:
A) writing instruction precedes reading instruction
B) reading instruction precedes writing instruction
C) reading and writing strategies are taught separately
D) reading and writing instruction are integrated

**Question 195**

A new teacher was introducing text structures. Veteran teachers correctly advised her that a teacher's most significant goal should be to help students:
A) identify cue words that signal text structures
B) apply what they are learning about text structures when they are reading and writing
C) use text structure to spark classroom discussions
D) apply text structures to complete graphic organizers

**Question 196**

Proofreading should be taught:
A) as early as first grade
B) only to students who are reading on grade level
C) when students reach middle school
D) only to students who have developed sentence fluency

**Question 197**

Phonics instruction is helpful but it does not constitute a complete spelling program. Why is that statement TRUE?

**Question 198**

Seven-year-old Anna was born in Mexico and learned to read before transferring to a second grade classroom in the United States. Research suggests that if children can read in their native language, they most likely:
A) will translate all texts into their native language
B) have developed phonemic awareness
C) will struggle when learning to read in an additional language
D) will find graphemes confusing

**Question 199**

Teachers should use the time allotted for handwriting instruction primarily to:
A) complete required lesson plans and newsletters
B) teach keyboarding skills
C) distribute worksheets for independent practice
D) model letter formation and supervise the students' practice

**Question 200**

Students use the evaluating strategy:
A) when they meet with the teacher
B) only when they have finished reading a text
C) only when they are selecting a text to read
D) throughout the reading process

**Question 201**

Comprehension is a complicated process which begins:
A) during reading as students connect words and ideas
B) when teachers ask post-reading questions
C) during prereading as students activate background knowledge
D) when students discuss their reading with a peer
Question 202

Shared writing differs from modeling because in shared writing:
A) students contribute to the writing activity
B) teachers edit the students' work
C) teachers select the writing topics
D) students work with their parents

Question 203

As students become older, they realize that words with similar meanings often are spelled in similar ways. When they focus upon the meaning of words, they attend to:
A) phonemes
B) graphemes
C) digraphs
D) morphemes

Question 204

When students are participating in a literature focus unit they should:
A) always work together to build class spirit
B) sometimes work independently and sometimes work in small groups or as a whole class
C) always work independently to pursue their own interests
D) complete all assignments at home

Question 205

Ancient peoples created stories to explain natural phenomena. These stories were known as:
A) expository texts
B) biographies
C) haiku
D) myths

Question 206

Of the following, the best way to help students improve their ability to write nonfiction is to:
A) discuss text factors that are present in the nonfiction books the students are reading
B) read narrative texts aloud each day
C) ask students to dictate sentences when they uncover interesting facts
D) focus instruction upon handwriting and mechanics

Question 207

Theorist such as Louise Rosenblatt have explained that students don't try to figure out the author's meaning as they read; instead, they negotiate a meaning that makes sense to them based on the words they are reading and their existing knowledge. The work of these theorists reflects:
A) behaviorism
B) critical literacy
C) interactive models
D) transactional theory

Question 208

Describe three word study activities teachers can use to help their students examine words and think more deeply about new words.

Question 209

A second grade student wrote a paragraph in which she varied the length of her sentences to express action. Her classmates applauded the flow of her writing when she read the story aloud. The work of this young writer showed that she:
A) has mastered the mechanics of writing
Question 210

Of the following, the best way to help children develop oral language competence is to:
A) engage them in picture walks
B) make greater use of technology in the classroom
C) engage them in interactive read-alouds
D) send newsletters home to parents

Question 211

A third grade teacher questioned whether students in the class who were English learners would have the background knowledge needed to comprehend a text the class planned to read. To assess the students' background knowledge, the teacher wisely used a:
A) KWL chart
B) informal reading inventory
C) portfolio
D) running record

Question 212

The smallest units of speech are known as:
A) phonics
B) phonemes
C) graphemes
D) morphemes

Question 213

Of the following, the most appropriate role for a school literacy coach is to:
A) conduct teacher observations
B) plan instructional programs for parents
C) collaborate with teachers to design instruction
D) work individually with students who struggle in reading

Question 214

To help students develop prosody in reading, teachers can:
A) have students watch their classmates participate in grand conversations
B) have students participate in round-robin reading
C) model expressive reading when they read aloud
D) encourage word by word reading

Question 215

Young children's introduction and exposure to written language usually begins:
A) when they meet classmates
B) before they come to school
C) when they enter kindergarten
D) when they enter first grade

Question 216

Describe three steps teachers can take to motivate reluctant readers to read.

Question 217
Problem-solving tactics that students apply as they read are known as:
A) skills
B) basals
C) rubrics
D) strategies

Question 218

Question 219

Poems assume many forms. Name and describe three forms of poetry that students often read and write.

Question 219

When he rides the school bus, Tommy engages in casual conversation with his friends. He uses more formal language when he gives oral reports in
the classroom. Tommy's ability to use appropriate language in each situation shows his understanding of the:
A) pragmatic system
B) syntactic system
C) semantic system
D) phonological system

Question 220

Of the following, the instructional material that would best help students summarize a text is a(n):
A) Elkonin Box
B) graphic organizer
C) word chain
D) miscue analysis

Question 221

To use classroom word walls most effectively, teachers should:
A) add new words regularly to meet the students' needs
B) use the words in daily spelling drills
C) post only words contained on a school's approved list
D) write each word phonetically

Question 222

Fluency is an essential component of reading because fluent readers:
A) read most materials orally
B) devote most of their cognitive resources to decoding
C) read primarily digital texts
D) devote most of their cognitive resources to comprehension

Question 223

Students often assume roles such as the Discussion Director or Word Wizard when they participate in:
A) Guided Reading
B) Literature Circles
C) Basal Reading Programs
D) Literature Focus Units

Question 224

Students in Angela Cresswell's fifth grade class could not work cooperatively in literature circles. Some students monopolized the discussion while
others displayed disruptive behavior and made negative comments about the books and their classmates. Describe three steps this teacher could take
to improve the quality of literature circles in the classroom.

Question 225
When children have difficulty spelling a word, effective teachers should tell them to:
A) sound it out
B) think it out
C) use a thesaurus
D) use an alternative word

Question 226

Research shows that when teachers provide instruction on text factors, students are better able to:
A) improve their oral reading fluency
B) comprehend texts
C) complete miscue analyses
D) understand new vocabulary

Question 227

Students who are English learners may have difficulty with idioms because they lack the necessary:
A) automaticity
B) background knowledge
C) phonemic awareness
D) phonics generalizations

Question 228

When eight-year-old Kelly encountered a word that she didn't know, she used the surrounding words and sentences to determine its meaning. In that situation, Kelly used:
A) context clues
B) the alphabetic principle
C) decoding skills
D) analogy

Question 229

Every syllable must have at least one:
A) vowel
B) digraph
C) affix
D) consonant

Question 230

Because teacher Marie Nercoff wanted to share her love of science fiction, she developed a unit using science fiction texts written by Jules Verne, Madeleine L'Engle, and other authors. This teacher developed a (n):
A) novel unit
B) informational unit
C) text unit
D) genre unit

Question 231

When using a content-area textbook, teachers should:
A) require all students to independently read assigned pages for homework
B) ask students to read all pages orally
C) refrain from using any additional reading material
D) introduce key terms before students read the assigned pages

Question 232

Six-year-old Carmen is learning to speak English and often makes statements such as "I have a pen blue" instead of "I have a blue pen." That type of error shows that Carmen is having difficulty with the:
Question 233
The most effective way to help children develop concepts about the alphabet is to:
A) develop portfolio assessments
B) use the children's names and environmental print to teach letters
C) provide isolated skill and drill activities to teach letters
D) teach letters in alphabetical order

Question 234
Before her students read a textbook chapter about the Grand Canyon, the teacher introduced a set of statements and asked the students whether they thought the statements were true or false. Then they read the chapter to see if they were correct. This teacher was using a(n):
A) anticipation guide
B) exclusion brainstorming
C) repetend
D) Elkonin Box

Question 235
When fifth grade teacher Emily Fox announced that she was planning a unit on famous musicians, her students wanted to help. How can students participate in planning a unit?

Question 236
Of the following, the most significant way in which digital texts differ from print materials is that digital texts:
A) are nonlinear
B) have expository text features
C) have a constant structure
D) do not offer pictures

Question 237
Capable readers:
A) rely on teachers to select reading materials
B) monitor their understanding
C) are reluctant to use comprehension strategies
D) view reading as a decoding process

Question 238
Proofreading should be introduced:
A) when a student has reached a sixth grade instructional reading level
B) when a student has reached a fourth grade instructional reading level
C) in the primary grades
D) when a student can spell content area vocabulary correctly

Question 239
Jason could not read the Harry Potter books independently but his reading tutor found that he could easily discuss and enjoy these books if she helped him with the more difficult vocabulary and guided his comprehension. For Jason, the task of reading the Harry Potter books were:
A) at his independent level
B) beyond the zone of proximal development
C) within the zone of proximal development
D) an example of a stimulus-response task
Question 240
Of the following, the best way to help children become better spellers is to:
A) administer weekly spelling tests
B) take running records
C) encourage them to use drill and practice programs
D) engage them in daily reading and writing activities

Question 241
Settings which are essential to the story's effectiveness are known as:
A) integral settings
B) objective settings
C) backdrop settings
D) omniscient settings

Question 242
To help students monitor their progress and develop responsibility for completing their assignments, teachers should:
A) provide checklists for students to track their progress
B) create individualized projects
C) check students' workbooks daily
D) provide individualized homework packets for students to complete with their parents

Question 243
Six-year-old Bill said he could read the word will because it looked like his name. Bill used the strategy of:
A) syllabic analysis
B) morphemes
C) analogies
D) phonic analysis

Question 244
Students in Tony Aston's fourth grade class completed a unit in which they studied various types of trees. Describe three authentic ways in which the students could demonstrate their learning.

Question 245
Gloria kept a journal on her desk as she read a textbook chapter about the solar system. She divided each page of her journal into two columns. She wrote questions in one column and answers to the questions in the opposite column. Gloria's journal is an example of a:
A) QAR journal
B) double-entry journal
C) SSR journal
D) conference journal

Question 246
When students who are English learners are assigned a writing task, it is most helpful for teachers to begin by:
A) reviewing an editing checklist with them
B) assigning a classmate to edit their work
C) developing handwriting lessons
D) speaking with them and developing a word bank of related words

Question 247
When a third grade student asked how to spell the word telescope, the teacher told her to think it out. What steps could the student take to “think out”
Question 248

Of the following, the most effective way to help students improve their reading is to:
A) send home content-area worksheets
B) send home daily report cards
C) provide time for them to read books at their own reading level
D) provide time for drill and practice activities

Question 249

Tommy, an eight-year-old struggling reader, attended a school with a highly phonetic instructional reading program. When his family moved to another state, he transferred to a school that implemented a balanced literacy program. Why is balanced literacy an appropriate instructional approach for struggling readers?

Question 250

What steps can teachers take to help their students prepare for high-stakes tests?

Question 251

Of the following, the best way for teachers to monitor students’ spelling of high-frequency words is to:
A) analyze children's writing samples
B) ask students to give frequent reports
C) hold weekly spelling bees
D) administer weekly spelling tests

Question 252

Expressions which must be translated figuratively such as “raining cats and dogs,” “chip off the old block,” and “skeleton in the closet” are known as:
A) idioms
B) similes
C) refrains
D) metaphors

Question 253

When planning a thematic unit, teachers should:
A) ask each student to read orally
B) consider ways to differentiate instruction
C) select only expository texts
D) select only narrative texts

Question 254

Choice is an essential feature of literature circles. Describe three ways in which literature circles provide opportunities for students to make choices.

Question 255

As she read the novel, Esperanza Rising, eleven-year-old Marissa wrote her favorite lines on sticky-notes. She then arranged the lines to create a poem. That type of poem is known as a (n):
A) scrap poem
B) found poem
C) prose
D) haiku
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<tr>
<th>Question 256</th>
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<tbody>
<tr>
<td>Words that are frequently used in language arts, social studies, science, and math are called</td>
</tr>
<tr>
<td>A) academic vocabulary</td>
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<td>B) receptive vocabulary</td>
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<tr>
<td>C) important vocabulary</td>
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<td>D) learning vocabulary</td>
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<th>Question 257</th>
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<tr>
<td>A common thread or unifying feature of a project is known as the:</td>
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<tr>
<td>A) refrain</td>
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<td>B) genre</td>
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<td>C) assessment</td>
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<td>D) repetend</td>
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<th>Question 258</th>
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<tr>
<td>Of the following, the activity which would most likely give students opportunities to apply phonics concepts is:</td>
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<tr>
<td>A) grand conversation</td>
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<td>B) handwriting practice</td>
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<td>C) viewing</td>
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<td>D) interactive writing</td>
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<th>Question 259</th>
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<tr>
<td>Research suggests that comprehension results when there is successful interaction of:</td>
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<tr>
<td>A) phonics and background knowledge</td>
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<tr>
<td>B) vision and cognition</td>
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<tr>
<td>C) phonics and word recognition</td>
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<td>D) the reader and the text</td>
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<tr>
<th>Question 260</th>
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<tr>
<td>Of the following, the best way to help students who are English learners become more fluent readers and writers is to:</td>
</tr>
<tr>
<td>A) translate all instructional materials</td>
</tr>
<tr>
<td>B) provide activities that will build fine motor skills for handwriting</td>
</tr>
<tr>
<td>C) provide short sentences for copying activities</td>
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<td>D) immerse them in oral language activities</td>
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<tr>
<th>Question 261</th>
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<tr>
<td>The term used to describe language origin is:</td>
</tr>
<tr>
<td>A) orthography</td>
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<td>B) morphology</td>
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<tr>
<td>C) phonology</td>
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<td>D) etymology</td>
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<th>Question 262</th>
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<tr>
<td>The kindergarten teacher observed that her new five-year-old student, Mei, had developed age-appropriate concepts about print. List three behaviors that would indicate that a child had developed concepts about print.</td>
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<th>Question 263</th>
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<tr>
<td>Of the following, the best way to help children learn to segment words would be to use:</td>
</tr>
<tr>
<td>A) Elkonin Boxes</td>
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<tr>
<td>B) reading response journals</td>
</tr>
<tr>
<td>C) consonant digraphs</td>
</tr>
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Question 264

A teacher plans to examine the misspelled words in her students' compositions. An analysis of these misspelled words will most likely help the teacher assess her students':

A) ability to use graphic organizers
B) understanding of morphemes
C) ability to apply phonics generalizations
D) writing fluency


Question 265

Students often encounter words they don't recognize during independent reading periods. List three suggestions a teacher could offer to help her students determine the meaning of unfamiliar words. What should students do when they don't recognize a word in their texts?


Question 266

Capable writers usually:
A) write expository texts rather than narrative texts
B) focus upon mechanical correctness rather than meaning
C) neglect to monitor their writing
D) vary their writing to fit their purposes and audiences


Question 267

Capable readers usually:
A) create mental images as they read
B) read only books written at their independent level
C) focus upon decoding
D) prefer to read orally


Question 268

Nonfiction books are organized by:
A) expository text structures
B) glossaries
C) margin notes
D) narrative text structures


Question 269

Of the following, the most effective way for teachers to monitor progress and make instructional decisions is to:
A) assign homework regularly
B) distribute a weekly parent newsletter
C) ask students to submit writing samples
D) develop a schedule for observing each student


Question 270

To help older struggling readers develop voice in their writing, teachers should encourage them to:
A) practice copying text from a variety of sources
B) complete worksheets
C) do lots of reading and writing
D) listen to audio books rather than traditional texts


Question 271

Sebastian, an English learner, moved to the United States two years ago and converses easily with his third grade classmates. When asked to
complete literacy tasks in the classroom, however, he seems to have difficulty understanding the teacher's directions. Sebastian is most likely having difficulty because:
A) the teacher has not provided texts which motivate him
B) he has not reached a satisfactory level of basic interpersonal communicative skills
C) he has not reached a satisfactory level of cognitive academic language proficiency
D) cultural differences prevent him from understanding the teacher

**Question 272**

Effective teachers help students focus upon the big ideas as they read by using:
A) assessments
B) flashcards
C) word chains
D) graphic organizers

**Question 273**

Shared reading differs from reading aloud to students primarily because during shared reading:
A) students see the text as the teacher reads aloud
B) the teacher reads the entire text aloud
C) expository texts are read aloud
D) students read the entire text aloud

**Question 274**

Reading Recovery is an intervention program that was designed to address the needs of:
A) students in kindergarten to grade 3
B) students at any grade level
C) first grade students
D) kindergarten students

**Question 275**

In the word rewrite, re is an example of a:
A) diphthong
B) digraph
C) bound morpheme
D) free morpheme

**Question 276**

Ten-year-old Janet enjoyed writing but the story she wrote lacked tension. To address this weakness in writing, the teacher should help Janet develop her:
A) plot
B) characters
C) setting
D) appearance

**Question 277**

A group of first grade students would enjoy the book, *If You Give a Mouse a Cookie*, but they are not ready to read it independently. To help the children enjoy and use the book effectively, their teacher should use the practice of:
A) running records
B) popcorn reading
C) round-robin reading
D) shared reading
<table>
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<th>Question 279</th>
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<tr>
<td>Brief narratives designed to teach a moral are referred to as:</td>
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<tr>
<td>A) fantasies</td>
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<td>B) fables</td>
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<td>C) genres</td>
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<td>D) plots</td>
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<tr>
<td>Answer: <a href="https://biology-forums.com/index.php?topic=449857">link</a></td>
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<th>Question 280</th>
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<tr>
<td>Authors of content area textbooks use nonfiction text features such as headings and glossaries primarily to:</td>
</tr>
<tr>
<td>A) add visuals to their work</td>
</tr>
<tr>
<td>B) assist students who are visual learners</td>
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<tr>
<td>C) facilitate their readers' comprehension</td>
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<td>D) meet the Common Core State Standards</td>
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<td>Answer: <a href="https://biology-forums.com/index.php?topic=449891">link</a></td>
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<th>Question 281</th>
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<tr>
<td>Questions arise as readers engage with a text. Research suggests that comprehension improves most significantly when:</td>
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<tr>
<td>A) teachers ask questions and students listen</td>
</tr>
<tr>
<td>B) students keep lists of the teacher's questions</td>
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<tr>
<td>C) students write their responses to the teacher's questions</td>
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<td>D) students learn to generate questions about a text</td>
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<th>Question 282</th>
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<tr>
<td>To help his students retain information as they read, a sixth grade teacher would like to teach a strategy that incorporates before, during, and after-reading components and encourages students to review material. An appropriate technique would be:</td>
</tr>
<tr>
<td>A) SSR</td>
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<td>B) LEA</td>
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<tr>
<td>C) RTI</td>
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<tr>
<td>D) SQ3R</td>
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<tr>
<td>Answer: <a href="https://biology-forums.com/index.php?topic=450122">link</a></td>
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<tr>
<td>Texts used for guided reading instruction should be written at the students':</td>
</tr>
<tr>
<td>A) independent level</td>
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<td>B) instructional level</td>
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<td>C) listening level</td>
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<td>D) frustration level</td>
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<td>Answer: <a href="https://biology-forums.com/index.php?topic=449631">link</a></td>
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<tr>
<td>Literature focus units which center upon one novel are usually completed in:</td>
</tr>
<tr>
<td>A) three to four weeks</td>
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<tr>
<td>B) one day</td>
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<td>C) one week</td>
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<td>D) three days</td>
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<tr>
<td>Answer: <a href="https://biology-forums.com/index.php?topic=450005">link</a></td>
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<th>Question 285</th>
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<tr>
<td>Describe two techniques teachers can use to help students develop reading fluency.</td>
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<tr>
<td>Answer: <a href="https://biology-forums.com/index.php?topic=449798">link</a></td>
</tr>
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</table>
Question 286
When used correctly, portfolios focus upon a student's:
A) strengths
B) weaknesses
C) oral reading
D) skills in the mechanics of writing

Question 287
In addition to using high-stakes assessments, teachers in the Madeline School District routinely gather and share their students' work in portfolios. List three benefits of including portfolios in an assessment plan.

Question 288
When students engage in grand conversations, the teacher should:
A) lead the discussion
B) act as a participant rather than the leader
C) use a rubric to assign participation grades
D) group the students by ability level

Question 289
Research suggests that a student's motivation to read increases when:
A) the teacher selects the books for literature circles
B) the classroom has a competitive atmosphere
C) the classroom has a collaborative atmosphere
D) he is punished if he doesn't read

Question 290
In the English language, there are:
A) 44 phonemes
B) 100 phonemes
C) over 500 phonemes
D) 26 phonemes

Question 291
Third grade teacher Gene Brady noticed that his students had difficulty using comprehension strategies. Of the following, the most effective way for this teacher to help his students would be to:
A) provide minilessons and model comprehension strategies
B) ask students to serve as tutors for their classmates
C) ask older students to serve as tutors
D) provide worksheets and guided practice

Question 292
All of the students in Al Gallo's class are reading the novel, Maniac Magee, by Jerry Spinelli. They have grand conversations about each chapter, respond in reading logs, and add important words from the chapters to the class word wall. These students are participating in a:
A) basal reading unit
B) content area unit
C) reading workshop
D) literature focus unit

Question 293
Of the following, the best way to help students take responsibility and assess their own work is to:
A) provide instruction for taking high-stakes tests
Question 294

The principal wisely suggested that by adding books, pencils, pens, and paper to kindergarten play centers, teachers could enhance their instructional value and transform them into:

- A) repetends
- B) Elkonin boxes
- C) assessment centers
- D) literacy play centers


Question 295

Students usually have more opportunities to work independently, select their reading material, set personal schedules, and collaborate with classmates when they participate in:

- A) literature focus units
- B) guided minilessons
- C) reading and writing workshop
- D) basal reading programs


Question 296

An informal reading inventory can be used to measure:

- A) only comprehension
- B) only word recognition
- C) word recognition and comprehension
- D) word recognition, comprehension, and numerical fluency


Question 297

While writing a poem, ten-year-old Krista thought carefully and selected words that matched the mood she tried to convey. She checked definitions in the dictionary as she worked. These actions show that Krista has developed:

- A) word retrieval
- B) fluency
- C) word consciousness
- D) automaticity


Question 298

High-stakes tests are designed to objectively measure students' ability to meet:

- A) teacher-created rubrics
- B) grade-level standards
- C) their parents' expectations
- D) their personal goals


Question 299

Commercially produced reading programs which typically include a student's textbook, accompanying workbook, supplemental instructional materials, and teacher's guide are known as:

- A) expository text programs
- B) workshop programs
- C) literature focus programs
- D) basal reading programs


Question 300

Of the following, the instructional procedure which offers students the most opportunities to make choices is:
Question 301

When sixth grade teacher Donna Collingdale collected her students' reading logs, a veteran teacher correctly advised her that reading the logs would:
A) help her monitor the ways in which her students use reading strategies
B) violate her students' privacy
C) be a waste of time because they would not yield useful diagnostic information
D) help her monitor her students' prosody

Question 302

Of the following, the best way to help students refine their comprehension is to engage them in:
A) semantic practices
B) choral reading
C) grand conversations
D) readers' theatre

Question 303

The best way to teach students to use context clues is to use:
A) phonics drills
B) modeling
C) round-robin reading
D) word walls

Question 304

Name two ways in which students benefit by using eReaders, hi-tech devices that can be used to read digital books.

Question 305

When students participate in literature focus units, the books they read are usually selected by:
A) the teacher
B) a parent committee
C) the school librarian
D) a student committee

Question 306

Research suggests that of the following, the most powerful predictor of later reading achievement appears to be a child's:
A) phonemic awareness
B) fine-motor skills
C) social maturity
D) visual discrimination

Question 307

Of the following, the instructional method that relies most heavily upon teacher direction is the:
A) basal reading program
B) literature focus unit
C) literature circle
D) reading workshop

Question 308
When discussing a text, Frank stated the main idea but did not add his personal thoughts. Frank’s comprehension appeared to be at the:
A) evaluative level
B) inferential level
C) critical level
D) literal level

**Question 309**

Phonemic awareness instruction should be:
A) used only with children with limited exposure to the English language
B) integrated with other components of a balanced literacy program
C) emphasized at all grade levels
D) isolated to emphasize phonics skills

**Question 310**

When reading a passage, fluent readers devote most of their attention to:
A) encoding
B) morphology
C) meaning
D) decoding

**Question 311**

When third grade teacher Anne Shirley developed a poetry unit, experienced teachers correctly advised that she should monitor and document her students' work by using a(n):
A) anticipation guide
B) assignment checklist
C) graphic organizer
D) Elkonin Box

**Question 312**

Of the following, the most effective way to encourage shared reading and to involve parents in a child's literacy development is to:
A) provide evening phonics classes for parents
B) include worksheets in a homework packet
C) send home traveling bags of books
D) establish a classroom word wall

**Question 313**

It is most appropriate for students to seek and receive feedback on their writing during the:
A) drafting stage
B) prewriting stage
C) publishing stage
D) revising stage

**Question 314**

During shared reading, students should be encouraged to:
A) remain silent as the teacher reads
B) examine pictures in an alternative text
C) join in reading predictable refrains and rhyming words
D) draw a picture as the teacher reads

**Question 315**

Sixth grade teacher Kate Brenna finds that the struggling readers in her class don't understand the ways in which more capable readers apply reading strategies. The principal wisely advised that the best way to help the students become more thoughtful, strategic readers would be for the teacher to:
A) use a think-aloud to demonstrate the thought processes that more capable readers use
B) talk with parents to explain the importance of skills based instruction
C) encourage her students to read to first grade students
D) invite guest readers to visit the classroom

**Question 316**

While enjoying a book of poetry, a teacher reminded her students that:
A) poems have unique text factors
B) rhyme is essential to poetry
C) poems are usually based on facts
D) text factors do not apply to poetry

**Question 317**

When comparing Sustained Silent Reading and Reading Workshop, a new teacher correctly stated:
A) reading workshop is more closely related to basal instructional programs
B) sustained silent reading does not make use of authentic literature
C) the two terms are synonymous
D) sustained silent reading does not include an instructional component

**Question 318**

Bobby's teacher administered an informal reading inventory and found that the child had a fourth grade instructional reading level and a sixth grade listening level. These scores indicate that this student should be able to:
A) read sixth grade level materials independently
B) read fourth grade level materials independently
C) define vocabulary words at the sixth grade level
D) comprehend sixth grade level materials when they are read aloud

**Question 319**

A first grade student read a page aloud. As she read, her teacher made checkmarks on a copy to indicate each word the student read correctly. This teacher was taking a:
A) checklist
B) running record
C) rubric
D) informal reading inventory

**Question 320**

While teaching a social studies unit on the Revolutionary War, a fourth grade teacher sought books which would accurately describe the clothing, recreation, and culture of the period. To accomplish this goal, the school librarian wisely suggested that the teacher should select:
A) science fiction
B) fables
C) historical fiction
D) fantasies

**Question 321**

Research suggests that for students, especially those in grades three and up, the activity which leads to the greatest growth in vocabulary is:
A) reading
B) conversation with peers
C) conversation with adults
D) writing

**Question 322**

One significant way in which high-stakes testing and classroom assessment differ is that classroom assessment usually:
A) is based upon national norms
B) provides more information for making daily instructional decisions

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Question 323

Teacher Donna Rutgers was given a science textbook and correctly advised that she should:
A) conduct round-robin reading sessions using the textbook
B) supplement the textbook with other print and Internet resources
C) help the students memorize the information in the textbook
D) use the textbook as the only reading material for her class

Question 324

Handwriting instruction:
A) should include only cursive writing
B) is no longer necessary due to technology
C) should begin in third grade when fine-motor skills have been developed
D) should begin in kindergarten to establish good habits

Question 325

Students are most likely to engage in authentic writing activities when they participate in:
A) writing workshop
B) basal reading programs
C) response to intervention
D) workbook activities

Question 326

A technique which helps students to be consciously aware of whether they are likely to find the answer to a question "right there" on the page, between the lines, or beyond the information provided in the text is:
A) Guided Reading
B) Miscue Analysis
C) Question-Answer-Relationships (QAR)
D) SQ3R Study Strategy

Question 327

Being able to name the letters of the alphabet is a good predictor of beginning reading achievement. The most likely explanation for this is that:
A) children who can name the letters have strong phonemic awareness
B) drill and practice activities lead to reading success
C) a child must be able to name every letter in order to read words
D) children who have been involved in early & rich literacy activities generally know the letters

Question 328

The system which considers both students' reading levels and the difficulty level of books to be read is the:
A) Flesch-Kinkaid Formula
B) Fountas and Pinnell Guide
C) Lexile Framework
D) Fry Readability Graph

Question 329

Comprehension is dependent upon three prerequisites-background knowledge, vocabulary, and fluency. For each of those terms, write one to three sentences to explain how it contributes to comprehension.

Question 330
When participating in literature circles, effective teachers encourage students to read:
A) only stories  
B) basal reader selections  
C) only informational books  
D) stories and/or informational books  

**Question 331**

To become a fluent reader, a student must:
A) define function words clearly  
B) automatically recognize most words  
C) articulate multi-syllabic words  
D) spell high frequency words correctly  

**Question 332**

During guided reading, students should read books at their:
A) listening level  
B) instructional level  
C) frustration level  
D) independent level  