

TEST BANK

Chapter 1 Knowledge and Beliefs About Reading

1.1 True/False Questions

1. _____ What teachers believe about reading and learning to read is closely related to what they know about literacy learning and the teaching of literacy.
2. _____ *Best practice* requires teachers to rely upon a single perspective as they plan and enact literacy instruction in their classroom.
3. _____ Scientifically based reading research includes studies which utilize rigorous data analysis, have been accepted by a peer-reviewed journal, and are drawn from experimental or quasi-experimental work.
4. _____ Focusing on a single approach of reading instruction can create a danger of buying into "the right way" to teach reading.
5. _____ There is no single instructional program or method that is effective in teaching all children to read.
6. _____ *New literacies* are the knowledge, skills, strategies, and dispositions needed to use and adapt to constantly changing information and communication technologies.
7. _____ How a teacher has been taught usually has no influence on how he or she teaches.
8. _____ Piaget theorized that children do not internalize knowledge directly from outside themselves, but rather construct it cognitively.
9. _____ Mr. Sanders' knowledge about teaching stems from his college pre-service training and student teaching experience. Mr. Sanders' knowledge is practical.
10. _____ One single discipline cannot provide a teacher with the insights and understandings needed to support literacy learning in the modern world.
11. _____ Most literacy coaches provide professional development for teachers, but do not interact with the students themselves.
12. _____ The alphabetic principle suggests that there is a correspondence between graphemes and spelling patterns.

13. _____ Skilled readers are able to recognize words quickly and accurately because they are recognized as familiar spelling patterns.
14. _____ Schema theory describes how humans organize and construct meaning in our brains.
15. _____ Metacognitive ability is related to age, NOT to reading experience.
16. _____ Vygotsky agrees with Piaget that reacting to the environment will foster growth and learning.
17. _____ Sociolinguists understand the relationship between reader and author as being similar to the relationship between speaker and listener.
18. _____ Teachers who hold a bottom-up conceptual framework believe the process of translating print to meaning begins with the reader's prior knowledge.
19. _____ A top-down model of teaching assumes that the process of translating print to meaning begins with print.
20. _____ The interactive model of reading describes readers who adapt their reading process according to the demands of the text.
21. _____ Phonics-based approach to reading requires isolated drill and memorization.

1.2 Multiple Choice Questions

- 1) Literacy events
 - A) must follow certain guidelines in order to be effective.
 - B) are widely recognized by all teachers.
 - C) are defined with a belief system that recognizes them as such.
 - D) require formal tests of reading assessment to determine their meaning.
- 2) From a reading perspective, the main goal of instruction is to
 - A) teach children to become independent readers and learners.
 - B) interact with children during instruction.
 - C) develop better attitudes toward reading.
 - D) show evidence that such instruction would benefit children.
- 3) The connections that exist within and between texts are referred to as
 - A) instructional practices.
 - B) intertextuality.
 - C) constructivism.
 - D) reflection.

- 4) When teachers develop their knowledge about teaching and learning, they engage in a process of seeking and making meaning from experiences. Which experience has the least influence on this process?
- A) Practical
 - B) Psychological
 - C) Professional
 - D) Personal
- 5) A teacher's practical knowledge is characterized by the beliefs, values, and attitudes one constructs about
- A) readers and writers.
 - B) texts.
 - C) the role of the teacher.
 - D) All of the above
- 6) _____ is knowledge acquired from an ongoing study of the practice of teaching.
- A) Personal knowledge
 - B) Practical knowledge
 - C) Professional knowledge
 - D) Psychological knowledge
- 7) Responsibilities of literacy coaches may include
- A) developing curriculum with colleagues.
 - B) making professional development presentations to teachers.
 - C) modeling lessons, providing resources, and visiting classrooms to provide feedback.
 - D) All of the above
- 8) A reading professional continually needs to study the knowledge base from a _____ perspective.
- A) hierarchical
 - B) linear
 - C) multidisciplinary
 - D) sequential
- 9) The ability of students to regulate reading by keeping track of how well they are comprehending is known as
- A) self-knowledge.
 - B) self-monitoring.
 - C) task knowledge.
 - D) task monitoring.

- 10) Which of the following student's behaviors does NOT actively rely upon metacognition?
- A) Sounding out an unknown word
 - B) Asking oneself "what does this mean?"
 - C) Skipping an unknown word and continuing to read
 - D) Rereading a passage to help understand it better
- 11) Which of the following instructional practices is NOT part of explicit instruction?
- A) Assign
 - B) Explain
 - C) Model
 - D) Demonstrate
- 12) A psycholinguistic view of reading and learning to read combines an understanding of
- A) the transition between reader and author.
 - B) the reading process and how language works.
 - C) how children actively grow and learn.
 - D) None of the above
- 13) Which cueing system from the psycholinguistic view of reading is relied upon when children can anticipate a word or phrase that comes next in a sentence because of its grammatical relationship to other words in the sentence?
- A) Graphophonemic
 - B) Syntactic
 - C) Semantic
 - D) Pragmatic
- 14) The system that gives cues about the sounds associated with written symbols is
- A) graphophonemic.
 - B) syntactic.
 - C) semantic.
 - D) pragmatic.
- 15) Each day the students in Ms. Miller's class orally recite the alphabet and play alphabet bingo. Which model of reading is Ms. Miller relying upon?
- A) Bottom-up
 - B) Top-down
 - C) Interactive
 - D) Syntactic

1.3 Essay Questions

- 1) If money were not an issue, what digital resources would you want available to your students? What are the new literacies your students would have to learn to be able to use these digital resources effectively? Write a letter to your administrator explaining why technology is important and how you intend to prepare your students to use it.
- 2) Would it be possible for two teachers who work with children at the same grade level and in classrooms next door to each other to teach reading in exactly the same way? Why or why not?
- 3) Teachers come to know about reading and learning to read in three main ways. Define and explain each of these ways and give personal examples for each. Then, decide which is the most important for you and explain why.
- 4) What are literacy coaches, and how should they be utilized to enhance classroom literacy instruction? How is a literacy coach different from a traditional mentor?
- 5) Cognition is a crucial component in reading. Explain the alphabetic principle, schema theory, and metacognition as they relate to learning to read.
- 6) Two second-grade teachers were discussing metacognition in the hallway when you walked by. They stopped you and asked your opinion about metacognition, how it is developed, and what role teachers have in the development of metacognition. What would you contribute to their conversation to help answer their questions?
- 7) Metacognition refers to knowledge about and regulation of some form of cognitive activity. What are the three main components of metacognition? Describe and give examples of each.
- 8) Two areas of language-based reading inquiry are psycholinguistics and sociolinguistics. Compare and contrast the principles of each view. What are the subcomponents of each view as related to reading development? Which do you think has the greatest impact on reading development? Why?
- 9) Suppose that while a supervisor is observing your class a child makes an oral reading error and you ignore the error. Write a short letter to the supervisor justifying your action in terms of a top-down model of reading.
- 10) Your child is in a sixth-grade classroom in which reading is taught from a strictly bottom-up perspective. The child constantly complains that reading is “boring” and that “all we ever do are worksheets.” As part of an effort to improve reading instruction, the school system asks for your suggestions. Write a response.