ED 315 Reading I

Mid-Term Exam

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For each item below, indicate which answer choice is the best answer choice and explain why. Then explain why the other three answer choices are not the best. Don’t panic if you realize your explanations for best answer choices are lengthier than the other three. Do provide enough information in both categories to show your understanding.

Include the questions and answer choices on your completed work.

1. Which of the following is an effective instruction technique for helping young children to develop concepts of print?
2. Using decodable texts when reading with students
3. Showing students where a sentence begins and ends
4. Asking literal questions to aid students in recall
5. Clapping out syllables while reading
6. Ms. Little is assessing her kindergarten students for phonemic awareness. Which statement below best describes one way she may do this?
7. Show the words bat, cat, and fat and ask what letters these words end with
8. Show a bag with a letter B on it and have students fill the bag with pictures of words that begin with B
9. Say the word cat and have the students segment the sounds
10. Give the students card or pieces of paper with the letters a, b, c, and d and have them put the letters in alphabetical order
11. Which of the following groups of terms are often used synonymously to indicate letter-sound correspondence?
12. *Alphabetic principle, breaking the code, phonics*
13. *Phonemic awareness, phonics, alphabetic principle*
14. *Decoding, encoding, alphabetic principle*
15. *Breaking the code, decoding, phonemic awareness*
16. *A kindergarten teacher holds a pointer as she shares a big book with her students. She moves* the pointer across the page as she reads. Which of the following best describes what the teacher is doing?
17. Showing the names of the letters
18. Showing the directionality of reading
19. Helping students to identify the words
20. Pointing out print features
21. A first grader writes the following sentence:

*i lst mi bik yestrdae mom fond it n mi nabor yd*

Which of the following statements below best describes the first phonics instruction goal that the teacher should set for this student?

1. Consonant blends, then understanding that “ay” makes the sound of long /a/ at the end of the word
2. The initial and ending consonant phonems
3. That “er” spells the /er/ sound
4. That all words contain vowels
5. Which of the following words contains three phonemes?
6. Oak
7. Duck
8. Possible
9. Plug
10. Which of the following would best assess phonemic awareness in a student?
11. Give the student a piece of paper with the letters b, t, and d written on it and ask him to pick out the letter b
12. Say the word duck and ask the student to separate the sounds he hears in the word
13. Give the student a picture with a bed, a bird, and a table, and ask him to select the word that begins with the letter t
14. Say the word tip and ask the student to write the letters for the sounds he hears
15. In a kindergarten classroom, the teacher has assembled the students to contribute to the “morning message.” She asks students to share news with the class, and then she writes this information on the morning message chart. Which of the following best explains why this technique is being used in this classroom?
16. To build community in the classroom
17. To increase students’ listening skills
18. To increase students’ awareness that text is speech written down
19. To have students learn new words as the teacher writes
20. Which of the following groups of words demonstrates that different letters and letter combinations can represent the same phoneme?
21. Know, gnu, now
22. Through, though, thus
23. Table, cable, fable
24. Can’t, didn’t, shouldn’t
25. As Ms. Sullivan words with her group of kindergarten students, she holds up the letter P. She says, “Boys and girls, look carefully at this letter. It is the letter P. Can you say the letter P? She writes the letter P on the board in both uppercase and lowercase, and once again says, “This is the letter P,” asking the students to repeat the letter. She then holds up the letters H, J, and P and asks students to pick out the letter P. Which of the following best describes the purpose of this lesson?
26. It is explicit instruction of letter-sound correspondence
27. It is implicit instruction of letter-sound correspondence
28. It is explicit instruction of letter recognition
29. It is implicit instruction of letter recognition