

Handout 3.1A: Knowledge of Reading Survey*

Directions: Please circle your answers.

1. Bloom's Taxonomy can be used to assist the kindergarten teacher in
 - a. organizing learning centers.
 - b. describing student work.
 - c. developing questions for read-aloud discussions.
 - d. planning instructional formats.

2. Which of the following words has a digraph?
 - a. bake
 - b. flip
 - c. stop
 - d. chip

3. Vocabulary knowledge is a significant predictor of
 - a. ability to exhibit on-task behavior.
 - b. ability to understand whole-part relationships.
 - c. reading success.
 - d. all of the above.

4. Which sentence describes helpful classroom strategies for struggling readers?
 - a. During small-group reading instruction, the teacher always reads the story first to ensure comprehension.
 - b. During small-group reading instruction, place struggling readers with higher performing readers to increase their motivation.
 - c. During small-group reading instruction, provide instructional-level decodable texts so that students have the chance to apply the alphabetic principle.
 - d. During small-group reading instruction, provide frustration-level decodable texts so that the teacher has many opportunities to scaffold instruction.

5. Which of the following sentences does not apply to graphic organizers?
 - a. Graphic organizers increase understanding of the decoding process.
 - b. Graphic organizers provide a means to scaffold understanding.
 - c. Graphic organizers can increase understanding of words and concepts.
 - d. Graphic organizers provide visual and contextual support.

6. Which sound is the onset of the word *big*?

- a. /ig/
- b. /b/
- c. /g/
- d. /i/

7. Effective reading instruction includes explicit, systematic instruction in blending letter-sound correspondences, recognizing high-frequency and irregular words, using common spelling and syllable patterns, and structural analysis. These are examples of

- a. phonics and word-family instruction.
- b. phonics and word-study instruction.
- c. phonics and word-analogy instruction.
- d. word-analogy and word-family instruction.

8. Students who are struggling readers benefit from all of the following except

- a. explicit instruction in phonemic awareness and the alphabetic principle.
- b. more instructional time with many opportunities to respond.
- c. implicit instruction in phonics.
- d. decodable texts that enable them to apply the skills they are learning.

9. How many phonemes are in the word *straight*?

- a. 4
- b. 6
- c. 5
- d. 8

10. un-, con-, -est, and -morph are all examples of

- a. irregular words.
- b. rime.
- c. morphemes.
- d. graphophonemic knowledge.

11. Being aware of one's own thinking processes during reading such as focusing one's attention, noticing when one is not understanding what is read, and processing information is known as

- a. metacognition.
- b. implicit thinking.
- c. explicit thinking.
- d. think aloud.

12. Phonological awareness

- a. involves segmenting, blending, and manipulating sounds of written words.
- b. refers to the more general understanding of the sound structure of words and sentences.
- c. develops naturally and cannot be taught.
- d. involves helping children to understand that the sequence of letters in written words represents the sequence of sounds in spoken words.

13. Identify the definition of a morpheme:

- a. smallest unit of sound
- b. smallest unit of meaning
- c. a word with multiple meanings
- d. a spelling pattern

14. During a phonemic-awareness lesson, the teacher says, "/m/ /a/ /p/." Then, the students say, map. The students are

- a. segmenting.
- b. manipulating.
- c. blending.
- d. sounding out.

15. If a third-grade student is reading text with 93% accuracy, he is

- a. reading at his independent level and should be encouraged to read books at this level independently.
- b. reading at his instructional level and should be encouraged to read books at this level independently.
- c. reading at his independent level and you should use this level of text for reading instruction.
- d. reading at his instructional level and you should use this level of text for reading instruction.

16. Phonemic awareness is the knowledge that
- the words we speak are composed of individual sounds.
 - the sequence of letters in written words represents the sequence of sounds in spoken words.
 - the words we speak are composed of morphemes.
 - phonemes are meaningful units of sound.
17. Which word includes a consonant blend?
- train
 - shout
 - chip
 - watch
18. Select the item that does not belong in the comprehension activity referred to as reciprocal teaching.
- summarizing
 - asking questions about the text
 - predicting what might happen next in the text
 - first letter mnemonic
19. Prosody is the ability to
- speak a foreign language.
 - read for meaning.
 - read with expression.
 - decode text quickly.
20. Which of the following statements is not true of effective third-grade comprehension strategy instruction?
- Students can learn to use strategies flexibly.
 - Effective comprehension instruction is explicit.
 - It is best taught implicitly.
 - It can be taught through cooperative learning.

21. Identify the item below that is an example of research-based multiple-strategy comprehension instruction.

- a. visualization
- b. cloze procedure
- c. scaffolding
- d. reciprocal teaching

22. According to research, which of the following is not one of the ways that students learn meanings of words indirectly?

- a. through conversation with other people, especially adults
- b. repeated exposure to active word-building sequences
- c. by reading extensively on their own
- d. through listening to adults read to them

23. An effective approach to increase students' reading speed is

- a. round-robin reading.
- b. chunking.
- c. choral reading.
- d. repeated reading.

24. The teacher has students review and practice previously taught letter-sound correspondences, read words containing those same correspondences, and then the students write words using those same letters. Writing during reading instruction

- a. will be confusing for struggling readers.
- b. helps students to apply the alphabetic principle.
- c. helps students recognize onset and rime.
- d. should only occur occasionally.

25. Which of the following demonstrates correct segmenting of the individual sounds in the word *big*?

- a. /buh/ /i/ /guh/
- b. /b/ /i/ /g/
- c. /b/ /ig/
- d. a and b

26. Teacher: "Listen as I say some words. Tell me which words begin with the same sound: big, boy, house." This is an example of

- a. teaching phonemic awareness.
- b. teaching the alphabetic principle.
- c. phonics instruction.
- d. none of the above.

27. How many phonemes are in the word *three*?

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

28. What type of task is the following? Teacher: "I'm going to say a word, and I want you to say the word one sound at a time: tap." Student response: "/t/ /a/ /p/."

- a. rhyming.
- b. deletion.
- c. segmentation.
- d. blending.

29. Which word has the same phoneme as the first phoneme in *top*?

- a. those
- b. listen
- c. mixed
- d. although

30. Teaching students letter-sound correspondences

- a. prepares them for decoding words.
- b. is not an important pre-reading skill.
- c. is a phonemic awareness activity.
- d. should always occur in the context of whole words.

31. Morphemic analysis could be helpful when determining the meaning of which of these words?

- a. untie
- b. strategies
- c. clues
- d. which

32. Which of the following sets of words is phonetically regular?
- mat, done, cake
 - have, in, had
 - the, said, rake
 - mat, in, shape
33. The understanding that the sequence of letters in written words represents the sequence of phonemes in spoken words refers to
- phonological awareness.
 - phonemic awareness.
 - the alphabetic principle.
 - letter combinations.
34. To provide second-grade students practice with automatic recognition of high-frequency, irregular words, teachers can create sight-recognition activities using words such as
- when, want, which.
 - ball, fan, rare.
 - because, does, again.
 - light, weight, my.
35. Vocabulary is important to the reading process because
- it ensures instant sight-word recognition.
 - readers need useful decoding strategies.
 - it enables readers to increase fluency.
 - readers must know what most of the words mean before they can understand what they are reading.
36. Which words from a story should a teacher identify to use for vocabulary instruction?
- high-frequency and useful words
 - words identified by the teacher's edition
 - high-frequency and difficult words
 - important, useful, and difficult words

37. Narratives

- a. have no particular structure.
- b. are lists, descriptions, and explanations.
- c. are stories that include elements of story grammar.
- d. are equivalent to fiction.

38. The majority of children who struggle while learning to read

- a. will profit the most from reading instruction that provides them with meaningful experiences reading and writing and that lets them discover most skills on their own.
- b. need systematic and explicit instruction in vocabulary and comprehension strategies, but should be able to acquire basic word-reading skills as they practice reading meaningful stories.
- c. need systematic instruction in phonemic awareness and phonics to become accurate readers, and then will learn the vocabulary they need from extensive reading.
- d. need systematic instruction in both word-reading skills and in vocabulary and comprehension strategies to become good readers by third grade.

39. You want to give students practice with auditory segmentation of four-phoneme words so that they can represent all of the speech sounds in one-syllable words. You should have them practice this skill with which of the following words?

- a. shape, test
- b. please, brain
- c. sharp, straight
- d. all of the above

40. Phonemic awareness is the knowledge that

- a. the sounds in words are represented by letters.
- b. the words we speak are composed of individual sounds.
- c. the alphabet is important while learning how to read.
- d. we have an alphabetic language.

41. What is the third phoneme in the word *does*?

- a. /s/
- b. /z/
- c. /e/
- d. /u/

42. Each student orally reads a grade-level passage as the teacher records word accuracy.

Which student was reading at his or her instructional level?

- a. Amy, 96%
- b. Jose, 94%
- c. Michelle, 89%
- d. Mary, 88%

43. Which word contains an open syllable?

- a. cake
- b. pain
- c. ferment
- d. veto

44. Which of the following scenarios would best help students build reading fluency?

- a. During whole-group instruction, the teacher calls on one student at a time to read a section of the text.
- b. Each student chooses a book to read independently and silently.
- c. In pairs, students orally read text assigned by the teacher.
- d. The teacher reads aloud from a book as the students sit and listen attentively.

45. A test that is reliable is one that

- a. can be administered by a professional.
- b. gives consistent results.
- c. is also valid.
- d. has many forms to monitor student progress.

46. Which of the following is not a component of reciprocal teaching?

- a. visualizing
- b. summarizing
- c. clarifying
- d. questioning

47. The K-W-L comprehension strategy is designed primarily to be used with

- a. all types of text.
- b. narrative text.
- c. expository text.
- d. difficult text.

48. For K–3 students who have not yet learned to read well, the following statement is true:
- Reading and listening comprehension are about the same.
 - Reading comprehension is better than listening comprehension.
 - Reading and listening comprehension are independent of each other.
 - Listening comprehension is better than reading comprehension.

49. Fluency can best be defined as
- speed, accuracy, and expression.
 - speed of reading.
 - speed and expression.
 - accuracy and expression.

50. Offering students the support they need to accomplish tasks includes sequencing skills, modeling and explaining thinking processes, and providing corrective feedback. What is this type of support called?
- assisted learning
 - scaffolding
 - constructive learning
 - explicit support

51. Explain the following acronyms (what the letters stand for and a one sentence explanation of what they mean)

RTI

MTSS

DIBELS

BOY

MOY

EOY

NCLB 2001

SLD

IEP

UDL

PBIS

Demographics

52. For how many years have you taught?

- a. 0–5
- b. 6–10
- c. 11–15
- d. 16–20
- e. more than 20

53. What is the highest degree you have earned?

- a. bachelor's
- b. master's
- c. specialist
- d. doctorate

54. When did you receive your last degree?

- a. before 1970
- b. 1970–1979
- c. 1980–1989
- d. 1990–1999
- e. 2000–present

55. How many reading courses have you taken at the university level?

- a. 0–1
- b. 2–3
- c. 4–5
- d. 6–7
- e. more than 7

*Adapted with permission from: Torgesen, J. (2005). *Teacher knowledge of reading*. Tallahassee, FL: Florida Center for Reading Research.

Answers to Knowledge of Reading Survey*

Item Number	Answer
1	C
2	D
3	C
4	C
5	A
6	B
7	B
8	C
9	C
10	C
11	A
12	B
13	B
14	C
15	D
16	A
17	A
18	D
19	C
20	C
21	D
22	B
23	D
24	B
25	B

Item Number	Answer
26	A
27	B
28	C
29	C
30	A
31	A
32	D
33	C
34	C
35	D
36	D
37	C
38	D
39	B
40	B
41	B
42	B
43	D
44	C
45	B
46	A
47	C
48	D
49	A
50	B

RTI: Response to Intervention. Integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. It is a preventative framework intended to support all students. (Center on Response to Intervention, AIR).

MTSS: Multi-Tiered System of Supports. An alternative term for RTI that is usually defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes of all students through a continuum of evidence-based practices (EBPs) and systems that provide high-quality instruction and interventions.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills. Consists of benchmarks and progress-monitoring assessments of awareness, word-reading fluency, oral-reading fluency, vocabulary, and comprehension. Available in English and Spanish, grades PK–9.

BOY: Beginning-of-the-year benchmark assessment.

MOY: Middle-of-the-year benchmark assessment.

EOY: End-of-the-year benchmark assessment.

NCLB 2001: No Child Left Behind Act.

Specific Learning Disability: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. (IDEA, 2004).

IEP: Individualized Education Program. A legal document that guides the delivery of special education supports and services a student with a disability. Parents, teachers, and people knowledgeable about the disability participate in writing the IEP.

UDL: Universal Design for Learning. A set of principles for curriculum design, delivery, and assessment that ensures all individuals equal opportunities to learn. Guides the creation of instructional goals, methods, materials, and assessments. (CAST: www.cast.org/udl)

PBIS: Positive Behavioral Interventions and Supports. A multi-tiered, pro-active approach to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. (www.pbis.org)

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