

Study Guide Questions for Pilot Test

Standard One – Scenario Practice

1. On a large poster sprayed with adhesive, Mr. Cortez is having his students sort 12 word cards according to the vowel sound in each word. He asks them to read each word and then put the card under the key word “bed”, “keep”, or “her”, depending on which vowel sound the letter “e” makes in the word. After the words are sorted, Mr. Cortez asks the children to read the words in each column orally.

- ____ What literacy concept is Mr. Cortez presenting in this lesson?
- a. Sight word recognition
 - b. Phonemic awareness
 - c. Phonics/decoding
 - d. Structural analysis
2. ____ What is Mr. Cortez’s reasoning for teaching this type of lesson to his class in question #1?
 - a. Knowledge of this skill will develop in-depth understanding of words.
 - b. Knowledge of this skill will assist students in noticing syllable junctures in words.
 - c. Knowledge of this skill will improve spelling.
 - d. Knowledge of this skill will improve phonemic awareness.
 3. ____ Of the following activities, which would be most appropriate to help develop the skill depicted in question #1.
 - a. Mr. Cortez asks students to circle the prefixes and suffixes in a group of multi-syllable words in order to more easily read them.
 - b. Mr. Cortez’s students work in pairs to read sentence strips containing words with short e, long e, and er spelling patterns.
 - c. Mr. Cortez’s asks students to find 25 words beginning with the letter e in the dictionary and copy the definitions.
 - d. As Mr. Cortez’s students listen to him read a poem aloud to the class, they hold up a picture of a sheep every time they hear a word containing the long sound of e.

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4. Mrs. Fuji explains to students that the prefix *dis-* means “not” or “opposite of”. She prints the following words on the board: *disagree*, *disappear*, *distrust*. For each word, she underlines the prefix *dis-* and asks the students to help identify the base word. The students consider the meaning of the prefix to help them define the entire word.

____ What literacy concept is Mrs. Fuji presenting in this lesson?

- a. Morphology
 - b. Embedded phonics
 - c. Syntax
 - d. Syntactic phonics
5. ____ What is Mrs. Fuji’s rationale for teaching this type of lesson to her class (found in question #4)?
- a. Knowledge of this concept will develop automaticity with high frequency words.
 - b. Knowledge of this concept will lead to increased success in memorizing words for standardized tests.
 - c. Knowledge of this concept will assist students in reading and spelling multi-syllable words.
 - d. None of the above.
6. ____ Of the following activities, which would be most appropriate to help develop the skill depicted in question #4.
- a. Mrs. Fuji’s students play a game in which they count the number of syllables in spoken words.
 - b. Mrs. Fuji’s class creates an affix web with a prefix in the middle and words containing the prefix around it. They must define the words in the web.
 - c. Mrs. Fuji’s students are asked to stand and individually read to the class unfamiliar sentences containing words with prefixes.
 - d. Mrs. Fuji’s asks her students to look up in the dictionary a list of 25 words that begin with the prefix *dis-*, define them and write them in a sentence.

Standard Two – Scenario Questions

1. ____ Mr. Miller’s fifth grade class is generally weak in comprehension when they read in narrative texts. He realizes that part of the problem lies in their relatively limited vocabulary knowledge, and because they do not appear to use comprehension strategies while they read.

Of the following activities which one could be used to increase students’ comprehension while reading narrative text?

- a. Using LEA (Language Experience Approach) as a prereading activity before they begin a chapter in their book.
 - b. Using a Directed Reading-Thinking Activity (DR-TA) as a guide for a literature unit.
 - c. Looking up words that they do not know in a dictionary and writing them in sentences.
 - d. Using a Shared Book experience when they are introduced to a new book.
2. ____ What is an appropriate rationale for teaching comprehension and vocabulary strategies?
- a. Associations with other concepts aren’t critical to understanding new words.
 - b. It isn’t necessary to expand students’ prior knowledge while building their vocabulary at the same time.
 - c. Other concepts are not critical to understanding new words.
 - d. An anticipation guide is a helpful strategy for activating schema and providing a purpose for reading.

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3. Dr. Agrimson is beginning a Social Studies unit on ancient Greece with his fifth graders. Although most of his students are reading at grade level he knows that they will have difficulty with the vocabulary such as:

acropolis, architrave, archon, caryatid, cella, centaur, entablature, ephor, greave, gynaceceum, herm, hetaira, kitharistes, libation, metic, pairdogogo, petlast, sophist, strategos, trireme, and terracott.

____ Of the following items which instructional activity might be used to increase Dr. Agrimson's students in-depth vocabulary knowledge while reading their Social Studies text.

- a. Using Semantic Feature Analysis (SFA) as a classroom activity.
 - b. Have the class look up each word in the dictionary, write the definition and use it in a sentence.
 - c. Use Vocabulary Self-Collection Strategy (VSS) which would aid students in comprehending vocabulary by focusing on words children want and need to know.
 - d. Using a word sort to identify words by categories.
4. ____ What is an appropriate rationale for teaching vocabulary in-depth to students especially for a Social Studies text such as Dr. Agrimson has selected for his fifth graders.
- a. Having a wide and rich vocabulary is closely correlated with a high IQ.
 - b. Direct instruction in vocabulary influences achievement and comprehension more than any other factor (along with wide reading).
 - c. Knowing vocabulary will help students with their spelling.
 - d. Rich and varied vocabularies is the single best predictor of success in getting a well paying job.

Standard Three – Scenario Questions

1. ____ Matt is a fourth grader who has a difficult time with comprehension. On a recent test given by Ms. Fountain, his teacher, found his instructional reading level was calculated to be 2.3 and his independent reading level was 1.8. What type of test did Ms. Fountain give to Matt?
 - a. Concepts About Print
 - b. Informal Reading Inventory (IRI)
 - c. Idaho Reading Indicator (IRI)
 - d. Miscue Analysis

2. On the standardized achievement test administered this spring, Matt (from question #1) achieved the following scores on the reading part of the test:
 - Vocabulary – 32nd percentile
 - Comprehension – 18th percentile

____ What type of assessment is this?

- a. curriculum-based
- b. criterion-referenced
- c. norm-referenced
- d. curriculum-based and norm-referenced

3. ____ Based on the results of the assessments in question #1 and #2, which literacy conclusion is most appropriate for Matt?
 - a. Matt is failing 4th grade based on these scores from the tests mentioned above.
 - b. The vocabulary score is in the low end of the average range.
 - c. Since vocabulary and comprehension are below 50%, Matt is failing these subjects on the standardized tests.
 - d. Vocabulary strategies may be taught first to Matt because they should improve his comprehension

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4. ____ Which follow - up instructional activity would be the best for Ms. Fountain to pursue based on the information from question #1?
- Matt's teacher administers a running record with a fourth grade passage. This will allow her to identify the cues to which Matt attends.
 - Matt's teacher locates alternative reading material at a lower grade level for him before the class begins a new content area in social studies or science.
 - During reading time, Matt's teacher makes sure Matt has a turn at "Round Robin" reading.
 - Since Matt's vocabulary scores are so low, his teacher has him define vocabulary words before every reading assignment by looking them up in a dictionary and writing them in sentences in his notebook.
5. Josie is a second grader whose teacher administered an Informal Reading Inventory to evaluate her reading. Her scores on the second grade passage were:
- Word recognition – 79%
 - Comprehension – 44%
- ____ Based on the results of the test, what could you conclude about this assessment?
- Second grade books would be at Josie's instructional reading level.
 - Josie is strong in word recognition but weak in comprehension.
 - Josie's scores fall in the average range based on stanines, so there is no need for intervention.
 - Second grade books would be at Josie's frustration reading level.
6. ____ Based on the result of Josie's scores in question #5, which decision for instructional follow-up is best?
- Josie needs to do wide, independent reading of second grade books.
 - Josie's teacher should do further phonics assessment to pinpoint what sound-spelling relationships might be causing her difficulties when reading words in connected text.

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- c. Participating in daily round robin reading will improve Josie's work attack skills and comprehension.
- d. Josie's scores indicate she is a gifted reader who should go to 3rd grade for reading instruction.

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Answers for Questions

Standard One

1. C
2. C
3. B
4. A
5. C
6. B

Standard Two

1. B
2. D
3. A
4. B

Standard Three

1. B
2. C
3. D
4. B
5. D
6. B