

Introduction to the Teaching of Reading (0200)

Test at a Glance

Test Name	Introduction to the Teaching of Reading		
Test Code	0200		
Time	2 hours		
Number of Questions	100		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading as a Language-Thought Process	15	15%
	II. Text Structure	20	20%
	III. Instructional Processes in the Teaching of Reading	40	40%
	IV. Affective Aspects	10	10%
	V. Environmental/Sociocultural Factors	15	15%

About This Test

The Introduction to the Teaching of Reading test is intended for examinees who have typically completed a bachelor's degree program in elementary or secondary education that included a program of 3 to 4 semester hours on the teaching of reading. The 100 multiple-choice questions cover knowledge about the teaching of reading that is common to all grade levels and content areas. The test includes content on reading as a language-thought process, text structure, instructional processes, affective aspects, and environmental/sociocultural factors.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Reading as a Language-Thought Process

- Construction of meaning: theoretical approaches to the reading process or how readers construct meaning from a printed text; acquisition and understanding of language; readers' awareness of their own thought processes while reading, or metacognition
- Interrelatedness of the processes of listening, speaking, and writing, especially the reading/writing connection and the use of writing to respond to reading

II. Text Structure

- Considerations regarding text: structure for narrative and expository texts; syntactic complexity; organization; vocabulary and concept load; story grammars; and semantic, syntactic, graphophonic, and experiential cues

III. Instructional Processes in the Teaching of Reading

- Appropriate use of specific strategies: reciprocal teaching, critical questioning, monitoring, scaffolding, activating schema, language expansion, story grammars, scripts, organizational patterns, guided oral and silent reading
- Strategies appropriate to various ages and reading levels including emergent literacy
- Classroom management: grouping, use of paraprofessionals, learning centers, writing centers, cooperative grouping, peer helping, computers
- Reading in the content areas at all grade levels
- Study skills: study skill strategies, test taking, note taking, planning, outlining
- Assessment: use of criterion-based tests or achievement tests; use of appropriate individual and group assessment and strategies, such as informal assessments, questioning techniques, surveys

IV. Affective Aspects

- Utilization of activities such as art expression, drama, and the media to motivate students and to stimulate interest in and enjoyment of both reading and writing

V. Environmental/Sociocultural Factors

- Understand literacy, and factors influencing literacy and biliteracy development, including parental support for literacy, extent of congruence between home and school linguistic environments, and approaches to literacy, and the impact of teacher expectations
- Recognize the influence of family and peers, along with ethnic, socioeconomic, regional, and cultural linguistic differences, and select appropriate instructional strategies and materials to address these factors

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty.

Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- Which of the following is the best description of an interactive model of the reading process?
 - The human being is viewed as a communication channel capable of receiving information read through the eyes, then transforming and storing that information, and finally using the information.
 - Syntactic, semantic, orthographic, and lexical knowledge stored in the brain contribute to the meaning that is made from text taken in through the eye.
 - Syntactic and semantic knowledge stored in the brain minimize the need to rely on graphemic-phonemic cues.
 - Reading is a psycholinguistic guessing game.
 - Reading consists of making inferences, some simple, others more complex.
- Semantic and syntactic cues can be used by a reader to help identify an unfamiliar word in a sentence because these cues
 - rely on the reader's use of letter-sound correspondences to analyze and pronounce the word
 - limit the reader to using syllabication rules to pronounce and recognize the word
 - encourage the reader to use a glossary to determine the word's meaning
 - permit the reader to use spelling patterns to recognize the word and its meaning
 - provide the reader with information about what would make sense in the sentence
- Which of the following best describes the process of language acquisition in young children?
 - The child infers the underlying rules of the language that he or she is exposed to and tests those inferences by constructing his or her own utterances.
 - The child is hampered by a limited attention and memory span and cannot understand full sentences until a relatively late stage in language development.
 - The child learns to speak only when explicit responses of approval or disapproval from adults are given in response to the utterances he or she makes.
 - The child exhibits random, highly variable errors in sentence construction.
 - The child is likely to achieve mastery faster if there is planned early instructional intervention.
- The major motivational value of an individualized reading approach is most probably which of the following?
 - The reinforcement the child obtains from discussing with other children the materials he or she has read
 - The provisions made for each child to work independently without teacher direction
 - The provisions made to involve parents in the reading program
 - The opportunities provided for each child to read beyond his or her present grade level
 - The opportunities provided for each child to seek and choose reading materials
- If, in speaking, a student uses a dialect that is different from that of the teacher, the teacher should expect that
 - the language pattern may be reflected in the student's oral reading
 - the student's language will need to be corrected regularly and immediately
 - diagnosis of the student's language by a speech therapist will be necessary
 - a parent conference regarding the student's language will have to be scheduled
 - any oral language errors can be ignored, but reading errors will have to be corrected

6. Beginning readers who appear to know the long and short vowel sounds but who have difficulty with words like lemon, banana, and telephone probably need help with
- (A) the silent e generalization
 - (B) irregular vowels
 - (C) the schwa sound
 - (D) the short vowel generalization
 - (E) the final vowel generalization
7. A sixth-grade teacher has a group of students who read below grade level and seldom read voluntarily outside the classroom. After noticing that these students enjoy talking about movies, the teacher gives them the assignment to choose and independently read a book that has been made into a movie. Then they are to watch the movie together and collaborate to write a comparison of the two versions of the story to share with the class. In making this assignment, the teacher most likely intends to accomplish which of the following?
- (A) Stimulate the students' interest in reading
 - (B) Reinforce students' literal comprehension skills
 - (C) Increase the students' attention spans
 - (D) Compensate for the students' reading deficiencies
 - (E) Model expressive oral reading and appropriate phrasing
8. A teacher is teaching teenage nonfluent speakers of English to comprehend written text in English. During the class, he has the students read orally and focuses on correcting their errors in pronunciation. A criticism of this approach is based on which of the following principles of teaching language skills?
- (A) Pronunciation is too advanced a skill for most beginners.
 - (B) Pronunciation drills are a more effective way to improve speaking than is oral reading.
 - (C) Only after reading skills are well established can a nonfluent speaker of English learn correct pronunciation.
 - (D) Nonfluent speakers of English can comprehend written text without accurately pronouncing all the words.
 - (E) Oral reading should not be attempted before students can read grade-level texts silently with adequate comprehension.
9. Of the following statements, which is the most consistent with a whole-language approach to instruction?
- (A) Teaching specific hierarchical subskills in the language arts develops skills essential to learning in the content areas.
 - (B) Instruction that focuses on student participation in a discourse community is critical for developing good reading and writing skills.
 - (C) Teaching students phonetic decoding strategies facilitates student comprehension and composition of text.
 - (D) Direct instruction is necessary to develop the greatest proficiency in comprehension.
 - (E) Teacher-centered questions are an integral part of developing students' communication processes.
10. A second-grade child who has recently transferred from a southwestern rural community to a southeastern urban community has difficulty answering reading comprehension questions after reading a chapter on transportation in the city. The child can accurately pronounce and smoothly read oral selections of the chapter. Which of the following is the most probable explanation for this type of phenomenon?
- (A) The child's reading achievement level is significantly below the reading achievement level of the other children in the class.
 - (B) The child's background of experiences does not include knowledge of the topic discussed in the text.
 - (C) The child's former reading instruction focused on the development of word attack skills.
 - (D) The child's nervousness and apprehension at being in an unfamiliar class have limited the child's ability to respond adequately to the comprehension questions.
 - (E) The child's written expressive language abilities are significantly below the child's oral expressive language abilities.

11. Which of the following techniques used in teaching reading comprehension is intended to help students make predictions, formulate questions, summarize information, and clarify points of confusion when reading assignments?
- (A) Literal thinking exercises
 - (B) Script writing
 - (C) Oral reading
 - (D) Silent reading
 - (E) Reciprocal teaching
12. Which of the following factors would best facilitate parent-child reading activities when the parents or guardians feel uncomfortable about reading aloud to their children because of their own lack of reading ability?
- (A) Assuring parents that children are getting enough reading instruction at school
 - (B) Making books on tape available to these families so that both parents and children can listen at the same time
 - (C) Promoting adult reading courses taught by the reading specialist for the parents
 - (D) Suggesting to parents that they allow educational programs on television, such as *Sesame Street*, to serve as a substitute
 - (E) Convincing parents that the quality of their oral reading will have no effect on the child's ability to comprehend

Answers

1. The best answer is B. The interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. The interactive model suggests that the reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time (Dechant 1991).

2. Syntactic cues are provided by the meaningful structure of written text, and semantic cues are provided by the knowledge a reader has of the meanings of other words. Readers can use these linguistic cues to help identify an unfamiliar word because they limit the range of alternatives that are likely to make sense within a particular sentence. The correct answer is E.

3. According to psycholinguists and others who specialize in human growth and development, young children begin to acquire the ability to communicate through hypothesis testing. Children's perception of adult speech helps them form hypotheses about how different ideas are expressed in the language they are acquiring. They then test their hypotheses by finding out how well their own utterances are understood by others. The best answer is A.

4. The best answer is E. Reading motivation is a multifaceted combination of a student's personal goals, values, and beliefs interacting with topics, processes, and outcomes of reading (Guthrie & Wigfield, 2000). Motivated readers want to read. Every student is an individual with different interests.

5. The best answer is A. Children from a young age are surrounded by literacy. Young children begin to take part in adults' conversations. A parent who speaks with a dialect will influence a child's speech, which will influence their oral reading. Teachers who are insensitive to dialect differences may develop negative perceptions of children and low expectations for their achievement, and they may adjust their teaching downward in accord with those judgments.

6. The best answer is C. The **schwa** is the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable. It is sometimes signified by the pronunciation "uh" or symbolized by an upside-down rotated e.

7. The best answer is A. A major cause of reading problems, especially at the intermediate level, is lack of motive. Only widespread involvement in language can solve the problem of poor motivation, and that involvement must occur first outside the realm of silent reading. The real world activity gives the students a real purpose for reading and writing. The collaboration and socialization provide both support and opportunities to use language in a variety of ways.

8. By interrupting students and drawing attention to their mispronunciations, the teacher is actually impeding the students' comprehension of the text. It is not necessary for a reader to pronounce accurately each word in a text in order to comprehend that text. Therefore, the best answer is D.

9. The whole-language approach promotes the development of reading and other communication skills in a social, communicative network. Therefore, B is the best answer.

10. According to schema theory, we use our background knowledge to help us comprehend the information in a text. If a person's background knowledge does not include information about the topic of the text, his or her comprehension of that text will be significantly reduced or distorted when compared to that of people who do have knowledge of the topic. The best answer is B.

11. During a reciprocal teaching lesson, students make predictions, formulate questions, summarize information, and clarify points of confusion. The correct answer is E.

12. The best answer is B. When a parent and child listen to the audio book together, the educational barriers that might prevent the parent from reading to his/her child are diminished. Quality time is spent together reading, and both are learning.



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