

Foundational Knowledge Survey, Educ 470

1. Freshmen in a biology class were asked to read a chapter in the text and then complete a comprehension worksheet. In order to complete this task, the students would need to read
 - a) efferently
 - b) aesthetically
 - c) orally
 - d) fluently
2. Commercially produced reading programs which typically include a student's textbook, accompanying workbook, supplemental instructional materials, and teacher's guide are known as:
 - a) literature focus programs
 - b) expository text programs
 - c) basal reading programs
 - d) workshop programs
3. Theorists such as Louise Rosenblatt have explained that students don't try to figure out the author's meaning as they read; instead, they negotiate a meaning that makes sense to them based on the words they are reading and their existing knowledge. The work of these theorists reflects:
 - a) behaviorism
 - b) reader response theory
 - c) interactive theory
 - d) critical literacy
4. When engaged in the writing process, students focus upon mechanics such as capitalization, punctuation, and spelling when they reach the:
 - a) prewriting stage
 - b) drafting stage
 - c) revising stage
 - d) editing stage
5. Scoring guides that are used to evaluate student performance in reading and writing according to specific criteria and levels of achievement are known as:
 - a) running records
 - b) rubrics
 - c) informal reading inventories
 - d) miscue analyses
6. When students reflect upon their thinking, they engage in a type of behavior known as:
 - a) semantics
 - b) scaffolding
 - c) metacognition
 - d) prosody

7. Teachers can best foster comprehension strategies by:
- a) assigning a workbook page
 - b) thinking aloud
 - c) adding words to the classroom word wall
 - d) having the students read orally
8. A technique which helps students to be consciously aware of whether they are likely to find the answer to a question “right there” on the page, between the lines, or beyond the information provided in the text is:
- a) Question-Answer-Relationships (QAR)
 - b) SQ3R Study Strategy
 - c) Miscue Analysis
 - d) Guided Reading
9. The affective domain includes:
- a) learner’s interests
 - b) engagement
 - c) motivation
 - d) all of the above
10. Which of the following would NOT assist a beginning teacher in selecting a text that is appropriate for a specific student?
- a) readability formula
 - b) leveling factors
 - c) scope and sequence
 - D) Lexile
11. Which of the following is an inappropriate instructional method for use with middle level and high school students?
- a) reading aloud
 - b) round robin reading
 - c) cooperative learning
 - d) book club
12. Facts, terms, concepts, events, and theories fall within the realm of:
- a) declarative knowledge
 - b) reader response
 - c) procedural knowledge
 - d) zone of proximal development
13. Which of the following is NOT an example of a text structure?
- a) cause-effect
 - b) list-group-label
 - c) descriptive
 - d) chronological

14. Which of the following is a comprehension strategy?
- a) Frayer model
 - b) word wall
 - c) analogies
 - d) DRTA
15. A teacher has decided to use an anticipation guide. Which skills is the teacher seeking to foster?
- a) predicting
 - b) setting a purpose for reading
 - c) examining prior knowledge
 - d) all of the above
16. Which of the following is the best strategy for new vocabulary acquisition at the middle and high school level?
- a) memorization
 - b) structural analysis
 - c) sight words
 - d) dictionary
17. An example of a primary resource is:
- a) a diary
 - b) a picture book
 - c) historical fiction book
 - d) material written at a lower level
18. Procedural knowledge
- a) relates to knowing how the disciplines work and how people within a discipline think and work
 - b) refers to the basic content knowledge of the discipline
 - c) has to do with strategies for using and applying knowledge within a discipline
 - d) a and c
19. An example of a performance task is:
- a) a lab report
 - b) an on-line multiple choice quiz
 - c) an achievement test
 - d) a standardized end-of-unit exam
20. When evaluating texts for adoption, the faculty should NOT:
- a) use a text evaluation checklist
 - b) invite a company representative to give a presentation
 - c) create a committee consisting only of teachers who teach that discipline
 - d) request a specimen set
21. The purpose of a content reading inventory is to determine:

- a) whether a student will learn successfully with a specific text
- b) the foundational knowledge of a student in a specific discipline
- c) the grade level of the text
- d) learning difficulties

22. An example of a critical level question is:

- a) Who is the author of this article?
- b) What is the author's opinion?
- c) How would you respond in this situation?
- d) Is this fact or opinion?

23. Which of the following is NOT an example of a graphic organizer?

- a) semantic map
- b) story grammar
- c) DRTA
- d) semantic feature analysis

24. Which statement is NOT true?

- a) The basal is the primary text in most classrooms.
- b) The graphic novel may be an excellent alternative to the basal.
- c) Picture books are inappropriate for the secondary level.
- d) Teachers should consider text and student factors when selecting an appropriate text.

25. Text that is to be read with assistance from the teacher or a capable peer is at the:

- a) listening capacity level
- b) instructional level
- c) independent level
- d) frustration level

26. The process by which new slots are created in the reader's storage system is termed:

- a) accommodation
- b) schemata
- c) assimilation
- d) scaffolding

27. Which of the following is NOT an example of a trade book?

- a) a narrative
- b) the basal textbook
- c) poetry
- d) a biography

28. Grouping for a book club is based on:

- a) the reading ability of the student

- b) teacher decision
- c) the difficulty level of the book
- d) student interest

29. When developing lesson plans, the teacher should be cognizant of:

- a) ISTE standards
- b) state standards
- c) professional organization standards (discipline-based)
- d) all of the above

30. Vocabulary impacts comprehension by up to which percentage?

- a) 20%
- b) 40%
- c) 60%
- d) 80%

Foundational Knowledge Survey, Educ 470, ANSWER KEY

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