

ORAL & WRITTEN LANGUAGE DEVELOPMENT: KNOWLEDGE, SKILLS, & STRATEGIES

(5 CE HOURS)

FINAL EXAM

- Hoover & Gough's (1990) "simple view of reading" _____.**
 - Describes reading from a more holistic conceptual framework: both Word Recognition and Language Comprehension are considered to be necessary components of literacy.
 - Presents reading instruction an either/or choice between Word Recognition and Language Comprehension, and presents evidence that combining the two is detrimental to the process
 - Suggests that Language Comprehension is the most critical skill for the development of literacy
 - Suggests that Word Recognition is the most critical skill for the development of literacy
- The relationship between oral language, written language, and academic success has been clearly established. For example, _____.**
 - Children who have developed a strong oral language base are just as likely to struggle with reading as students whose oral language skills are constrained
 - Children with weak language skills at 5½ were found to have average reading comprehension at 8½ and 15½
 - Early deficits in oral language are not indicative of future constraints in reading and academic achievement
 - Early deficits in oral language persist and are durable
- The base of the Language/Literacy Hierarchy is _____.**
 - Expressive oral language (speaking)
 - Expressive written language (writing)
 - Receptive oral language (comprehension)
 - Receptive written language (reading)
- Language form involves the rules we use to combine and manipulate sounds, words, and sentences to communicate our thoughts, needs, feelings, wants, and ideas. Its three sub-categories: _____.**
 - Morphology, semantics, and pragmatics
 - Phonology, morphology, and syntax
 - Syntax, content, and use
 - None of the above
- _____ deals with the meaning of language in both the oral and written modes.**
 - Form
 - Semantics
 - Syntax
 - Use
- An aspect of _____ that is critical to both oral and written comprehension is an individual's understanding of figurative language.**
 - Form
 - Morphology
 - Pragmatics
 - Semantics
- Per the National Reading Panel (2000), the five skills identified as being the most critical in developing strong literacy skills include _____.**
 - Memorization strategies
 - Reading speed
 - Spelling awareness
 - Text comprehension
- _____ is defined as the ability to hear and understand how the individual sounds of spoken language work together to make words.**
 - Phonemic awareness
 - Phonological awareness
 - Syllable awareness
 - Vocabulary awareness
- Tasks typically associated with proficiency in phonemic awareness include _____.**
 - Phoneme identity
 - Phoneme isolation
 - Phoneme segmentation
 - All of the above
- _____ is the ability to hear and match sounds in different words.**
 - Phoneme identity
 - Phoneme isolation
 - Phoneme substitution
 - Phoneme segmentation

11. **Head or Toe? is an example of a _____ activity.**
- Phoneme addition and deletion
 - Phoneme identity
 - Phoneme isolation
 - Phoneme segmentation and phoneme blending
12. **Picture Pieces and Elkonin Boxes are examples of _____ activities.**
- Phoneme addition and deletion
 - Phoneme identity
 - Phoneme isolation
 - Phoneme segmentation and phoneme blending
13. **The following activity provides practice with _____.**
Old MacDonald Had a Farm – The song is sung in the typical fashion until the chorus. Then, add a sound at the beginning of the chorus syllables that matches the initial sound of name of the animal.
 Old McDonald had a farm. Ee-i-ee-i-oh!
and on that farm he had a Dog. Dee-Di-Dee-Di-Doh!
and on that farm he had a Cow. Kee-Ki-Kee-Ki-Koh!
 ...and on that farm he had a Goose. Gee-Gi-Gee-Gi-Goh!
- Phoneme addition and deletion
 - Phoneme identity
 - Phoneme isolation
 - Phoneme segmentation and phoneme blending
14. **Understanding the _____ principle – that words are made up of letters and that letters represent sounds – is a critical step in learning to read. Phonics is the instructional method used to facilitate this principle.**
- Academic
 - Alphabetic
 - Correlation
 - Symbolic
15. **An excellent way to fold practice with phonics into intervention is to _____.**
- Incorporate into therapy books that target language based constructs and include opportunities for matching sounds and symbols
 - Provide direct phonics instruction to students
 - Use it to measure progress: once all of the relationships between phonemes and graphemes have been mastered and memorized, intervention is essentially complete.
 - All of the above
16. **Which of the following is NOT a characteristic of reading fluency?**
- Accuracy
 - Content
 - Prosody
 - Speed
17. **“Non-fluent readers may miss, or misunderstand, the humor, figurative language, imagination, and drama intended by the author. Consequently, they fail to use appropriate stress, intonation, and phrasing with potential negative consequences on both sides of the communicative attempt.” This statement is relevant to _____.**
- Accuracy
 - Content
 - Prosody
 - Speed
18. **The end goal for the development of literacy is _____.**
- Comprehension of the written text
 - Reading accuracy
 - Reading fluency
 - Reading speed
19. **Per the National Assessment of Educational Progress (NAEP) Oral Reading Fluency Scale, “Reads primarily in two-word phrase groups with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast,” is a score of _____.**
- 1
 - 2
 - 3
 - 4
20. **Per the Multidimensional Fluency Scale, the parameter of _____ ranges from “1. Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts,” to “4. Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.”**
- Expression and Volume
 - Pace
 - Phrasing
 - Smoothness

21. The National Reading Panel found that typical readers need to read a passage _____ to reach maximum fluency levels.
- Four times
 - Once
 - Quickly
 - Slowly
22. In _____, the adult models appropriate phrasing, rate, and prosody and the child or student contributes by chiming in as he or she is able to complete the rhyme, sentence, or page.
- Contrastive stress
 - Echo reading
 - Paired reading
 - Progressive stories
23. The goal of this activity is to have the student/s read a sentence multiple times in response to a specific question stressing a different word in the sentence each time to more accurately communicate meaning: _____.
- Contrastive stress
 - Model fluent reading
 - Poetry and punctuation
 - Songs and chants
24. _____ can be particularly useful in regards to increasing fluency through repeated oral readings because they have repeated readings of the same material built right in.
- Duet readings
 - Echo readings
 - Paired readings
 - Progressive stories
25. Use of recorded books is _____ to facilitate more fluent reading.
- An empirically-debunked way
 - An empirically-supported way
 - Contraindicated
 - Not recommended
26. A meta-study undertaken by Scarborough (2001) identified _____ between kindergarten expressive and receptive oral vocabulary and later reading outcomes.
- No correlation
 - Negative correlations
 - Significant correlations
 - Slight correlations
27. Per Nagy & Scott (2000), to derive meaning from the text, readers need to be able to understand the meaning of _____ of the words used.
- 20-25%
 - 45-50%
 - 65-70%
 - 90-95%
28. When discussing strategies to increase vocabulary, it is important to keep in mind that, regardless of age, grade, or ability level, our primary goal is to help our students become word conscious. Which is NOT a characteristic of word conscious students?
- Eager to learn words and use them in everyday contexts
 - Lack an awareness of, and interest in, words and their meanings
 - Look for opportunities to expand their vocabularies
 - Strive to understand and harness the power of words
29. By the end of second grade, typically developing children have a minimum of 6,000 distinct words in their vocabularies and add approximately _____ words each year they are in school.
- 1,000-1,500
 - 2,000-2,500
 - 3,000-3,500
 - 4,000-4,500
30. Per Beck, McKeown, & Kucan's (2002) vocabulary classification system, _____ words are critically important to oral and written language competence, but they do not convey specific information - they are the building blocks of communication.
- Tier 1
 - Tier 2
 - Tier 3
 - All of the above
31. Although we often divide vocabulary into oral and written categories, in actuality, we all have four different sets of vocabulary available for communication. The most comprehensive set is _____.
- Listening vocabulary
 - Reading vocabulary
 - Speaking vocabulary
 - Writing vocabulary

32. Understanding that the word “bank” can mean a place to invest your money, the area along a river, a mound of snow, or a specific type of basketball shot is an example of _____ vocabulary development.
- Delayed
 - Dysfunctional
 - Horizontal
 - Vertical
33. There are a number of reasons why students may not learn vocabulary at a pace that would allow them to succeed in academic and social settings. However, most often, students with special needs do not learn words because:
- They don’t engage in conversation as often as their peers
 - They don’t read on their own
 - They often don’t – or don’t know how to – listen carefully when they are read to
 - All of the above
34. _____ are activities that deliberately facilitate vocabulary development via indirect learning.
- Dictionary Use and Vocabulary Quizzes
 - Friendly Questions, Prediction, and Wordless Books
 - Memorization of Words and Definitions
 - Pick Six, Concept Maps, and Hink-Pinks
35. Stahl (1999) suggests that if a student reads one hour a day, five days a week, he or she will be exposed to approximately _____ words during the school year.
- 125,000
 - 650,000
 - 1,800,000
 - 2,250,000
36. Research regarding effective vocabulary instruction can be synthesized down to six overarching principles, including _____.
- Instruction should rely on looking up definitions
 - Repeated exposure is detrimental
 - Students must represent their knowledge of words in both linguistic and non-linguistic ways
 - Teaching words parts delays learning
37. To complete _____, a student must know the meaning of both words and be able to critically compare the characteristics associated with each to make a determination regarding the relationship between the two.
- A commonym
 - A SEEP
 - A word train
 - An analogy
38. Based on Japanese haiku, a didactic _____ is a five-line, non-rhyming poem that specifies how particular types of words are used to create a theme. They provide students with practice using all four vocabulary sets as they create, edit, and read aloud their poems.
- Brace map
 - Cinquain
 - Concept map
 - Word string
39. _____ help students move beyond memorization of definitions and cement the meaning of the word within their cognitive schemas. They include a student friendly definition, the semantic classification, antonyms, and synonyms.
- Concept maps
 - Four Squares
 - Hink-Pinks
 - SEEPs
40. Strategies to encourage active and purposeful engagement in the reading process include all of the below EXCEPT: _____.
- Name That Purpose
 - Predict-It
 - The House
 - Listening to someone else read aloud
41. _____ are an excellent go-to resource for targeting many different skills related to literacy – including reading comprehension. As an added bonus, they also facilitate higher level skills such as critical thinking, sequencing, vocabulary development, and perspective-taking.
- Dictionaries
 - Sense-o-grams
 - Vocabulary tests
 - Wordless books

42. "Can I summarize the key points or plot features?" and "Do I need to read other material or sections of the text to provide missing information?" are examples of _____.
- Self-Questions to ask AFTER reading
 - Self-Questions to ask DURING reading
 - Self-Questions to ask PRIOR TO reading
 - None of the above
43. The answers to this type of question are not found in the text at all. They require the student to tap into their prior knowledge of the subject or some aspect of their life that relates to the text: _____.
- "Right-There" questions
 - "Think-About-It" questions
 - "What-I-Know-and-Think-Matters" questions
 - All of the above
44. Considering the SQR3 strategy for reading comprehension, which of the following is NOT one of the three Rs?
- Read
 - Recall
 - Recite
 - Review
45. Among the ten self-activating reading success strategies highlighted in the "Top Ten Ways to Improve Your Reading" is _____.
- Avoid the distraction of headings and pictures
 - Create a mental image
 - Skip unknown words
 - None of the above
46. "Good readers read more and become better readers resulting in a higher motivation to read even more." This is an example of a _____.
- Adversarial reading spiral
 - False correlation
 - Negative reading spiral
 - Positive reading spiral
47. Ideally, students are _____ to read. In essence, they want to read because they value reading, they find it enjoyable, and they feel good about themselves when they are reading.
- Extrinsically motivated
 - Intrinsically motivated
 - Not motivated
 - Temporarily motivated
48. Numerous studies support the idea that providing students of all ages with access to a balanced library of reading materials, particularly in relation to leisure reading, _____ the likelihood that they will engage in more reading experiences and value reading as an activity.
- Decreases
 - Increases
 - Has no impact on
 - Has variable impact on
49. Books that encourage active engagement and group discussion, such as *Dos and Don'ts* (Todd Parr), can be particularly effective in helping children learn to value and enjoy the written word. This is an example of the _____ strategy for motivating children to read.
- Choice
 - Nonfiction
 - Reading Aloud
 - Visual Learners
50. As a group, students are encouraged to take control over their reading by choosing what they read, how many pages they will read each day, and how they will respond individually to the selection. This is an example of the _____ strategy for motivating children to read.
- Choice
 - Humor
 - Nonfiction
 - Reading Circles

ANSWER SHEET

First Name: _____ Last Name: _____ Date: _____

Address: _____ City: _____

State: _____ ZIP: _____ Country: _____

Phone: _____ Email: _____

ASHA membership #: _____

Other: License/certification # and issuing state/organization _____

Clinical Fellow: Supervisor name and ASHA membership # _____

Graduate Student: University name and expected graduation date _____

** See instructions on the cover page to submit your exams and pay for your course.

By submitting this final exam for grading, I hereby certify that I have spent the required time to study this course material and that I have personally completed each module/session of instruction.

Oral & Written Language Development Final Exam

- | | | | | |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 41. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 42. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 13. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 43. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 14. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 44. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 15. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 45. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 16. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 46. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 17. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 47. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 48. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 49. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 50. (A) (B) (C) (D) |

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