

Name: _____

Date: _____

Reading Methods for CDIS Graduate Students

Self-Study Quiz

Reading:

Berninger, V.W., & Wolf, B.J. (2009). Teaching reading. In V. Berninger & B. Wolf (Eds.), *Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science* (pp. 49-78). Baltimore: Brookes.

Questions:

1. Fill in the blank:

Reading is a complex process that includes applying the alphabetic principle for grapheme-phoneme correspondences to decoding words that are completely or partially decodable.

2. Circle all that apply. Teaching reading draws on which of the following aspects of language?
 - a. **Phonology**
 - b. **Syntax**
 - c. **Semantics**
 - d. **Discourse**
 - e. **Pragmatics**
3. Circle the best response. Children need systematic, teacher-directed instruction in reading until
 - a. Second grade.
 - b. They have mastered the alphabetic code.
 - c. Only if they are not exposed to reading when they are young.
 - d. **Until they are reading without effort.**
4. Circle the best response. Teaching parts of speech in reading instruction
 - a. **Introduces important concepts for answering comprehension.**
 - b. Should be done as a separate subject.
 - c. Is unnecessary unless a student has a reading disability.
 - d. Is not meaningful.
5. Fill in the blank:
Fluency is how rapidly, smoothly, effortlessly, and automatically connected text is read.
6. Fill in the blank. The most commonly used method to increase reading fluency is the repeated reading technique.
7. Fill in the blank: Students with dyslexia or learning disability are likely to benefit most from approaches that are multimodal sensorimotor.
8. Briefly describe what two controversies persist related to teaching students at risk for reading failure.

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One controversy involves the role of the teacher in directing instructions – on one hand, some educators (constructivist perspective) believe students must construct their own knowledge and teacher-led dissemination should be avoided; on the other hand, many continue to advocate for a teacher-directed approach. A second controversy has to do with the definition of “intensive instruction.” There is disagreement over how to structure instruction for students with risks or known reading problems, and whether different methods should be used, or a more intensive schedule of the same methods should be used.