

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 \_\_\_\_\_ 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:

\_\_\_\_\_ 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

\_\_\_\_\_.

7. Fill in the blank: Students with dyslexia or learning disability are likely to benefit most from approaches that \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

8. Briefly describe what two controversies persist related to teaching students at risk for reading failure.