Multiple Choice Questions for Chapter 2

1. A second-grade teacher believes that each student should be assessed, provided with unique and specialized instruction that fits his needs, and then reassessed continually. This is an example of:
   a. evaluation activities.
   b. analytic teaching.
   c. correlative diagnosis.
   d. none of the above.

2. How can a teacher determine if a child is not having success in reading?
   a. Listen to the student read and record your findings.
   b. Talk to past reading teachers.
   c. Compare assessments from the beginning of the child’s schooling until the present time.
   d. All of the above.

3. Teachers that would like to reexamine their students’ reading behaviors should:
   a. gather information, evaluate it, generate a teaching hypothesis, select a teaching hypothesis.
   b. ignore past information, and start fresh with a new evaluation.
   c. gather information and generate a teaching hypothesis.
   d. generate a teaching hypothesis after looking through students’ cumulative records.

4. Analytic teaching describes:
   a. teaching that supports all literacy learners by recognizing their unique strengths and interests.
   b. teachers making inappropriate assumptions about the reading status of their pupils.
   c. teachers making appropriate assumptions about the reading status of their pupils.
   d. teaching that requires students to analyze their own learning.

5. Direct instruction is a model of teaching that is both highly structured and teacher initiated. This model is useful in helping readers that have difficulty:
   a. understanding how to read strategically.
   b. meeting informally in groups designed for engaging students in exchanging ideas, conducting research, and practicing newly learned skills.
   c. with physical, psychological, and environmental problems.
   d. None of the above.
6. When formulating a literacy instructional plan for a reading student, the teacher should consider all of the following strategies except:
   a. evaluate the students’ individual interests, talents and strengths.
   b. structure the classroom environment to provide a blend of learning experiences that promote all students’ growth in reading and writing.
   c. explain to the student the importance of remaining in the same reading group throughout the academic year.
   d. assist the student in grasping the ideas and concepts within a particular genre by exposing the student to artwork, peer discussions, writing, drama, and music.

7. Which of the following is the correct sequence for the Analytic Process?
   a. analyze, generate hypotheses, teach, reexamine
   b. analyze, teach, generate hypotheses, reexamine
   c. teach, analyze, reexamine, generate hypotheses
   d. generate hypotheses, teach, analyze, reexamine

8. In which type of teaching are learners encouraged to seek generalizations for themselves?
   a. direct teaching
   b. indirect teaching
   c. didactic teaching
   d. discovery teaching

9. Mr. Go wants to practice analytic teaching in his classroom. He should:
   a. make assumptions about the reading status of his pupils as they come into his class.
   b. support all his literacy learners by recognizing their strengths, interests, and competencies.
   c. give new information to his students in a direct fashion.
   d. encourage his students to seek generalizations for themselves.

10. Analytic teaching is best characterized by which one of the following?
    a. All students can learn and have the capabilities to become successful readers and writers.
    b. Diversity has special value within the classroom community because it provides challenges that lead students and teachers to new learning.
    c. All students deserve opportunities to develop their unique competencies and strengths.
    d. Students who are afforded diverse ways of interrelating new information and concepts with previously acquired background knowledge, or schemata, will have greater opportunities to reach their fullest potential.
    e. All of the above.
    f. Only a and c above.
11. Miss Foust wants to determine if one of her students is lacking success in reading. Therefore, she decides to listen to this student read. Miss Foust should collect information about the student’s reading abilities with all of the following except:
   a. trade books, textbooks, readers and skill development books that are available in the classroom.
   b. an informal reading inventory.
   c. running records.
   d. books above the student’s reading level.

12. Greg is a seven-year old who seems to have difficulty with his narrative reading comprehension. One possible reason for this may be that:
   a. Greg is having difficulty locating information.
   b. Greg is having difficulty with word recognition.
   c. Greg is having difficulty with content specific vocabulary.
   d. All of the above.

13. Facilitating questions demonstrate the teacher’s efforts to guide students to discover through active participation. Problem solving questions are:
   a. designed to promote problems.
   b. designed to assist students in dynamic thinking.
   c. only about math problems.
   d. questions that prompt students to figure out the strategies necessary to come up with the answer.
   e. All of the above.
   f. Only b and d above.

14. The criterion element of a student learning objective:
   a. is never a matter of subjective judgment or bias by the facilitator.
   b. serves to determine whether the lesson helped the learner reach a higher level.
   c. can never be raised or changed after a lesson.
   d. is usually not helpful for new teachers.

15. In this teaching style, learners are encouraged to seek generalizations for themselves, while the teacher’s function is to observe how students carry out this process and to provide reinforcement and additional clues. This is called:
   a. didactic teaching.
   b. inductive teaching.
   c. direct instruction.
   d. nondirective teaching.

16. If a student has difficulty with word recognition, the teacher should ask the following question:
   a. Does the learner have a limited sight vocabulary?
   b. Does the learner demonstrate underdeveloped oral language ability?
   c. Does the learner have difficulty with content-specific vocabulary?
   d. Does the learner have difficulty locating information?
17. The most important purpose of an evaluation activity is to:
   a. make sure that the students were paying attention during your lesson.
   b. reward the students for their attention during your lesson.
   c. directly judge the effectiveness of your lesson.
   d. None of the above.

18. Inductive teaching includes:
   a. encouraging students to develop their own generalizations.
   b. following Response to Intervention (RTI) guidelines.
   c. the opportunity for students to be actively involved.
   d. Both a and c.

19. The analytical process follows a paradigm. Another word for paradigm is:
   a. hypothesis.
   b. pattern.
   c. structure.
   d. assessment.

20. If a student has difficulty with word recognition, which following diagnostic question needs to be addressed?
   a. Does the learner have a word recognition strategy?
   b. Does the learner have a limited sight vocabulary?
   c. Does the learner have difficulty using context clues?
   d. All of the above.

**Essay Questions for Chapter 2**

1. In your own words, define analytic teaching. How does this type of teaching affect student learning?

2. Discuss how attention to students’ abilities in all the various intelligences might enhance an underdeveloped linguistic intelligence.

Chapter 2 Multiple Choice Answer Key, relevant page in text:

1. b, page 20
2. d, pages 27, 28
3. a, page 35-36
4. a, page 20
5. a, page 34
6. c, page 40
7. a, page 19
8. d, page 40
9. b, page 20
10. e, page 20
11. d, page 27
12. b, page 30
13. f, page 42
14. b, page 39
15. b, page 40
16. a, pages 26, 29
17. c, page 35
18. d, pages 40-41
19. b, page 19
20. d, pages 26, 29-30
Chapter 2 Essay Answer Suggestions

1. Question: In your own words, define analytic teaching. How does this type of teaching affect student learning?

   Answer Suggestion: Response should include that analytic teaching supports all learners (democratic teaching) by addressing their specific abilities, interests, competencies, instructional needs, and that it is rooted in assessment. It affects student learning as it
encourages students to construct meaning, know their aptitudes, fosters engagement in the learning process.

2. Question: Discuss how attention to students’ abilities in all the various intelligences might enhance an underdeveloped linguistic intelligence.

   Answer Suggestion: Response should include mention of the concept of the entry point.