

Chapter 2 Teaching All Students

2.1 Multiple Choice Questions

- 1) The ultimate purpose of Response to Intervention is to
- A) reduce the number of students provided with special education services.
 - B) do whatever it takes to bring all students up to the fullest literacy possible.
 - C) improve special education services.
 - D) make classroom teachers more responsible for at-risk students.

Answer: B / Explanation:

- A) The ultimate purpose of Response to Intervention is to improve the classroom program and to use increasingly intensive instruction and intervention to bring all students to the fullest literacy possible.
- B) The ultimate purpose of Response to Intervention is to improve the classroom program and to use increasingly intensive instruction and intervention to bring all students to the fullest literacy possible.
- C) The ultimate purpose of Response to Intervention is to improve the classroom program and to use increasingly intensive instruction and intervention to bring all students to the fullest literacy possible.
- D) The ultimate purpose of Response to Intervention is to improve the classroom program and to use increasingly intensive instruction and intervention to bring all students to the fullest literacy possible.

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- 2) All other things being equal, about what percent of students will require some level of intervention?
- A) 5
 - B) 10
 - C) 20
 - D) 30

Answer: C / Explanation:

- A) About 20 percent of students will require intervention.
- B) About 20 percent of students will require intervention.
- C) About 20 percent of students will require intervention.
- D) About 20 percent of students will require intervention.

Page Ref: 46 Topic: Teaching Literacy to All Students: The Role of RTI Skill: Knowledge

- 3) About how many school-age children speak a language other than English at home?
- A) slightly more than one in five
 - B) slightly more than one in ten
 - C) slightly more than one in twenty
 - D) slightly more than one in fifty

Answer: A / Explanation:

- A) Slightly more than one in five (21%) speak a language other than English at home.
- B) Slightly more than one in five (21%) speak a language other than English at home.
- C) Slightly more than one in five (21%) speak a language other than English at home
- D) Slightly more than one in five (21%) speak a language other than English at home

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- 4) About _____ U.S. students have been determined to have a learning disability, and about _____ of these learning disabled students have a problem with reading.
- A) 750,000; 50 percent
 - B) 1.5 million; 95 percent
 - C) 2.3 million; 80 percent

D) 6.2 million; 65 percent

Answer: C / Explanation:

- A) About 80 percent of the 2.3 million students classified as having LD have a reading problem.
- B) About 80 percent of the 2.3 million students classified as having LD have a reading problem.
- C) About 80 percent of the 2.3 million students classified as having LD have a reading problem.
- D) About 80 percent of the 2.3 million students classified as having LD have a reading problem.

Page Ref: 30 Topic: Students at Risk Skill: Knowledge

- 5) Based on research, reading experts, and school successes, when should ELL students be provided with formal instruction in reading and writing English?
- A) as soon as they can sound out several hundred common English words
 - B) once they have mastered conversational English
 - C) simultaneously as they learn to read and write in their native language
 - D) after they have a sufficient grasp of English and of basic reading in their native language

Answer: D / Explanation:

- A) Usually the best way to teach reading and writing to ELLs is in their native language, often while teaching them to speak English. This builds a solid foundation in their native tongue. Formal instruction in reading in a second language should wait until students have a sufficient grasp of English and of basic reading in their native language. Thonis (cited in Fillmore & Valdez, 1986) cautioned that reading in a second language should not be attempted until students have reached a level where they can interpret the text and draw inferences. However, they may be involved in an informal introduction to English reading and writing early on.
- B) Usually the best way to teach reading and writing to ELLs is in their native language, often while teaching them to speak English. This builds a solid foundation in their native tongue. Formal instruction in reading in a second language should wait until students have a sufficient grasp of English and of basic reading in their native language. Thonis (cited in Fillmore & Valdez, 1986) cautioned that reading in a second language should not be attempted until students have reached a level where they can interpret the text and draw inferences. However, they may be involved in an informal introduction to English reading and writing early on.
- C) Usually the best way to teach reading and writing to ELLs is in their native language, often while teaching them to speak English. This builds a solid foundation in their native tongue. Formal instruction in reading in a second language should wait until students have a sufficient grasp of English and of basic reading in their native language. Thonis (cited in Fillmore & Valdez, 1986) cautioned that reading in a second language should not be attempted until students have reached a level where they can interpret the text and draw inferences. However, they may be involved in an informal introduction to English reading and writing early on.
- D) Usually the best way to teach reading and writing to ELLs is in their native language, often while teaching them to speak English. This builds a solid foundation in their native tongue. Formal instruction in reading in a second language should wait until students have a sufficient grasp of English and of basic reading in their native language. Thonis (cited in Fillmore & Valdez, 1986) cautioned that reading in a second language should not be attempted until students have reached a level where they can interpret the text and draw inferences. However, they may be involved in an informal introduction to English reading and writing early on.

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- 6) If schools do not offer bilingual programs for ELL students, such as in California, what is the most effective approach to teaching these English language learners to read?
- A) Delay formal (but not informal) reading instruction until they have a reasonable command of English.
 - B) Delay teaching them to read in their native language until they can read in English.
 - C) Teach them to read in their native language and in English simultaneously.
 - D) Teach them to read in the language that is more phonetically (phonically) regular and

simple to understand.

Answer: A / Explanation:

- A) If the only program offered is one that teaches the students English as a second language, it is best to wait until they have a reasonable grasp of the English language before teaching them to read. They may be informally involved in shared reading and exposed to language-experience stories, however.
- B) If the only program offered is one that teaches the students English as a second language, it is best to wait until they have a reasonable grasp of the English language before teaching them to read. They may be informally involved in shared reading and exposed to language-experience stories, however.
- C) If the only program offered is one that teaches the students English as a second language, it is best to wait until they have a reasonable grasp of the English language before teaching them to read. They may be informally involved in shared reading and exposed to language-experience stories, however.
- D) If the only program offered is one that teaches the students English as a second language, it is best to wait until they have a reasonable grasp of the English language before teaching them to read. They may be informally involved in shared reading and exposed to language-experience stories, however.

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7) About how long does it take ELL students to learn academic English?

- A) at least one year
- B) at least two years
- C) at least three years
- D) at least five years

Answer: D / Explanation:

- A) It takes five years or more for ELL students to reach the same level of performance as their peers who are native English speakers. Within one year ELLs may learn mostly simple words and sentences as well as conversational English.
- B) It takes five years or more for ELL students to reach the same level of performance as their peers who are native English speakers. Within two years ELLs may become socially proficient in English.
- C) It takes five years or more for ELL students to reach the same level of performance as their peers who are native English speakers. Within three years ELLs are already socially proficient and are learning more complex forms of the English language.
- D) It takes five years or more for ELL students to reach the same level of performance as their peers who are native English speakers.

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8) What seems to be the cause of the fourth-grade slump, particularly for students living in poverty?

- A) There is less classroom help available in most poor schools after the third grade.
- B) Pupils become discouraged after several years of negative school experiences.
- C) Schooling becomes more academic and more abstract.
- D) Schooling becomes less interesting and less challenging once basic skills are learned.

Answer: C / Explanation:

- A) By fourth grade, school has become more academic and more abstract with more focus on content area reading, more complex vocabulary, word recognition, and spelling.
- B) By fourth grade, school has become more academic and more abstract with more focus on content area reading, more complex vocabulary, word recognition, and spelling.
- C) By fourth grade, school has become more academic and more abstract with more focus on content area reading, more complex vocabulary, word recognition, and spelling.
- D) By fourth grade, school has become more academic and more abstract with more focus on content area reading, more complex vocabulary, word recognition, and spelling.

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- 9) According to research how does the rate of reading progress made during the school year of students living in poverty compare with that of students who do not come from impoverished backgrounds?
- A) progress at about the same rate
 - B) make about 90% of the progress
 - C) make about 80% of the progress
 - D) make only half as much progress

Answer: A Explanation:

- A) Students living in poverty make about the same rate of progress as that of students not living in poverty. However, students living in poverty start their schooling behind and lose ground during the summer months.
- B) Students living in poverty make about the same rate of progress as that of students not living in poverty. However, students living in poverty start their schooling behind and lose ground during the summer months.
- C) Students living in poverty make about the same rate of progress as that of students not living in poverty. However, students living in poverty start their schooling behind and lose ground during the summer months.
- D) Students living in poverty make about the same rate of progress as that of students not living in poverty. However, students living in poverty start their schooling behind and lose ground during the summer months.

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- 10) How might children who are taught to be passive, such as some immigrants, be at a disadvantage in a typical U.S. class?
- A) They might work too slowly and easily fall behind.
 - B) They might act out in class, disrupt others, and miss out on important lessons.
 - C) They might lack motivation and see no need to pay attention or make an effort.
 - D) They might not show what they know and be judged as lacking in skills.

Answer: D/ Explanation:

- A) If taught to be passive, students may be hesitant or embarrassed to "show off," often fail to demonstrate their knowledge, and may be placed in lower reading groups.
- B) If taught to be passive, students may be hesitant or embarrassed to "show off," often fail to demonstrate their knowledge, and may be placed in lower reading groups.
- C) If taught to be passive, students may be hesitant or embarrassed to "show off," often fail to demonstrate their knowledge, and may be placed in lower reading groups.
- D) If taught to be passive, students may be hesitant or embarrassed to "show off," often fail to demonstrate their knowledge, and may be placed in lower reading groups.

Page Ref: 48 Topic: Students at Risk Skill: Knowledge

- 11) What effect does nonmainstream dialect have on reading proficiency?
- A) It significantly impedes vocabulary building, word recognition, and comprehension.
 - B) It has virtually no effect on reading achievement but may influence teacher attitude.
 - C) It results in an overall decrease in reading scores regardless of the native language involved.
 - D) It dramatically slows the earlier stages of learning to read but later has less impact.

Answer: B / Explanation:

- A) Nonmainstream dialect has no negative impact on reading proficiency, but teachers may form unfavorable opinions or feel the need to correct dialect, thus impeding communication.
- B) Nonmainstream dialect has no negative impact on reading proficiency, but teachers may form unfavorable opinions or feel the need to correct dialect issues, thus impeding communication.
- C) Nonmainstream dialect has no negative impact on reading proficiency, but teachers may form unfavorable opinions or feel the need to correct dialect issues, thus impeding communication.
- D) Nonmainstream dialect has no negative impact on reading proficiency, but teachers may form unfavorable opinions or feel the need to correct dialect issues, thus impeding communication.

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- 12) About what percentage of U.S. students are estimated to have attention deficit disorder (ADD)?
- A) 1 to 3
 - B) 3 to 5
 - C) 5 to 11
 - D) 10 to 12

Answer: C / Explanation:

- A) About 5 to 11 percent of students are estimated to have ADD.
- B) About 5 to 11 percent of students are estimated to have ADD.
- C) About 5 to 11 percent of students are estimated to have ADD.
- D) About 5 to 11 percent of students are estimated to have ADD.

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- 13) According to research by Phillips, Hayward, and Norris (2011) and others, which of the following statements is most accurate?
- A) If students are behind in reading by the end of third grade, chances are they will never catch up.
 - B) If properly taught most students, even those who have fallen behind, will become proficient readers
 - C) Younger students learn at a faster pace than older students do.
 - D) Older struggling readers almost always require one-on-one instruction.

Answer: B / Explanation:

- A) If properly taught most students, even those behind at end of third grade, will become proficient readers
- B) If properly taught most students, even those who have fallen behind, will become proficient readers.
- C) If properly taught most students, even those who have fallen behind, will become proficient readers. There is no evidence that younger students learn at a faster pace.
- D) If properly taught most students, even those who have fallen behind, will become proficient readers. Only the most severe cases of reading disability require one-on-one help.

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- 14) In learning to read, students with an intellectual disability have the most difficulty with
- A) learning phonics
 - B) acquiring new concepts
 - C) learning high-frequency words
 - D) oral reading

Answer: B / Explanation:

- A) Students with an intellectual disability have the most difficulty acquiring new concepts. They do relatively well with phonics because phonics doesn't require higher-level reasoning.
- B) Students with an intellectual disability have the most difficulty acquiring new concepts.
- C) Students with an intellectual disability have the most difficulty acquiring new concepts. Learning high-frequency words is not a problem area because high-level reasoning is not required.
- D) Students with an intellectual disability have the most difficulty acquiring new concepts. Oral reading is not a problem area because high-level reasoning is not required.

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- 15) In the area of helping children who are at risk, have learning disabilities or physical disabilities, or have other special needs, what is the current trend in providing support?

- A) gradually phasing out resource rooms
- B) moving children into modified or specialized schools
- C) increasing their time spent in special education classrooms
- D) providing as much support in the regular classroom setting as possible

Answer: D / Explanation:

- A) With inclusion and initiatives such as Response to Intervention, increased emphasis is being placed on providing at-risk and special-needs students with help in the regular classroom.
- B) With inclusion and initiatives such as Response to Intervention, increased emphasis is being placed on providing at-risk and special-needs students with help in the regular classroom.
- C) With inclusion and initiatives such as Response to Intervention, increased emphasis is being placed on providing at-risk and special-needs students with help in the regular classroom.
- D) With inclusion and initiatives such as Response to Intervention, increased emphasis is being placed on providing at-risk and special-needs students with help in the regular classroom.

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2.2 Essay Questions

- 1) How might Response to Intervention be used to improve the whole school's literacy program?

Answer: Response to Intervention (RTI) acts as a method of assessing and intervening. It measures students' ability to learn by noting how well they respond to varying degrees of instruction. Many students respond well to RTI, but when they do not progress under RTI this is often indicative of a learning disability. It works for the whole school population because all teachers and administrators are involved in providing an appropriate literacy program for each student, regardless of skills or level.

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- 2) What special needs do youngsters who are still acquiring English have in terms of literacy instruction, and how might these needs be met?

Answer: For these students, their native language is not English. Many, but not all, live in poverty. Some may have never been to school, others have good educations. If a bilingual program exists, it is best to teach reading and writing in their native language, usually while teaching them to speak English. If no bilingual program exists, all formal reading instruction should wait until students have some grasp of the English language. However, these students may be casually or informally exposed to English reading and writing in very simplified forms early on. Developing English language should have a high priority and should be a part of every teacher's program.

Page Ref: 35-45 Topic: Providing for the Literacy Needs of All Students Skill: Comprehension

- 3) How does academic language differ from general or conversational language? List some techniques that help in fostering both types when working with ELL students.

Answer: General or conversational language is first acquired as a structure that allows ELL students to greet others, make conversation, and ask questions. This everyday communication is contextualized and accompanied by gestures, pointing, and pantomiming. Academic language is more varied, abstract, and decontextualized. It puts words together in an understandable text or utterance, and involves complex thinking skills such as analyzing, explaining, inferring, and organizing. It incorporates content-specific technical words (the bricks) as well as words used to articulate the concepts represented by these words (the mortar). ELLs may seem proficient in oral English, but this mastery may mask difficulties with academic language. Some techniques that foster academic as well as conversational language include the following: Using cued elicitation questions co-shaping, using a hierarchy of questions, understanding collaboration and negotiation of meaning, incorporating sentence starters and word walls, checking understanding, empowering students, recasting, correcting errors, Using the students' language, and fostering output.

Page Ref: 38-42

4) What are the stages of learning a second language? How do the stages act as a guideline for literacy instruction?

Answer: The typical stages include the following:

- 1 Preproduction (lasts 6 months to a year, students may start out very quiet in this "silent stage" but may acquire as many as 500 words)
- 2 Early production (lasts up to 6 months, students may use some common words and speak in short sentences, can acquire a listening-speaking vocabulary of 1,000 words)
- 3 Speech emergence (lasts up to a year, students can use brief, everyday expressions, begin to take part in class discussions, and end this stage with a vocabulary of about 3,000 words)
- 4 Intermediate (lasts up to a year, students have a good grasp of the English language, can work in groups, and end this stage with a vocabulary of about 6,000 words)
- 5 Advanced (may take up to 5 years to reach this stage, involves possessing the English language, reading, and writing skills comparable to native speakers)

Page Ref: 43-44 Topic: Diversity in the Classroom: Providing for the Literacy Needs of All Students Skill: Comprehension

5) What are the main principles for teaching economically disadvantaged children?

Answer: Principles for teaching economically disadvantaged children include the following:

- Provide a safe, caring environment where students can develop the behaviors they need to be successful in school.
- Build background (brainstorming, questioning, informal discussion about their knowledge and background)
- Create an atmosphere of success (emphasize the positives, not the problems)
- Make instruction explicit (provide direct and explicit instruction for specific skills)
- Provide a balanced program (do not overemphasize basic skills while ignoring higher-level skills)
- Provide access to books and magazines (children may own few books, and schools in low-income areas may have skimpy libraries, so supply a variety of reading materials and a quiet environment)
- Counteract the fourth-grade slump (be aware that children living in poverty often struggle at this time with abstract and academically oriented words, as well as word recognition and spelling)

Page Ref: 28-29 Topic: Students at Risk Skill: Knowledge

6) What are the characteristics of a learning disability?

Answer: About 2.3 million U.S. students have learning disabilities, accounting for about 4.8 percent of all U.S. students aged 3 through 21. They may have difficulties in their ability to listen, think, speak, read, write, spell, or do math calculations. They may have conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, or developmental aphasia. If they fail to do well with typical RTI programs, this often indicates a learning disability.

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7) What special provisions might be made for students who are gifted and talented?

Answer: About half of these students are reading when they start school, so they should not be restricted to grade-level reading but allowed to read at higher levels. They should be shown how to choose books from the school library and explore areas of special interest through dictionaries, encyclopedias, and the Internet. Reading and writing workshops, such as Junior Great Books, are effective for these students. If school always came too easy to them, however, they may need help with study skills as they move into higher grades.

Page Ref: 34-35 Topic: Gifted and Talented Students Skill: Comprehension

8) What is meant by inclusion?

Answer: Inclusion refers to the philosophy and process by which students who have disabilities or special needs are taught within the general education classroom. It has been widely implemented in response to the educational trend toward keeping special education students with their peers in the regular classroom. It involves providing support to classroom teachers as they provide support for the education of disabled students -creating and

maintaining a warm and accepting atmosphere and making any changes needed to develop their literacy abilities. Modification refers to altering the curriculum, changing the school attendance requirement, or making other changes in school policy designed to aid disabled students. Accommodation refers to changes in the way students are taught, including revisions in instructions, assessments, or homework assignments. It is best if the accommodations benefit all students.

Page Ref: 26, 27, 33