# Chapter 1
## Introduction to Language, Speech, and Communication

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Multiple Choice Questions

1. One of the most frequent way humans communicate is through
   a. silence.
   b. gesture.
   c. language.
   d. emails.

2. “A code comprised of arbitrary symbols governed by a set of rules” describes which of the following terms?
   a. Communication
   b. Language
   c. Speech
   d. Narrative

3. Pragmatics is concerned primarily with
   a. the meaning level of language.
   b. how stories are constructed.
   c. the rules governing how sentences work.
   d. how language is used in differing social contexts.

4. Children who enter school without which of the following abilities are more likely to suffer from academic difficulties?
   a. Telling the truth
   b. Ability to read
   c. Narrative ability
   d. Completely intelligible speech

5. Wide cultural variations are observed in which of the following?
   a. Proxemics
   b. Phonemes
   c. Syntax
   d. All of the above

6. Phonemes are typically represented by a notation system called the
   a. International Phonemic Alphabet.
   b. Phonemic Notation System.
   c. Phonemic Representational Alphabet.
   d. International Phonetic Alphabet.

7. Nonverbal language influences the meaning of what is said by
   a. altering the morphological features of the words used.
   b. making what is being said more difficult to interpret.
   c. changing the meaning of what is said.
   d. modifying the syntax of the utterances.

8. Semantics is the study of
   a. the ways in which humans attribute meaning to their world and to their experiences in that world.
   b. the conventions governing how language is used in various contexts.
   c. the universal characteristics of how meaning is mapped onto the brain.
   d. how individuals read, write, and speak.
9. The nature–nurture continuum describes
   a. the poles represented by the rationalist and empiricist perspectives on how language arises.
   b. the interaction of genetic and biological abilities with environmental influences in language development.
   c. the relationship between the role of parents and the role of teachers in children’s language acquisition.
   d. the relationship between the phonics approach to reading compared with the whole language approach.

10. Which of the following is not an example of the conversational code of conduct underlying pragmatics?
   a. Interrupt only when it is warranted
   b. Tell the truth
   c. Be unambiguous
   d. Offer only information assumed to be new and relevant to the listener

**True/False**

1. Vocabulary development is one aspect of semantic development.  
   True / False

2. The social interactionist model of language states that children learn language through the passive accumulation of bits of information that eventually form a collection of linguistic habits.  
   True / False

3. Language form and pragmatics are the same thing.  
   True / False

4. Oral language is another way of describing speech.  
   True / False

5. Literacy includes the set of competencies children develop with both oral and printed language.  
   True / False

**Matching Questions**

1. _______ The place in the mouth where the articulatory contact or movement is made for speech

2. _______ Because it can stand alone as a word, sun is an example of what is called a

3. _______ The aspects of language carried by the pitch and range of the voice, intonation patterns, vocal intensity, and emphasis/stress

4. _______ The study of the linguistic conventions for generating meaningful phrases and sentences

5. _______ Plosives/stops, fricatives, affricates, nasals, laterals, and glides/semivowels are indicators of
   a. Free morpheme
   b. Syntax
   c. Place of articulation
   d. Manner of articulation
   e. Paralinguistics
## Chapter 2
### Language Development from Infancy through Adolescence

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The emergence of sophisticated metacognitive abilities
The importance of metapragmatic skill in teenagers’ social world
The heavy metalinguistic load of writing
Relationship between reading fluency and writing ability

Summary
Multiple Choice Questions

1. One of the first communicative abilities to emerge in very young children is
   a. vowel production.
   b. consonant production.
   c. intention to communicate.
   d. presuppositions.

2. One of the most common types of utterance used by children in the emerging language stage is
   a. noun + verb.
   b. agent + action.
   c. verb + object.
   d. preposition + object.

3. When speaking, young children use words
   a. that are the same as the ones used by the adults in their lives.
   b. from the last conversation they had.
   c. that are semantically correct.
   d. within the range of their ability to produce.

4. Regular and irregular verbs begin to emerge in children’s language during
   a. the developing language stage.
   b. the emerging language stage.
   c. the prelinguistic stage.
   d. None of the above

5. Children who develop the most advanced figurative language skills are typically
   a. well-liked.
   b. high achievers.
   c. good spellers.
   d. fluent readers.

6. Metalinguistic ability is defined as
   a. knowledge about how language is used.
   b. the ability to reflect on and talk about language.
   c. the ability to reflect and act on one’s own learning and reasoning skills.
   d. knowledge about how to decode words.

7. Motherese can be defined as the parent
   a. emphasizing her or his pitch, rate, loudness, stress, rhythm, and intonation.
   b. increasing the number of words she or he uses when talking to the baby.
   c. incorporating consonant + vowel syllables.
   d. directing the baby’s attention to an object.

8. How is mean length of utterance (MLU) computed?
   a. Counting the number of morphemes the child uses in a specified number of words
   b. Counting the total number of free and bound morphemes in a specified number of utterances and dividing
      that sum by the total number of utterances
   c. Subtracting the total number of bound morphemes from the total number of free morphemes in a specified
      number of utterances
   d. Subtracting the total number of free morphemes from the total number of bound morphemes in a specified
      number of utterances

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9. A presupposition can be defined as
   a. an assumption made by a speaker about what the listener already knows.
   b. a hypothesis about an individual child’s likelihood to become a fluent reader.
   c. an assessment of a child’s language abilities based on mean length of utterance (MLU).
   d. predicting what one’s listener will ask next.

10. While learning language, children begin to refine the meanings of what they are saying by
    a. better understanding what they are talking about.
    b. emphasizing certain word sounds correctly.
    c. using more discourse functions in their sentences.
    d. using syntactic devices such as inflection and contraction.

**True/False**

1. Children in the emerging language stage usually acquire a vocabulary of at least 500 words.
   True / False

2. Expository discourse relies to a large extent on decontextualized language.
   True / False

3. Comprehension monitoring is an example of metapragmatic ability.
   True / False

4. Mean length of utterance is considered to be an ineffective way to index syntactic development until age 5.
   True / False

5. Slang is a form of figurative language.
   True / False

**Matching Questions**

1. __________ One of the most important aspects of parent–child interactions during infancy
2. __________ Decoding the sound–letter correspondences in print
3. __________ Most children figure out the passive sentence construction during this developmental period
4. __________ Teenagers’ success in school depends to a large extent on their
5. __________ Playing with idioms and other humorous forms is an example of
   a. Language for learning
   b. Metacognitive, metalinguistic, and metapragmatic abilities
   c. Metalinguistic ability
   d. Joint attention and joint referencing
   e. Phonological awareness
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Multiple Choice Questions

1. According to the United States Census Bureau’s 2009 report, what proportion of the U.S. population consists of minority groups?
   a. One third
   b. One fourth
   c. Half
   d. Over half

2. Which of the following is not one of the myths commonly held about students from diverse backgrounds?
   a. Children from the same ethnic background vary in their intellectual abilities and instructional needs.
   b. All Asian children are intellectually gifted.
   c. Children who speak broken English or a dialect are intellectually deficient.
   d. All minorities are disadvantaged.

3. Which of the following are factors related to the disproportionate representation of minority students in special education?
   a. Inequitable school funding
   b. Minimizing family involvement
   c. Biased standardized tests
   d. All of the above

4. Tracking can be described as
   a. separating students by grouping them according to their academic abilities.
   b. acceptance of white norms and privileges based on history and tradition.
   c. mismatch between curriculum and the needs of many students.
   d. teachers teaching as they were taught.

5. Ebonics can be defined as
   a. an absence of language functionality.
   b. a substandard variation of English.
   c. a variation of Creole.
   d. a rule-based language system used by African Americans.

6. Which of the following is not a characteristic of a culturally responsive teacher?
   a. Recognizes that there is a superior way to perceive reality
   b. Sees self as responsible for and capable of effecting educational change to make schools responsive to all students
   c. Understands how learners construct knowledge
   d. Knows how to promote learners’ construction of knowledge

7. The two major types of test biases that preclude fair assessment of minority students are
   a. test–retest and inter-examiner reliability bias.
   b. validity and reliability bias.
   c. language and item bias.
   d. content and construct bias.

8. The primary weakness of the English as a second language approach is that it
   a. can leave students with wide learning gaps that are difficult to overcome.
   b. can leave students falling further and further behind because of limited English competence.
   c. places undue emphasis on using the students’ primary language for instruction.
   d. takes a long time for students to develop proficiency with English.
9. The intent of multicultural education is to
   a. increase minority students’ proficiency with English.
   b. improve the achievement and retention of minority students.
   c. foster an appreciation of cultural diversity.
   d. improve students’ abilities to use two language systems.

10. The best way to provide instruction for the majority of bilingual children is to
   a. emphasize the importance of the majority language.
   b. focus on improving their native language.
   c. eliminate their use of code switching.
   d. take advantage of their native language while helping them develop the majority language.

True/False Questions

1. The majority of people immigrating to the United States at present come from modern industrialized nations.
   True / False

2. Students who do not speak standard English have an automatic language deficiency.
   True / False

3. The continued use of a child’s nonmajority language may facilitate academic and cognitive development.
   True / False

4. A primary reason students with English language difficulties are overrepresented in classes for students with disabilities is that general classroom teachers and diagnosticians often have difficulty differentiating underachievement related to disabilities and underachievement related to other factors, such as language.
   True / False

5. Immersion programs take advantage of students’ primary language while they learn English.
   True / False

Matching Questions

1. _________ Uses English as the language of instruction (ESL model)

2. _________ Requires a free appropriate public education for students not eligible for services under other federal laws

3. _________ Requires schools to use various methods to reduce discrimination in assessment

4. _________ Believes children should learn mainstream cultural values and knowledge

5. _________ Nonstandard English is considered a substandard code
   a. Culturally different model
   b. Section 504
   c. English as a Second Language model
   d. Cultural deficit model
   e. IDEA
### Chapter 4
Language Assessment and Instruction for Preschool Children

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Multiple Choice Questions

1. For preschoolers, the primary purpose in evaluating communication and language is to
   a. identify language disorders early.
   b. help the student move to the next developmental stage.
   c. identify which AAC system to use.
   d. determine the child’s developmental characteristics.

2. Standardized assessment instruments are used to
   a. ascertain how the child’s communication and/or language affects everyday life.
   b. determine how the child uses communication and/or language to get things done.
   c. compare the child with same-age peers on some aspect of communication and/or language.
   d. sample a child’s knowledge of some aspect of communication and/or language without reference to same-age peers.

3. Which of the following two types of observation are used when observing children’s play and routines in natural environments?
   a. Tight and extended
   b. Linear and nonlinear
   c. Passive and interactive
   d. Primary and secondary

4. Assessment of children in the developing language stage includes
   a. personal pronouns, inflectional markers, and contractions.
   b. joint attending and joint referencing.
   c. agent + location and agent + object.
   d. intonational contours of sentences.

5. What is considered by professional associations to be the single most important precursor to reading success in children?
   a. Large spoken vocabulary
   b. Older siblings
   c. Being read aloud to
   d. Large family book collections

6. Which of the following is not an example of preschool children’s metalinguistic ability?
   a. Spelling ability
   b. Knowing that sounds can be represented by letters
   c. Ability to segment words into syllables and sounds
   d. Ability to talk about language

7. For preschool children with disabilities, which of the following is associated with an increased likelihood of improvement in communication abilities?
   a. Symbolic play
   b. Small number of phonological processes in speech
   c. Large vocabulary
   d. Older siblings
8. For preschool children in the developing language stage, selecting short-term objectives for language instruction involves the inclusion of which three factors
   a. Developmentally appropriate regarding what should be acquired next in the developing language stage; maximization of the extent to which these particular goals are likely to improve the child’s communicative effectiveness; identification of how modifiable the child is for each language aspect requiring instruction
   b. Incorporation of various aspects of language form, use, and content; specification of the narrative processes necessary for reading; inclusion of drill instruction to teach metalinguistic processes
   c. Identification of the specific syntactic structures that need modifying; inclusion of beginning reading vocabulary; maximization of the use of symbolic play
   d. Fine tuning of phonology; emphasis on closing the gap between comprehension and production; expansion of discourse functions

9. An added benefit of language-based preschool classrooms as the context for providing language instruction is that they offer which of the following?
   a. Exposure to alternative augmentative communication devices
   b. Experience with the format of show and tell
   c. Experiences with emergent literacy activities
   d. Increased opportunities for socialization

**True/False Questions**

1. The majority of instruments available to assess children whose communication and language skills are at the prelinguistic stage are nonstandardized scales and checklists.
   True / False

2. Narrative language ability is routinely assessed in children at the prelinguistic stage of development.
   True / False

3. Language-learning disability is considered to be the most common type of learning disability.
   True / False

4. One of the mandates of IDEA is that states must link students’ IEP goals with state learning standards.
   True / False

5. Language instruction for preschoolers in the developing language stage typically progresses from child centered to teacher directed.
   True / False
Matching Questions

1. ________ Deficits in learning to read, write, or spell (language-learning disability)

2. ________ Deficit in single-word decoding

3. ________ One of the three most typical forms of discourse functions used by children during the emerging language stage

4. ________ Example of a symbolic symbol system used for communication in children with severely compromised speech

5. ________ The extent to which symbols resemble what they refer to
   
   a. Dyslexia
   b. Requests for information
   c. Iconicity
   d. American Sign Language
   e. Language-learning disability
Chapter 5
Language Assessment and Instruction for School-Age Children

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Multiple Choice Questions

1. Assessment of the language abilities of school-age children focuses primarily on
   a. size and diversity of vocabulary.
   b. reflecting on and talking about their own communication, language, and learning.
   c. the functional communication and language skills necessary for participating in school as independently as possible.
   d. differentiating between narrative and nonnarrative discourse.

2. In addition to a well-developed oral language system, school-age children need which of the following in order to learn to read?
   a. Large reading vocabulary
   b. Decoding ability
   c. Well-developed phonological system
   d. Narrative ability

3. What is one of the most effective measures a classroom teacher can use to gather information about a student’s language abilities?
   a. An observational checklist
   b. The Pragmatic Language Skills Inventory
   c. A survey of the student’s reading vocabulary knowledge
   d. An assessment of the student’s social–interactive abilities

4. Which of the following is an activity teachers can use to assess and teach phonological processing skills?
   a. Blending and segmenting individual phonemes
   b. Regularizing irregular verbs
   c. Matching new words with their pictures
   d. Reading aloud to student

5. Once children begin reading, which of the following is most likely to occur?
   a. Their pronunciation improves
   b. Their expressive vocabulary increases faster than their receptive vocabulary
   c. Their receptive vocabulary increases faster than their expressive vocabulary
   d. Their understanding of classroom discourse improves

6. Students with a language-learning disability (LLD) often have difficulty with which of the following?
   a. Using adjectives and adverbs instead of nouns and verbs
   b. Replacing concrete words with more abstract words
   c. Using sentences with many embedded phrases
   d. Elaborating noun and verb phrases

7. Teachers’ knowledge of the Zone of Proximal Development (ZPD) helps them design instruction for students with language difficulties by allowing teachers to
   a. link the student’s language instruction goals to his or her state learning standards.
   b. understand the student’s potential for learning.
   c. understand the student’s proficiency with morphological forms.
   d. link the student’s language instruction goals to her or his IEP objectives.

8. Mediated teaching is an example of which approach to teaching?
   a. The rationalist model
   b. The empiricism model
   c. The nature–nurture model
   d. The social interactionist model
9. What constitutes a basic episode in children’s development of episode structure?
   a. Initiating event, internal response, consequence
   b. Initiating event, attempt, consequence
   c. Initiating event, attempt, plan
   d. Initiating event, plan, consequence

10. What is the primary reason students with LLD have difficulties with poetic language?
    a. They are unable to differentiate the morphological markers that characterize poetry.
    b. They are unable to identify the syntactic structures used in poetry.
    c. They are unable to recognize the phonological aspects that characterize poetry.
    d. Their reading vocabulary is insufficient to understand poetry.

**True/False Questions**

1. Students’ ability with argumentative/persuasive discourse emerges prior to their ability with descriptive discourse.
   True / False

2. Most students develop the ability to reflect on their own thinking (metacognition) during the elementary school years.
   True / False

3. The No Child Left Behind Act (2002) is legislation that applies to students who do not qualify for special education services.
   True / False

4. One of the reasons children with LLD have difficulties with math is because they have difficulties with remembering the teacher’s instructions in the correct order.
   True / False

5. School-age students with severe language impairments should be excluded from exposure to literacy.
   True / False

**Matching Questions**

1. _________ Most teacher-designed language instruction takes place through

2. _________ One particularly effective way for teachers to bring students’ awareness to the metas is to have them

3. _________ A powerful strategy for teaching students about nonnarrative discourse types is

4. _________ One of the major goals of language instruction for school-age students is

5. _________ One approach to teaching math story problems to students with LLD is

   a. Rehearsing and performing pieces of literature
   b. Collaborating in the classroom with an SLP
   c. Acquiring a more literate language style
   d. Designing graphic schemas as organizers
   e. Having them analyze and sketch the discourse structure
# Chapter 6
## Language Assessment and Instruction for Adolescents

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Multiple Choice Questions

1. Middle school poses a challenge to many students with LLD because
   a. they have to sustain attention for longer periods of time than they did in earlier grades.
   b. they are required to demonstrate their knowledge through more literate use of oral language.
   c. they are required to demonstrate their knowledge through facility with writing in different discourse genres.
   d. All of the above

2. It is important to teach students develop more competence with the metas before they reach secondary school because
   a. there is little if any instruction about the metas at the secondary level.
   b. teachers expect students to assume more responsibility for their own learning in the secondary grades.
   c. a knowledge of the metas is necessary for using alternative and/or augmentative communication devices.
   d. the metas are essential for increasing syntactic and morphological abilities.

3. Written language becomes more important for secondary students than it was during the elementary years because
   a. they are expected to produce longer and more elaborated language in a variety of discourse genres.
   b. they have access to more tools for writing, including computers.
   c. they utilize written formats more often to communicate with their peers.
   d. they have larger vocabularies, which makes writing easier.

4. An Aristotelian definition is
   a. a subordinate term and a description with one or more characteristics.
   b. a superordinate term followed by two examples.
   c. a word and examples of its usage.
   d. a superordinate term and a description with one or more characteristics.

5. Factitive and nonfactitive verbs are both members of a set of verbs that are used to
   a. convey specific presuppositional information.
   b. interpret spoken and written language.
   c. to talk about cognitive processes.
   d. to talk about logical processes.

6. What is one of the best ways to assess secondary students’ syntax and morphology?
   a. By analyzing a sample of their expository writing
   b. By testing them on sentence structure
   c. By analyzing a sample of their oral and/or written narratives
   d. By testing them on specific syntactic and morphological forms

7. Students with LLD often have difficulty with which aspect of pragmatic language?
   a. Fine-tuning their language to show empathy
   b. Knowing how print works on the page
   c. Understanding the structure of narrative discourse
   d. Including a basic episode in their own stories

8. One of the main purposes of language instruction for adolescents with LLD is to
   a. increase the student’s narrative abilities.
   b. increase the student’s expository writing abilities.
   c. to help the student develop facility with slang.
   d. to teach the student compensatory strategies if necessary.
9. One approach to teaching students with LLD how to better understand classroom rules is by using
   a. a separate set of rules for each student.
   b. a script analysis procedure.
   c. a pull-out program designed to teach the rules.
   d. changing the rules so that everyone understands them.

10. The primary emphasis of language instruction for most secondary students with LLD is on
    a. conversational competence.
    b. story telling.
    c. functional communication skills.
    d. spelling ability.

**True/False Questions**

1. One of the primary goals of assessment for students in secondary school is asking how adept they are with the
   social discourse necessary to fit in with peers and to succeed in the classroom.
   True / False

2. Facility with figurative language becomes crucial for secondary students because of its importance in peer-to-
   peer interactions.
   True / False

3. Editing one’s own work requires metapragmatic skill.
   True / False

4. In secondary school, reading is the means by which most students encounter figurative language.
   True / False

5. Students with LLD need to learn that the sole function of editing is correcting errors.
   True / False

**Matching Questions**

1. ________ Overall text structure that organizes the content of a piece of text
2. ________ Set of benchmarks differentiating levels of performance on a specific task
3. ________ One of the systems used to monitor one’s own comprehension of written material
4. ________ An essential aspect of writing designed to improve the overall quality of the product
5. ________ IDEA-mandated plan for students with LLD leaving secondary school
   a. SQ3R
   b. Revision
   c. Rubric
   d. ITP
   e. macrostructure
## Chapter 7
### Reading Concepts and Assessment

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Multiple Choice Questions

1. One of the reasons poor readers fall further and further behind good readers over time is that
   a. they spend most of their time focused on the mechanics of reading.
   b. they are less motivated to read in later grades.
   c. they try to read books that are beyond their ability level.
   d. they usually do not qualify for special instruction in reading.

2. Reading is researched more than any other instructional area in education because
   a. more federal grant money is available to study reading.
   b. more researchers are interested in reading than other subject areas.
   c. reading is one of the keys to school success or failure.
   d. reading has been studied far longer than other areas and has thus accumulated more data.

3. One of the three major challenges to successful reading is
   a. inability to understand and use the alphabetic principle.
   b. lack of preschool programs in prereading skills.
   c. inadequate funding for remedial reading instruction.
   d. fluency disorder beginning in early childhood.

4. One of the benchmarks of phonological awareness for children midway through the first grade is
   a. ability to identify rhyming words.
   b. isolating and pronouncing the sounds in four-phoneme words containing initial blends.
   c. blending the sounds in four-phoneme words containing initial consonant blends.
   d. blending the sounds in four- and five-phoneme words containing initial and final blends.

5. In the earliest stages of reading acquisition, one of the things children who will become poor readers have a
   more difficult time learning is
   a. recognizing words by sight.
   b. understanding the basic components of stories.
   c. being able to tell coherent stories.
   d. monitoring their own reading skills.

6. The emphasis of reading instruction in the advanced reading stage is on
   a. comprehension.
   b. decoding words.
   c. increasing reading vocabulary.
   d. phonemic synthesis.

7. Formal instruments used to assess reading abilities can be divided into which two groups?
   a. Basic and advanced
   b. Word recognition and comprehension
   c. Fluency and understanding
   d. Survey and diagnostic

8. The first consideration in planning direct instruction is to
   a. collate the data collected during assessment.
   b. identify the long-term IEP goals for the student.
   c. identify the reading age equivalent of the student.
   d. consider the stage of learning indicated by the instructional strategy to be taught.
9. Maintenance learning is a combination of
   a. learning and transferring skills and concepts to other situations.
   b. remembering and refining reading vocabulary.
   c. remembering and refining learned material.
   d. learning and transferring skills and concepts across time.

10. Avoiding substitutive reading-related approaches is important because
   a. they focus only on foundation skills.
   b. they usually address phonological awareness to the exclusion of other skills.
   c. research indicates little support that these programs help students learn reading skills.
   d. not enough research has been done on these programs to indicate whether or not they work.

True/False Questions

1. Reading difficulties typically originate from a deficit in one underlying skill.
   True / False

2. Teachers of students who are able to read silently can use oral reading tests diagnostically or to reinforce specific skills or concepts.
   True / False

3. Peer-mediated reading strategies are an important component of reading instruction.
   True / False

4. It is essential for secondary school educators to continue providing instruction in reading for students with reading difficulties.
   True / False

5. The main advantage of survey tests of reading is that they can be used to compare a student’s scores with those of peers who are similar in age, grade, and gender.
   True / False

Matching Questions

1. ________ A systematic assessment approach that is tied to the actual curriculum

2. ________ The instructional emphasis during the advanced reading stage

3. ________ What the Wide Range Achievement Test (WRAT-4) surveys

4. ________ What the Gray Oral Reading Test (GORT-4) measures

5. ________ The process readers use to anticipate words that are likely to appear in a given phrase, sentence, or story

   a. Oral fluency and comprehension
   b. Contextual analysis
   c. Curriculum-based assessment
   d. Reading comprehension
   e. Spelling, word recognition, and arithmetic skills
# Chapter 8
## Reading Instruction

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Multiple-Choice Questions

1. Instruction in phonological awareness should begin with
   a. rhyming songs.
   b. sentence segmentation.
   c. syllable segmentation and blending.
   d. blending and segmenting individual phonemes.

2. The goal of building student’s sight vocabulary is
   a. improve reading fluency.
   b. increase reading vocabulary.
   c. automatic recognition.
   d. increase reading comprehension ability.

3. Which sight words are most important for students with severe disabilities?
   a. Nouns
   b. Verbs
   c. Protection words
   d. Low frequency words

4. Phonics instruction helps students learn
   a. to recognize and spell compound words.
   b. to recognize and syllabicate compound words.
   c. to identify the morphemes comprising a word and blend them together.
   d. to determine sound–symbol correspondences and blend the sounds together.

5. The two common phonic generalizations having the highest percent of utility are
   a. when c and h are next to each other, they make only one sound; and when the letter c is followed by o or a, the sound of k is likely to be heard.
   b. when y is used as a vowel in words, it sometimes has the sound of long i; and when there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.
   c. the first vowel is usually long and the second silent in the digraphs ai, ea, oa, and uit; and the letter g often has the sound similar to that of j in jump when it precedes the letter i or e.
   d. when words end with the silent e, the preceding a or i is long; when there are two vowels, one of which is the final e, the first vowel is long and the e is silent.

6. A structural analysis approach to teaching word recognition focuses on
   a. phonemic awareness and sound blending.
   b. analytic phonics and synthetic phonics.
   c. nouns and verbs.
   d. morphemes and syllabication.

7. Mastropieri and Scruggs (1997) defined comprehension as
   a. “the ability to read text accurately, quickly, and with expression.”
   b. “the ability to make simple inferences and draw conclusions based on the text.”
   c. “predicting the next event or an outcome based on the text.”
   d. “a process of constructing meaning from written texts, based on a complex coordination of a number of interrelated sources of information.”

8. The language experience approach (LEA) is based on
   a. the student’s own oral language.
   b. the student hearing a variety of stories read aloud by parent(s) and/or teacher(s).
   c. the student and teacher developing the student’s picture-based stories into text-based stories.
   d. individualized instruction based on the teacher’s collaboration with a speech–language pathologist (SLP).
9. Student-directed reading comprehension strategies form the basis for
   a. developing specific comprehension skills.
   b. learning to read by engaging in the writing process.
   c. identifying and writing the main idea of a story.
   d. self-regulation and learning strategy training.

10. The three specific levels of reading comprehension are
    a. describing setting, character, and plot.
    b. describing what was said, what was meant, and how the meanings can be used.
    c. matching similar elements, recognizing differences, and generalizing to other contexts.
    d. describing purpose, meaning, and conclusions.

True/False Questions
1. When teachers begin instruction on analyzing one-syllable words, vowels should be taught first because vowels are easier than consonants for students to learn.
   True / False

2. The five primary areas of reading instruction are phonemic awareness, phonetic analysis, fluency, vocabulary, and text comprehension.
   True / False

3. Phonetic analysis is part of the ability to recognize print words.
   True / False

4. Vocabulary instruction leads to gains in reading comprehension.
   True / False

5. The cloze procedure is a contextual analysis skill-building activity in which approximately every 10th word is removed from reading passages at the student’s instructional level and the student is asked to complete the sentences by filling in the blanks.
   True / False
Matching Questions

1. __________ One approach to collaborative reading as a way to enhance comprehension

2. __________ Steps in using the language experience approach (LEA)

3. __________ Steps in a semantic mapping process

4. __________ Fernald’s approach to learning sight words

5. __________ Steps in a strategy to combine word-recognition components in order to minimize interruptions in the flow of a passage

a. Tracing; writing without tracing; recognizing words in print; transferring to word analysis
b. provide an experience that serves as a stimulus for writing; talk about the experience; record students’ dictation on paper; read the text after the teacher reads it aloud and point to individual words; read everyone’s texts
c. focus on the consonant in the initial position; rapidly focus on initial consonant and vowel sounds and check affixes while reviewing whole words; skip over unimportant words that do not require precise pronunciation; syllabicate if the word is essential; use the context to determine vocabulary and meaning; seek help
d. preview; click and clunk; get the gist; and wrap up
e. the teacher presents students with stimulus word or core question about a selection to be read; the students generate words based on the stimulus or question and the teacher lists words/responses on the board/overhead; the students group related words/responses and draw connecting lines between groups; after reading the selection, the students and the teacher discuss the categories and rearrange/edit
## Chapter 9
### Handwriting Assessment and Instruction

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Multiple-Choice Questions

1. According to Cantwell, handwriting is to composing what fluency is to
   a. spelling
   b. speaking
   c. communicating
   d. reading

2. One reason students’ handwriting ability has shown a decline in recent years is because
   a. handwriting instruction has been shown to be unrelated to other academic skills.
   b. many teachers question the relevance of handwriting instruction since the advent of computers and other technological devices.
   c. most teachers do not know how to provide handwriting instruction.
   d. most families do not want teachers to take time away from other areas of instruction.

3. Handwriting involves perceptual-motor skills similar to those used in
   a. swinging on a swing.
   b. playing tag.
   c. playing baseball.
   d. playing a musical instrument.

4. In learning handwriting skills, children typically develop their own trademark styles in
   a. kindergarten.
   b. the early elementary years.
   c. eleventh grade.
   d. the middle and upper grades.

5. One of the problems with formal handwriting scales is that they
   a. were developed at a time when handwriting instruction was taught in every school.
   b. include a narrow range of samples of handwriting performances.
   c. include a limited sample of subjects.
   d. do not report validity.

6. The purpose of assessing handwriting, regardless of whether the teacher uses formal assessment scales or informal methods, is to
   a. determine which specific interventions should be used.
   b. determine which level of handwriting the student exhibits.
   c. determine whether the student understands the purpose of handwriting.
   d. determine how much instruction should be devoted to handwriting for this student.

7. One important consideration in deciding whether to teach manuscript first and then cursive to students with disabilities is
   a. it would most likely take these students a long time to learn two different styles.
   b. most students with disabilities have motor problems that make it difficult for them to progress even to the manuscript stage of handwriting.
   c. writing cursive letters may be too difficult for these students.
   d. cursive letters take more time to write.

8. Actual writing instruction usually begins in
   a. preschool.
   b. kindergarten.
   c. beginning of first grade.
   d. middle of first grade.
9. When learning manuscript writing, students have an easier time learning which types of letters?
   a. Capitals
   b. Lower case
   c. Those with rounded shapes
   d. Those with vertical and horizontal lines

10. When learning cursive writing, legibility is more important than
    a. proper alignment on the page.
    b. relative letter shape.
    c. speed.
    d. absolute letter shape.

**True/False Questions**

1. Legibility is a simple characteristic of handwriting.
   True \ False

2. The specific commercial handwriting instruction program a teacher uses may not have a major impact on students’ handwriting skills.
   True \ False

3. There is one best method for teaching handwriting skills to each individual student.
   True \ False

4. Typing/keyboarding is not particularly effective for students with learning disabilities or physical impairments.
   True \ False

5. One reason for teaching cursive writing before manuscript is that it avoids the later transition from manuscript to cursive.
   True \ False

**Matching Questions**

1. ________ In designing remedial instruction, teachers should teach handwriting as a process that involves
   a. letter formation, spacing, slant, line quality, letter size and alignment, and writing rate
   b. body image, spatial orientation, awareness of kinesthetic feedback, and sequencing
   c. writing legibly and writing at an increased rate of speed
   d. visual acuity, visual perception, and visual and sequential memory
   e. writing cursive letters and words, writing sentences and paragraphs

2. ________ Children learn to see letters and words through their

3. ________ To achieve the highest level of skill in handwriting, children must develop abilities in these areas

4. ________ Handwriting assessment methods look for errors in students’

5. ________ Once students have achieved basic handwriting skills, practice in penmanship helps them improve
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### Spelling Assessment and Instruction

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Multiple-Choice Questions

1. English orthography is an alphabetic system in which phonemic units are represented by
   a. morphemes.
   b. phonetic units.
   c. graphemes.
   d. semantic units.

2. For proficient spellers, spelling is both
   a. associative and conceptual.
   b. analytic and synthetic.
   c. articulatory and motoric.
   d. morphemic and semantic.

3. In competent spellers, the development of phonological awareness is strongly related to experience with
   a. speaking.
   b. reading.
   c. sentence structure.
   d. word meanings.

4. Spelling development in the phonetic spelling stage is characterized by
   a. sounds are represented by only some letters.
   b. letters are randomly strung together.
   c. only vowels are represented.
   d. words are spelled as they sound.

5. Relying solely on formal assessments of a student’s spelling skills is problematic primarily because they
   a. provide a basis for pre- and posttesting.
   b. are not particularly useful for planning spelling instruction.
   c. test only recognition and not recall.
   d. sample a student’s spelling skills in only one environment.

6. For students with persistent spelling problems, error analysis is most useful because it provides
   a. a comparison of the student’s performance to a specified level of mastery.
   b. the most information about how the student’s abilities compare with age or grade peers.
   c. an estimate of the student’s likely progress in learning spelling.
   d. the best instructional information.

7. Traditional approaches to spelling are generally unsuccessful for students with spelling disorders because they
   a. use a mediated teaching approach.
   b. focus on students learning to spell whole words.
   c. focus on spelling as a process rather than a product.
   d. contain a large selection of inappropriate or ineffective activities that may inhibit students’ ability to learn to
      spell.

8. Howell, Fox, and Morehead (1993) described twelve high-utility spelling rules that are applicable more than
   a. 45% of the time.
   b. 50% of the time.
   c. 70% of the time.
   d. 85% of the time.
9. Based on a review of the research on spelling instruction, Harris and Graham (1998) concluded that which of the following specific instructional strategies resulted in the greatest spelling improvement?
   a. Teaching mnemonic devices
   b. Providing instructional cues
   c. Using the corrected test method
   d. Providing computer-assisted instruction

10. The cover, copy, and compare strategy is effective in helping students
   a. prepare independently for a spelling test.
   b. memorize spelling word lists.
   c. set her/his own goals for learning.
   d. use syllabic markings.

**True/False Questions**

1. Phonemic awareness is sufficient for spelling proficiency.
   True / False

2. Students with specific language disabilities often make good progress in spelling achievement up to adulthood.
   True / False

3. Remedial approaches to spelling instruction emphasize individualization, a systematic method of word study, distributed repetitive practice, and performance feedback.
   True / False

4. When constructing word lists to teach spelling, teachers should use only vocabulary words from lists of Standard English words.
   True / False

5. The Fernald Method Modified technique for word study includes making a model of each word with a crayon, grease pencil, or felt-tip pen.
   True / False

**Matching Questions**

1. Students with language-learning disabilities (LLD) are likely to show deficits in
2. Possible targets for an error analysis of student spelling
3. Some of the general principles of spelling instruction
4. Word lists can be categorized as
5. The corrected-test method enables the student to
   a. number of correct words; number of correct syllables; number of correct sound clusters
   b. observe which words are particularly difficult; identify the part of the word creating the difficulty; correct the error under supervision
   c. fixed lists or flow lists
   d. sufficient practice and feedback; appropriate instructional language
   e. knowledge of how English orthography works; phonemic awareness; knowledge of spelling patterns
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### Written Expression

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Multiple Choice Questions

1. Because the majority of high school students write inadequately, do not like the process of writing, and cannot write well enough to convey their purpose in writing, students with disabilities are likely to
   a. progress faster than their typical age peers if given adequate instruction.
   b. face additional difficulties that will accentuate these problems.
   c. exhibit increased behavior problems.
   d. exhibit increased anxiety about school.

2. The prewriting stage is
   a. a planning stage.
   b. a drafting stage.
   c. a transcribing stage.
   d. a spelling stage.

3. The Association for Supervision and Curriculum Development (ASCD) identified which of the following as writing qualities that should be assessed by informal writing assessments?
   a. Spelling; vocabulary; sentence structure; and paragraph organization
   b. Coherence; organization; flow; and high point markers
   c. Punctuation; vocabulary and spelling; sentence length; and grammar
   d. Ideas and content; organization; voice; fluency; and conventions

4. The type-token ratio is a measure of
   a. word and sentence usage.
   b. sentence usage.
   c. diversity of word usage.
   d. variety of words used relative to the overall number of words used.

5. Assessing the content of a student’s writing involves
   a. performing an error analysis of sentence form and function.
   b. analyzing the student’s purpose in a piece of writing.
   c. analyzing the student’s formation of ideas within a writing sample.
   d. analyzing the student’s understanding of writing to an audience.

6. For students with disabilities, a good place to help beginning writers is to provide exercises with
   a. a creative and/or a functional purpose.
   b. new vocabulary and use of conjoined sentences.
   c. familiar vocabulary and new sentence structures.
   d. a focus on grammar and spelling.

7. In a review of research on the teach–write approach to writing, Sherwin concluded that the most important features of writing instruction are
   a. legibility, spelling, punctuation, vocabulary, and grammar.
   b. vocabulary, grammar, organization, preposition usage, and flow.
   c. motivation, selective criticism, discussion, practical explanation, and revision.
   d. drafting, revising, redrafting, revising, and rewriting.

8. Using a language experience approach (LEA) to writing instruction ties writing to
   a. students’ spoken language.
   b. students’ reading abilities.
   c. students’ vocabulary levels.
   d. students’ story knowledge.
9. In teaching students how to write paragraphs, teachers should emphasize which elements?
   a. Practice in manipulating and rewriting kernel sentences; learning to untangle, tighten, and rewrite sentences; increasing the number and quality of revisions
   b. Practice in writing a lead-in sentence; creating a hypothetical situation; inventing circumstances; and ending prior to a crucial event
   c. Practice in writing one main idea; using a topic sentence; using supporting sentences containing relevant information; summarizing and/or transitioning; indenting
   d. Practice in deciding on the audience, goals, and position; estimating the main ideas and details; planning the best order of main ideas and details; expressing the position in the opening

10. The quality of a finished piece of writing hinges on
   a. creating and drafting.
   b. writing and reading it aloud.
   c. legibility and spelling.
   d. revising and editing.

True/False Questions

1. Data indicate that fourth grade students’ actual abilities to write are virtually the same as their report of liking to write and their perceptions of their ability to write.
   True / False

2. The *Wide Range Achievement Test–3* offers a more comprehensive assessment of written language than the *Test of Written Language–3*.
   True / False

3. For most students with disabilities, the inclusive classroom is the context for writing evaluation and instruction.
   True / False

4. A process orientation to writing instruction is one that initially stresses the author role rather than the secretarial role.
   True / False

5. Using a story grammar is an especially useful way to enhance writing and reading skills in students with disabilities.
   True / False
Matching Questions

1. ________ Quantity of writing a child produces

2. ________ A composition strategy that provides students with disabilities with an orientation to the key steps involved in the writing/drafting process

3. ________ One of the best ways for students, including those with disabilities, to learn writing

4. ________ A popular error monitoring strategy for students in the postwriting stage

5. ________ Acronym for a way to remember the steps in paraphrasing
   a. POWER
   b. RAP
   c. Writing
   d. Writing fluency
   e. COPS
Chapter 12
Adolescents with Language Disabilities

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Multiple Choice Questions

1. Compared with their typically-developing peers, students with disabilities face the typical burdens of adolescence with
   a. less pressure to conform socially.
   b. the added burden of teachers who provide less structured instruction.
   c. the added burden of their disability.
   d. less pressure to meet state learning standards.

2. The most common characteristic of adolescence is
   a. physical development into an adult stature and appearance.
   b. peer pressure.
   c. the acquisition of slang.
   d. developing sexuality.

3. Part of the reason adolescents develop a strong sense of morality is because of
   a. strong family values that emphasize morality.
   b. the influence of religious teachings.
   c. examples of morality in the media preferred by adolescents.
   d. an increased emphasis on peer approval.

4. In comparison with their typically developing peers, adolescents with disabilities exhibit more
   a. reluctance to participate in group activities.
   b. risk taking.
   c. behavior outbursts in school.
   d. truancy.

5. Of all the possible deficits exhibited by adolescents with disabilities, which are most likely to be damaging to students’ personal relationships?
   a. Problems with motivation
   b. Behavior problems
   c. Social skills deficits
   d. Psychological problems

6. Why is it imperative for secondary special education teachers and speech–language therapists to identify language problems and develop appropriate intervention programs for adolescent students?
   a. Language problems at this level have most likely not been previously identified.
   b. Receptive and expressive language problems at this level are more obvious.
   c. Receptive and expressive language problems at this level may create significant problems for these students.
   d. Spelling and vocabulary need special attention at this level.

7. SQ3R is an instructional method designed to help students learn to
   a. read for content.
   b. read for details.
   c. read for vocabulary development.
   d. read for grammatical cues.

8. Cluster strategies are used to teach students
   a. word recognition skills.
   b. literacy skills.
   c. group interaction skills.
   d. mapping strategies.
9. In a holistic approach to remediation for written expression, students learn writing skills by focusing on
a. reading a variety of books at and just above their reading level.
b. using expanded sentences.
c. composing drafts.
d. the writing process.

10. One way teachers can focus on teaching pragmatics skills to adolescents with disabilities is to
a. provide time for both individual and group work.
b. provide readings that teach selected pragmatics skills.
c. design homework assignments that reinforce classroom learning of pragmatics skills.
d. structure the classroom environment to support student’s use of oral language.

True/False Questions

1. For adolescents with disabilities, peer approval and social acceptance are not as important as they are for their typically-developing peers.
   True / False

2. Pragmatics is defined as the ways in which language is used to communicate in different situations.
   True / False

3. In the United States, those who study adolescence agree that adolescence begins with puberty and ends when the individual begins to work and is reasonably independent of parental sanctions.
   True / False

4. Accommodations are efforts by the teacher to create a separate environment and curriculum for students with disabilities.
   True / False

5. Adolescents identified as having disabilities have academic deficits.
   True / False

Matching Questions

1. ________ A strategy for teaching literacy skills to adolescents
2. ________ An example of a school survival skill
3. ________ An example of the List-Group-Label strategy for teaching literacy skills
4. ________ An alternative curricular orientation for students with mild disabilities
5. ________ The process of working with the teacher to finalize a writing product
   a. Talking to teachers appropriately
   b. Functionality
   c. ReQuest
   d. Publishing
   e. Brainstorming before reading
Answer Key

Chapter 1

Multiple Choice:
1 (c); 2 (b); 3 (d); 4 (c); 5 (d); 6 (d); 7 (c); 8 (a); 9 (a); 10 (a)

True/False:
1 (T); 2 (F); 3 (F); 4 (T); 5 (T)

Matching:
1 (c); 2 (a); 3 (e); 4 (b); 5 (d)

Chapter 2

Multiple Choice:
1 (c); 2 (b); 3 (d); 4 (a); 5 (d); 6 (a); 7 (a); 8 (b); 9 (a); 10 (d)

True/False:
1 (F); 2 (T); 3 (F); 4 (F); 5 (T)

Matching:
1 (d); 2 (e); 3 (a); 4 (b); 5 (c)

Chapter 3

Multiple Choice:
1 (b); 2 (a); 3 (d) 4 (a); 5 (d); 6 (a); 7 (d); 8 (a); 9 (b); 10 (d)

True/False:
1 (F); 2 (F); 3 (T); 4 (T); 5 (T)

Matching:
1 (c); 2 (b); 3 (e); 4 (a); 5 (d)

Chapter 4

Multiple Choice:
1 (d); 2 (c); 3 (c); 4 (a); 5 (c); 6 (a); 7 (a); 8 (a); 9 (c)

True/False:
1 (T); 2 (F); 3 (T); 4 (T); 5 (F)

Matching:
1 (e); 2 (a); 3 (b); 4 (d); 5 (c)

Chapter 5

Multiple Choice:
1 (c); 2 (d); 3 (a); 4 (a); 5 (c); 6 (d); 7 (b); 8 (d); 9 (b); 10 (c)

True/False:
1 (T); 2 (T); 3 (F); 4 (T); 5 (F)

Matching:
1 (b); 2 (a); 3 (d); 4 (c); 5 (e)

Chapter 6

Multiple Choice:
1 (d); 2 (b); 3 (a); 4 (d); 5 (a); 6 (c); 7 (a); 8 (d); 9 (b); 10 (c)

True/False:
1 (T); 2 (T); 3 (F); 4 (T); 5 (F)

Matching:
1 (c); 2 (c); 3 (a); 4 (b); 5 (d)
Chapter 7
Multiple Choice:
1 (b); 2 (c); 3 (a); 4 (c); 5 (a); 6 (a); 7 (d); 8 (d); 9 (c); 10 (c)
True/False:
1 (F); 2 (T); 3 (T); 4 (T); 5 (F)
Matching:
1 (c); 2 (d); 3 (e); 4 (a); 5 (b)

Chapter 8
Multiple Choice:
1 (a); 2 (c); 3 (c); 4 (d); 5 (a); 6 (d); 7 (d); 8 (a); 9 (d); 10 (b)
True/False:
1 (F); 2 (T); 3 (T); 4 (T); 5 (F)
Matching:
1 (d); 2 (b); 3 (e); 4 (a); 5 (c)

Chapter 9
Multiple Choice:
1 (d); 2 (b); 3 (c); 4 (d); 5 (b); 6 (a); 7 (a); 8 (b); 9 (d); 10 (c)
True/False:
1 (F); 2 (T); 3 (F); 4 (F); 5 (T)
Matching:
1 (b); 2 (d); 3 (e); 4 (a); 5 (c)

Chapter 10
Multiple Choice:
1 (c); 2 (a); 3 (b); 4 (d); 5 (b); 6 (d); 7 (d); 8 (b); 9 (c); 10 (a)
True/False:
1 (F); 2 (F); 3 (T); 4 (F); 5 (T)
Matching:
1 (e); 2 (a); 3 (d); 4 (c); 5 (b)

Chapter 11
Multiple Choice:
1 (b); 2 (a); 3 (d); 4 (d); 5 (c); 6 (a); 7 (c); 8 (a); 9 (c); 10 (d)
True/False:
1 (F); 2 (F); 3 (T); 4 (T); 5 (T)
Matching:
1 (c); 2 (a); 3 (c); 4 (e); 5 (b)

Chapter 12
Multiple Choice:
1 (c); 2 (a); 3 (d); 4 (b); 5 (c); 6 (c); 7 (a); 8 (b); 9 (d); 10 (d)
True/False:
1 (F); 2 (T); 3 (F); 4 (F); 5 (T)
Matching:
1 (c); 2 (a); 3 (e); 4 (b); 5 (d)