

TRUE OR FALSE!

Game questions prepared by Robin C. Letendre M.Ed using materials published by the National Institute for Literacy

DECODING

Is defined as “the ability to correctly decipher a particular word out of a group of letters”.

Decoding Questions

\$100

Decoding, or word identification, is defined as “the inability to correctly decipher a particular word out of a group of letters”.

False-ability

\$200

Phonemic awareness is defined as “the understanding that spoken words are made up of individual units of sound”.

True

\$300

Students do not use the understanding of phonics as the basis for learning to read and write.

False-they do use

\$500

Struggling readers have a conscious understanding of the individual sounds or phonemes within spoken words and how these sounds are manipulated to form words.

False-limited or no understanding

\$700

Struggling with phonics negatively affects students in other areas:

- reading comprehension skills
- vocabulary knowledge
- reading fluency

True

\$1,000

The ability to decode multi-syllabic words negatively influences readers' comprehension and also prevents them from reading grade-level text independently and building their reading vocabularies.

False-the inability

MORPHOLOGY

Is defined as the “study of word structure”.

Morphology Questions

\$100

A morpheme can be a single letter, like ‘s’, which would add plurality to a word, or letter combinations, such a roots, prefixes and suffixes.

True

\$200

Morphemes can be changed within a word to change the meaning of the word, for example bakes to baked.

True

\$300

Morphology is not correlated with a student’s vocabulary knowledge as well as their reading comprehension.

False-it is correlated

\$500

Instruction in morphology can help students separate out the morphemes into meaningful units for use in decoding, comprehending, or spelling the word.

True

\$700

One activity that research states that teachers should not participate in with students in regards to learning morphology is syllable types and syllable division, which are: closed, open, vowel-consonant-e, vowel pair, vowel-r, consonant-l-e

False-that is an activity to participate in

\$1,000

One research question that still needs to be addressed: is there a connection between morphological performance in writing to include skills such as spelling and reading?

True

FLUENCY

Is defined as “the ability to read text accurately and smoothly with little conscious attention to the mechanics of reading.”

Fluency Questions

\$100

Fluent readers do not read text with appropriate speed, accuracy, proper intonation, and proper expression.

False-they do read

\$200

Struggling readers may spend so much time decoding, that their focus is drawn away from the comprehension of the text.

True

\$300

Some researchers have found a relationship between fluency and text comprehension.

True

\$500

Fluency for struggling readers is based on a number of factors:

- Level of difficulty of the text
- The degree of familiarity the reader has with the words, content, and genre of the text
- The amount of practice with the text

True

\$700

Research has not substantiated the need for teachers to provide models of fluent reading.

False-model reading

\$1,000

One question that researchers should never both with is: What are the effects of oral versus silent fluency instruction?

False-it should be considered

VOCABULARY

Is defined as “the words that are used in speech and print to communicate”.

Vocabulary Questions

\$100

Vocabulary knowledge is not important to reading because the oral and written use of words promotes comprehension communication.

False-is important

\$200

There are 3 types of primary vocabulary:

- Oral vocabulary
- Aural vocabulary
- Print vocabulary

True

\$300

Print vocabulary is more difficult to attain than oral vocabulary because it relies upon quick, accurate, and automatic recognition of the written word.

True

\$500

Academic vocabulary is categorized in 3 areas:

1. High-frequency, everyday words
2. Non-specialized academic words that occur across content areas, such as examine
3. Specialized content-area words that are unique to specific disciplines, such as octagon

True

\$700

Two important skills that are associated with vocabulary development are word identification and word analysis.

True

\$1,000

One strategy that can be used with struggling readers in learning vocabulary is: Use students' prior knowledge and provide opportunities for multiple exposures to new words.

True

TEXT COMPREHENSION

Is the process of “extracting or construction meaning, (building new meanings and integrating new withhold information) from words once they have been identified”.

Text comprehension questions

\$100

Many struggling readers do not have difficulty in reading the words, but in making meaning out of them, and making sense of the information and ideas conveyed by the text.

True

\$200

Limited background knowledge is the only reason that struggling readers have difficulty with text comprehension.

False-there are a host of issues

\$300

Graphic organizers are the only method to use with struggling readers to teach text comprehension.

False-there are a host of strategies

\$500

A teacher would benefit from using direct, explicit, and systematic instruction to teach students how to use text comprehension strategies.

True

\$700

Expository text is more difficult for some students to comprehend than narrative text.

True

\$1,000

Difficulties with comprehension may result from a readers' unfamiliarity with the content, style, or syntactic structures of the text.

True

MOTIVATION

Involves self-efficacy, or the belief that one is capable of success.

Motivation Questions

\$100

An individual's goals, values, and beliefs regarding the topics, processes, and outcomes of reading affect students' motivations for reading, and readers are in control of their motivation.

True

\$200

Previous successful performance in reading is critical to adolescents' positive sense of self-efficacy in reading and motivation to continue to read.

True

\$300

Struggling readers tend to enjoy reading and to read more frequently.

False-engaged

\$500

A struggling reader is able to self-regulate, by being able to direct their reading and writing performance to achieve their goals.

False-engaged

\$700

There are no techniques a teacher can use to help motivate his/her students.

False-there are several

\$1,000

Having a student choose their reading material is the worst way to motivate a student since they do not know what they want to read.

False-empowers them

WRITING

Is the “ability to compose text effectively for various purposes and audiences.

Writing Questions

\$100

Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information.

True

\$200

Learning to write well requires instruction and grammar and spelling are involved in writing, and are reinforced by reading skills.

True

\$300

Adolescent struggling readers face challenges in the writing process.

True

\$500

Self-regulation strategies do not work with struggling readers since they do not know how to plan, organize and revise their own work independently.

True

\$700

No matter how much a teacher explicitly models the writing process, a struggling reader will not be able to learn how to write.

False-over time

\$1,000

Rubrics do not work with struggling readers because they lack the comprehension to clearly understand their areas of strengths and weaknesses.

False-they do work

POTPOURRI

Potpourri Questions

\$100

Key literacy components are:

- Decoding and/or phonemic awareness and phonics
- Morphology
- Vocabulary
- Fluency
- Text comprehension

True

\$200

Diverse learners have no issues in reading and writing.

False-they may

\$300

Summative assessments can be defined as:

- Quizzes
- End-of-chapter tests
- District and statewide tests
- Standardized measures of reading

True

\$500

Strategies must never be used and it is not necessary to review the strategies in different contexts and at different times.

False-use them and review them

\$700

There are 3 related components to literacy instruction:

1. Reading assessment
2. Writing
3. Motivation

True

\$1,000

Content area teachers must be aware of instructional approaches and strategies that can be used within their existing curricula to help improve the literacy level of the struggling readers they encounter.

True