

## Word Analysis and Vocabulary Development; Fluency

1. Which of the following sets of words would be most effective to use when introducing students to the concept of structural analysis?

- A. late, great, wait, eight
- B. afraid, obtain, explain, remain
- C. swim, swims, swam, swum
- D. pretest, retest, tested, testing

2. An English Language Learner pronounces *tigers* as *tiger* when reading the following sentence aloud.

They saw tigers at the zoo.

Which of the following actions is most appropriate for the teacher to take *first* in response to the student's miscue?

- A. guide the student in reading lists of nouns with and without plural -s on the end
- B. verify that the student understands that *tigers* means more than one tiger
- C. provide the student with independent practice in adding plural -s to singular nouns
- D. provide a picture card to determine whether the student can identify a tiger

**3. Before beginning a new content-area reading passage, a fourth-grade teacher asks students to think of words related to the topic of the text. The teacher writes the words on the board and then asks the students to suggest ways to group the words based on meaningful connections. The teacher also encourages them to explain their reasons for grouping particular words together. This series of activities is likely to promote the students' reading development primarily by helping them:**

- A. extend and reinforce their expressive and receptive vocabularies related to the text's topic.
- B. infer the meaning of new vocabulary in the text based on word derivations.
- C. strengthen and extend their understanding of the overall structure of the text.
- D. verify word meanings in the text by incorporating syntactic and semantic cues into their word analysis.

**4. A fifth-grade student reads the sentence, "After playing with her friends all day, Kaylee did her science homework, her geography project, and her composition in one fell swoop." The student asks the teacher for help understanding what is meant by the phrase *one fell swoop*. The teacher can best help the student understand this idiomatic expression by:**

- A. discussing with the student more examples of the phrase used in context.
- B. directing the student to look up different meanings of *fell* and *swoop* in the dictionary.
- C. helping the student create a tree diagram of the structure of the phrase.
- D. asking the student to find other sentences in the text that use the words *fell* and *swoop*.

5. Which of the following principles is best illustrated by the words *watched*, *wanted*, and *warned*?

- A. Spelling is often the best predictor of the pronunciation of a suffix.
- B. Open syllables are usually pronounced with a long vowel sound.
- C. The spelling of a suffix is often more reliable than its pronunciation.
- D. The second letter of a consonant blend is usually pronounced as the onset of the following syllable.

6. A second grade teacher notices that one of her students lacks fluency when reading aloud. The *first* thing the teacher should do in order to help this student is assess whether the student also has difficulties with:

- A. predicting.
- B. inferring.
- C. metacognition.
- D. decoding.

7. The following sentence is missing several words.

\_\_\_\_(1)\_\_\_\_ unusual \_\_\_\_ (2)\_\_\_\_ of spices \_\_\_\_ (3)\_\_\_\_ the soup  
an \_\_\_\_ (4)\_\_\_\_ flavor.

A word with the suffix *-tion* would fit best in which of the blanks in the sentence?

- A. (1)
- B. (2)
- C. (3)
- D. (4)

**8. A third grade teacher observes that students who read aloud fluently also demonstrate greater comprehension of expository texts. The best explanation for this is that fluent readers:**

- A. possess a self-awareness that allows them to use metacognitive skills efficiently.
- B. have already developed the base of background knowledge typically covered by textbooks.
- C. have well-developed skills for decoding any level of text word by word.
- D. are able to focus their full attention and cognitive resource on the meaning of the text.

**9. The words *enjoyable*, *maneuverable*, *corruptible*, and *convertible* best illustrate which of the following principles?**

- A. The spelling of a suffix can vary depending on its root word.
- B. The accented syllable of a root word can shift when certain suffixes are added to it.
- C. The addition of a suffix can alter the spelling of its root word.
- D. The pronunciation of a suffix can change when added to certain root words.

**10. A second-grade teacher has students pull two single-syllable nouns from a hat (e.g. *bulb*, *light*) and asks them to form words by putting the words together (e.g. *lightbulb*). Students draw pictures to illustrate their new words and write short stories using the new words. This activity is likely to be most effective for helping students:**

- A. Use visualization as a reading comprehension strategy.
- B. Apply knowledge of phonics generalizations.
- C. Use context cues to identify unfamiliar words.
- D. Understand the concept of compound words.

**11. A second-grade teacher uses the following handout to guide the class through the activity.**

Look at the word *fair* in these two sentences.

- It isn't *fair* that Juan got an extra scoop of ice cream.
- Simon and Ling went to the *fair* and rode the merry-go-round.

How are these two words the same? How are they different? Can you think of sentences that show two different ways in which each of the following words can be used?

Saw	spell	root	run
Play	fly	kind	seal

**This activity would best promote students' ability to:**

- A. identify and decode common homographs.
- B. use structural cues to identify the meaning of words.
- C. cluster new vocabulary together into meaningful groups.
- D. find and use synonyms for common words.

**12. A fifth grade teacher is about to begin a new unit on weather and climate. Which of the following types of vocabulary words from the unit would be most appropriate for the teacher to preteach?**

- A. words that are conceptually challenging
- B. high-frequency, phonetically irregular words
- C. multisyllable words
- D. high-frequency words with multiple meanings

**13. A text includes the word *indefensible*, which is unfamiliar to some students in a fourth-grade class. Which of the following strategies for teaching the word would be most effective in both clarifying the meaning of the word and extending the students' vocabulary development?**

- A. Have the students enter the word in their ongoing list of new vocabulary words and then look up its definition independently.
- B. Explain the meaning of the word to the students before they read the text.
- C. Discuss the meanings of other words having the same affixes or root and then ask the students to try to “construct” the word’s meaning.
- D. Ask the students to paraphrase the sentence that contains the word by substituting a synonym for the word.

**14. In which of the following sentences is context most helpful in understanding the italicized word?**

- A. Tulip trees are *ubiquitous* in Virginia and in some other parts of the United States as well.
- B. John's friends *surreptitiously* planned a housewarming party for him soon after he moved in.
- C. Mary is *magnanimous* in all of her dealings with people, even when she does not know a person well.
- D. Peter's mother was *adamant* that he should attend college, but his father did not seem to care.

**15. Students in a third-grade class are studying different forms of transportation that are used around the world. As part of this unit of study, they work together to create a semantic map of words associated with transportation, including words that they have recently learned (e.g., *barge*, *rickshaw*). This activity is most likely to promote students' vocabulary development by:**

- A. showing them how structural analysis can be used to determine the meaning of new vocabulary.
- B. helping them to categorize, visualize, and remember new vocabulary.
- C. guiding them to discover the multiple meanings of new vocabulary.
- D. providing them with frequent, varied reading experiences using the new vocabulary.

**16. A third-grade class that includes several English Language Learners (ELLs) is about to read a text about water sports. Which of the following teaching strategies would be most effective in promoting the ELLs' comprehension of the text?**

- A. Have the students look up unknown English words using bilingual dictionaries and then make vocabulary lists in both languages.
- B. Pair ELL Students with native speakers of English and have the native speakers explain any unknown vocabulary.
- C. Activate students' prior knowledge about the topic and provide visual aids such as illustrations to clarify new vocabulary.
- D. Give students a list of new vocabulary with definitions and ask the students to try to construct their own sentences using the words.