

Reading Comprehension; Comprehension Across Texts

1. As a second-grade teacher reads his students a fable about a fox and a rabbit, he stops at key points and asks himself questions aloud such as, “I wonder why the fox said that?” or “I wonder what the rabbit will do next?” Rather than answering the questions, he tells the students that he will hold the questions in his mind and think of possible answers as the story progresses. He also invites the students to pose their own questions as they listen. This activity is useful in illustrating for students that:
 - A. texts generally have only one correct interpretation.
 - B. oral reading fluency facilitates comprehension.
 - C. readers interact with text and construct meaning as they read.
 - D. readers need to recall story events in a sequential order.

2. After reading a historical novel about the U.S. Civil War, students in a sixth-grade class each bring in an object that, to them, represents the book. The students share the different objects and discuss ways in which each object might represent the book. This activity is most likely to promote students’ reading development by helping them:
 - A. determine the author’s main point of view.
 - B. understand the plot structure and overall chronology of the book.
 - C. analyze the author’s use of figurative language.
 - D. create personal interpretations about the book.

3. During weekly independent reading time, fifth-grade students read high-interest literature and record their thoughts, reactions, and questions in a teacher-student dialogue journal. The dialogue journal activity is likely to promote the students' reading proficiency primarily by:
 - A. encouraging students' active construction of meaning with a text and developing their literacy response skills.
 - B. increasing students' reading fluency and facilitating their rapid automatic word recognition.
 - C. expanding students' vocabulary knowledge and providing them with extensive, varied reading experiences.
 - D. promote students' appreciation for literary genres and exposing them to the various features of literacy texts.

4. Sixth-grade students have just finished reading a chapter in a novel and are getting ready to write an entry in their response journals. The teacher could most effectively develop students' literary response skills by assigning which of the following journal prompts?
 - A. What new vocabulary words did you learn when reading this chapter? List and define the new words from the chapter.
 - B. What happened in the chapter? Describe two or three events from the chapter.
 - C. What do you think is the main idea or theme of the novel? Relate specific events in this chapter to the theme you suggest.
 - D. Which characters are mentioned in this chapter? List each character.

5. A second-grade teacher reads a trade book aloud to the class. Which of the following postreading activities would be most likely to promote the students' comprehension of the story by enhancing their literary analysis skills?
- A. encouraging the students to identify the key vocabulary words in the story
 - B. helping the students make a concept map of the main events of the story
 - C. asking the students to reread the story silently and respond to literal comprehension questions
 - D. having the students "freewrite" about the story in their journals
6. A fifth-grade class is about to read a play about the life of Harriet Tubman called "Travels on the Railroad". Which of the following prereading activities would best promote students' comprehension of the text?
- A. introducing the common elements of plays as a genre and looking at sections of a printed play together as a class
 - B. asking students to predict what will happen in the first act based on the play's title and on a list of the play's main characters
 - C. asking students to share what they already know about Harriet Tubman and the time period during which she lived
 - D. encourage small groups of students to create and perform their own short skits about the same subject

7. A sixth-grade teacher gives students several persuasive essays that present contrasting opinions on a current social issue. The teacher then asks students to consider the following questions as they read the texts.

1. What is the author's opinion on the issue?
2. How might the author's background influence his or her opinion?
3. What evidence does the author use to support his or her opinion?

These questions are likely to be most effective for helping students:

- A. monitor comprehension of informational texts.
- B. identify the theme in expository texts.
- C. draw inferences from informational texts.
- D. analyze point of view in expository texts.

8. A third-grade teacher periodically reads aloud from a chapter in content-area textbooks and describes his thought processes as he reads. Following is an example:

“ ‘The moon does not shine on its own. The sun’s light reflects off the moon.’ Hmm. I’m imagining that the sun is like a flashlight shining on the moon in the dark. *‘As the moon rotates, only the part that faces the sun is visible from the Earth.’* I’m not quite sure what “visible” means, but it sounds kind of like vision, which I know has to do with the eyes. It probably means the part that we can see from the Earth. Now, that makes me wonder--- why do we see different amounts of the moon at different times? Let’s see if the next part of the chapter explains this...”

This practice is most likely to promote students’ reading proficiency by:

- A. exposing them to new vocabulary in context.
- B. modeling for them metacognitive comprehension strategies.
- C. giving them an example of fluent oral reading.
- D. summarizing for them the main ideas of an expository text.

9. Read the passage below; then answer the question that follows.

For the second time that week, Saul forgot to wash his hands after working on his painting. He had gotten so involved filling in the ocean in his picture that he had barely even heard the teacher telling everyone to put away their easels and wash up for lunch. He had put his supplies away, but, still thinking about the ocean, he had gone straight to his desk. Now he saw that he was leaving blue-paint handprints on his desk, on his shirt, on his books—even on his lunchbox. Estella looked over at him and joked, “Hey, Saul! You’re the new King Midas! Only you turn everything to blue!” Saul rolled his eyes at her as he got back up to go to the sink.

This passage would be most suited for helping students:

- A. recognize a literary allusion.
- B. analyze story elements.
- C. predict future events.
- D. analyze an author’s point of view.

10. A third-grade class includes some struggling readers. The teacher would like the whole class to read historical novels as part of an interdisciplinary unit on Native Americans of the Northeast. Which of the following activities is likely to help promote the struggling readers' comprehension of the novels?
- A. Before reading these novels, the teacher preteaches the vocabulary and develops the students' schema related to the stories.
 - B. During reading, the students stop after reading each chapter and try to write a summary of the chapter in their own words.
 - C. After reading these novels, the teacher helps the students create a story map of the main events and characters in their stories.
 - D. During reading, the students read their stories aloud by taking turns reading specific pages.
11. A teacher can best help sixth graders to draw inferences from informational text by asking them to complete which of the following statements?
- A. In my opinion...
 - B. The passage suggests...
 - C. In comparison...
 - D. The author's first point is...

12. Skimming is likely to be the most effective strategy for accomplishing which of the following reading tasks?
- A. evaluating the validity of information on an Internet Web site
 - B. previewing a chapter in a content-area textbook
 - C. synthesizing information from various sources for a research report
 - D. studying specific facts for a content-area exam
13. A fifth-grade class is about to begin reading a text about the European exploration of North America. Before they begin, the teacher has the students brainstorm what they already know about the topic. After reading the text, she encourages them to share any additional information that they may have thought of as they were reading. These activities are likely to promote the students' comprehension primarily by:
- A. encouraging them to connect new information to prior knowledge of the topic.
 - B. helping them determine the author's purpose and point of view.
 - C. encouraging them to use context clues to make appropriate inferences.
 - D. helping them analyze the text in terms of main ideas and supporting details.

14. A sixth-grade class is working on an Internet research project about various natural resources and their uses. The teacher could best support students' effective use of the Internet for their research by:
- A. providing students with a checklist of questions that prompt critical evaluation of information on Web sites.
 - B. giving students a list of Web sites that have been preapproved based on the sites' reading levels.
 - C. encouraging students to search for Web sites that are easy to navigate and that contain familiar vocabulary.
 - D. teaching students to employ a variety of search engines to locate relevant Web sites.
15. Which of the following text features are students likely to find most useful when previewing informational texts such as library books for a research project?
- A. index
 - B. bibliography
 - C. glossary
 - D. table of contents

16. A fifth-grade teacher gives students a reading guide to complete as they read an informational text. The reading guide contains several questions to answer and a chart to complete as well as comprehension aids for potentially challenging vocabulary and passages. This activity is likely to be most effective for achieving which of the following instructional purposes?

- A. Teaching students to adjust their reading rate based on text difficulty
- B. Encouraging students to interact with the text
- C. Supporting students' development of reading fluency
- D. Fostering students' motivation to read cooperatively

17. Use the information below to answer the question that follows.

A sixth-grade teacher has students work in small groups to begin to develop a KWL chart before they read a textbook chapter about the human brain.

The Human Brain		
K	W	L

Using a KWL chart in this way is most likely to help the Students:

- A. connect their background knowledge to information in the chapter.
- B. identifying main ideas and supporting details in the chapter.
- C. synthesize information from various sections of the chapter.
- D. visualize the terms and concepts in the chapter.

18. Two proficient readers are answering postreading comprehension questions about a chapter in a content-area textbook.

- The first student demonstrates exceptional recall of details from the chapter, but has difficulty answering questions about the gist of the chapter.
- The second student can give an outstanding summary of the chapter, but has difficulty remembering specific facts from the chapter.

Which of the following best explains the most likely reason for the students' varied understanding of the text?

- A. The first student is more proficient than the second student at using metacognitive comprehension strategies to make sense of the text.
- B. Each student applied different reading comprehension skills when reading the text.
- C. The second student is more proficient at reading for literal meaning than for inferential understanding.
- D. Each student brought a unique set of prior experiences to the reading of the text.

19. An English Language Learner reads academic text fluently in her primary language, but is struggling to understand her content-area textbooks in English. This student would likely benefit most from engaging in which of the following activities?
- A. translating textbook reading assignments from English into her primary language
 - B. receiving reading comprehension instruction with texts written in her primary language
 - C. learning to use metacognitive reading strategies with English text
 - D. reading texts in her primary language that cover the same material as her English textbooks

Use the information below to answer the two questions that follow.

A fifth-grade teacher plans to have students read a chapter about the American Revolutionary War from their social studies textbook. The following is an excerpt from the chapter.

The battle of Bunker Hill took place on June 17, 1775. At the time, the American army occupied the area from Cambridge to the Mystic River. American troops gathered in Cambridge Common on the evening of June 16, 1775, and set out for Bunker Hill. Upon reaching Bunker Hill, however, officers decided to move to Breed's Hill, a smaller hill closer to Boston.

20. Based on this excerpt from the chapter, which of the following graphic organizers would best promote students' awareness of the chapter's text structure?
- A. outline
 - B. Venn diagram
 - C. timeline
 - D. semantic map
21. The teacher asks students to locate and mark places mentioned in the chapter on a map as they read. This activity is most likely to help students:
- A. Use visualization to facilitate their comprehension of the text.
 - B. Paraphrase content to make the text more understandable.
 - C. Connect elements in the text to their background knowledge.
 - D. Identify the text's main ideas and supporting details.