TeachME Professional Development

Helping Students with Learning Disabilities Read Effectively

1. The ability to 'hear, identify, and manipulate individual sounds in spoken language" refers to which component of reading?

A. Fluency
B. Comprehension
C. Phonemic Awareness
D. Metacognitive Skills

2. Which part of the brain helps us to recognize words by sight?

A. Occipito-Temporal Cortex
B. Inferior Frontal Cortex
C. Temporo-Parietal Cortex
D. Neural pathways

3. When students are able to read quickly, accurately, and with prosody, and they exhibit automaticity in their word recognition and can focus on meaning, they are demonstrating which of the following reading component?

A. Phonemic Awareness
B. Reading Fluency
C. Phonics
D. Vocabulary

4. 'Jessica is a motivated 4th grader who is intelligent, well spoken, enjoys school work, and excels in math. However, she consistently exhibits low attainment in reading class, and has not met any of her reading benchmarks.' Which characteristic of a student with SLD in reading does this describe?

A. Receptive language difficulties
B. Metacognitive deficits
C. Processing problems
D. Achievement discrepancy

5. Which characteristic is described as the most common academic difficulty, with a prevalence of 60-90%, for students with SLD?

A. Social-emotional problems
B. Achievement discrepancy
C. Reading deficits
D. Attention difficulties

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6. The most appropriate progress monitoring systems collect ___ data frequently, and analyze it to ___.

A. qualitative; have a running record
B. objective; make instructional decisions
C. subjective; determine what information is missing
D. anecdotal; make instructional decisions

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7. Internalized and externalized behavior are components of which characteristic of a student with an SLD in reading?

A. Attention deficits
B. Social-emotional problems
C. Metacognitive deficiencies
D. Memory deficits

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8. What does the inferior frontal cortex help with?

A. Recognizing words by sight
B. Storing words in long-term memory
C. Speech sounds and pronunciation
D. Rote memorization

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9. What should be included in an evaluation for a student for an SLD in reading?

A. Multiple assessments measuring discrete reading skills
B. One specific standardized reading test that is repeated at specific intervals
C. Anecdotal behavioral data
D. Student interest surveys

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10. 'Lucy struggles greatly with decoding when she reads. While her peers finish reading the paragraph in a couple of minutes, it takes Lucy a lot longer to finish. When she goes to answer comprehension questions, she can barely recall anything she read." Which characteristic of a student with an SLD in reading is Lucy exhibiting?

A. Memory Deficits
B. Attention difficulties
C. Academic achievement deficits
D. Metacognitive deficits

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11. Which component and ultimate goal of reading refers to understanding and making meaning of a text?

A. Phonics
B. Comprehension
C. Phonemic Awareness
D. Reading Fluency

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12. "Ziggy is a 3rd grader who struggles with phonological awareness. Recently he learned a strategy to separate the word by its prefix, base word, and suffix, to help him read it and determine its meaning." What evidence-based reading strategy is Ziggy using?

A. Semantic mapping
B. Three cueing
C. Think-alouds
D. Morphological Analysis

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13. What type of data is most likely to be included in the body of evidence for an evaluation of a child with SLD in reading?

A. Standardized math assessment scores
B. Subjective reading data
C. Response to Intervention (RTI) data
D. Behavior Intervention Plan (BIP) observations

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14. The Simple View of Reading (SVR) states that for Reading Comprehension (RC) to be strong, which two variables must be strong?

A. Fluency and phonics skills
B. Decoding and language comprehension
C. Language comprehension and vocabulary
D. Phonemic awareness and phonics

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15. Which metacognitive strategy includes a reader checking their own understanding of a text as they read?

A. Activating background knowledge

B. Semantic Mapping
C. Chunking
D. Comprehension monitoring

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16. When children with Dyslexia read, there is less activity in the areas responsible for what?

A. Automatic word reading
B. Sounding out words
C. Speech sounds
D. Language skills

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17. Which reading strategy includes breaking down a difficult text into more manageable pieces?

A. Semantic Mapping
B. Question Generating
C. Think Alouds
D. Chunking

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18. Which of the following is not likely one of the factors that contributes to vocabulary knowledge amongst children?

A. Exposure to word puzzles at home
B. Exposure to books
C. Life experiences
D. Language or learning deficits

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19. 'Marcus is a 7th grade student with dyslexia. His teacher instructed the class to read the next chapter of The Giver independently before discussing it with their groups. After five minutes, Marcus starts doodling in his notebook and whispering to a kid next to him." Which characteristic of a student with an SLD in reading does this describe?

A. Reading Deficits
B. Social-emotional Problems
C. Attention Difficulties
D. Achievement discrepancy

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20. Which strategy consists of talking through the cognitive process while reading, writing, or solving a problem

A. Providing feedback
B. Chunking

C. Think-alouds
D. Diagnostic teaching

21. Which part of the brain is responsible for "linking letters and sounds within words, as well as linking to meaning"?

A. Occipito-Temporal Cortex
B. Temporo-parietal cortex
C. Inferior frontal cortex
D. Dorsal pathway

22. Systematic phonics-based instruction includes which component?

A. Three cueing to identify unknown words
B. Teaching context clues to read unfamiliar words
C. Teaching decoding skills only during word study lessons
D. Direct teaching of letter-sound relationships

23. What aspect is not addressed by the Simple View of Reading (SVR) in relation to reading difficulties?

A. Executive functioning deficits
B. Decoding deficits
C. Language Comprehension deficits
D. Word recognition deficiencies

24. When is backgroud knowledge typically activated?

A. At the end of each reading section
B. Before reading
C. When students ask relevant questions about reading
D. After the reading is complete

25. Multiple parts of which hemisphere in the brain work together during reading?

A. Top
B. Middle
C. Right
D. Left

26. Which is NOT a potential impact on reading caused by SLD?

A. Lack of text comprehension

B. Difficulty paying attention while reading
C. Difficulty with expressive language
D. Difficulty decoding words

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27. Which component of reading refers to the relationship between letters and sounds?

A. Phonemic Awareness
B. Phonics
C. Comprehension
D. Vocabulary

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28. "George has an SLD in reading. He has good reading comprehension when a story is read aloud to him but when he is reading independently, he gets stuck trying to sound out words, so his reading comprehension is negatively impacted." George's disability is impacting his:

A. Metacognitive skills
B. Sustained attention
C. Phonological awareness
D. Fluency

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29. "Felix is reading a text and comes to a word that he doesn't know. He continues reading but can't make sense of the sentence with the unknown word. As a result, the following sentence is confusing as well. Felix continues reading anyway." Which characteristic of a student with an SLD in reading does this describe?

A. Attention difficulties
B. Memory deficits
C. Motivational problems
D. Metacognitive deficits

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30. Which of the following statements accurately describes morphological awareness/analysis (MA)?

A. MA involves using affixes, base words, and word roots to infer word meanings.
B. MA involves the identification of phonemes in words.
C. MA is the smallest unit of sound in language.
D. MA is the process of using affixes to identify the pronunciation of words.