

The Royal University of Bhutan  
Paro College of Education  
Spring Semester Examination – 2012

**B.Ed(P) II - Reading and Writing in Lower Primary (ENG203)**

**Full mark: 100**

**Pass mark: 50**

**Time: 3 hours**

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**Instruction:**

*Do not write for the first ten minutes. This time is to be spent in reading the questions. This question paper consists of two sections, Section-A and Section-B. ALL questions are compulsory. You must follow the instructions for each section.*

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**Section A (50 Marks)**

**Question 1**

a. Fill in the blanks with the most appropriate words. (1x20=20 Marks)

- i. \_\_\_\_\_ is the smallest unit of sound.
- ii. The relationship between letters and sounds is known as \_\_\_\_\_.
- iii. The three developmental stages that young children move through as they learn to read and write are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- iv. A \_\_\_\_\_ is a reading response that is different from the text being read.
- v. In the word **west** “w” is the \_\_\_\_\_ and “est” is the \_\_\_\_\_.
- vi. Efferent reading is reading for \_\_\_\_\_.
- vii. \_\_\_\_\_ is an instructional strategy that helps students predict and then read to confirm or reject their predictions.
- viii. When children learn to write from left to right, we say they are aware of the concept of \_\_\_\_\_.
- ix. \_\_\_\_\_ is a learning disability that can hinder a person's ability to read, write, spell, and sometimes speak.
- x. The text reads: This is a **dog**. A child reads it as, “This is a **puppy**.” The miscue here is \_\_\_\_\_.

- xi. \_\_\_\_\_ is children's basic understanding that speech is composed of a series of individual sounds.
- xii. A \_\_\_\_\_ is a visual display of words children have learned.
- xiii. \_\_\_\_\_ is a form of shared reading in which one partner reads aloud and the other follows along.
- xiv. The \_\_\_\_\_ cueing system is the structural organization of English.
- xv. \_\_\_\_\_ are thoughtful behaviours that students use to facilitate their understanding as they read.
- xvi. A \_\_\_\_\_ is a combination of two or three consonants and each consonant sound is heard in the combination.
- xvii. \_\_\_\_\_ is a choral reading strategy where students clap, snap fingers or tap feet to the rhythm of a poem.
- xviii. There are \_\_\_\_\_ phonemes in English represented by the 26 letters.
- xix. \_\_\_\_\_ words appear most frequently in a written text.
- xx. \_\_\_\_\_ is the grouping of words in a sentence into short meaningful phrases.

## Question 2

Reading the statements carefully and write "True" or "False" (1x10 =10 Marks)

- a. An "Exclusion Brainstorming" is a post reading activity.
- b. The word "duck" has four phonemes.
- c. The semantic cueing system focuses on meaning.
- d. The reading process begins before readers open a book.
- e. In the "Applying" stage of the Reading Process, students go back into the text to examine it more critically.
- f. "Teacher Centeredness" is one of the philosophies of the New English Curriculum.
- g. Memorization of the script is an important characteristic of a Reader's Theatre.
- h. A "Running Record" is a writing assessment tool.
- i. The word "love" is an exception to the final "e" or "CVCe" pattern rule.
- j. When "g" is followed by "i, e, y" it has the hard 'g' sound.

### Question 3

Match the following (1x10 = 10 Marks)

1	Activating Background Knowledge	a	Reader identify a broad focus to direct their reading through the text.
2	Connecting	b	Readers makes thoughtful “guesses” about what will happen and then read to confirm their predictions.
3	Determining Importance	c	Readers make connections between what they already know and the information in the text.
4	Drawing Inference	d	Readers make text-to-self, text-to-world, and text-to-life links.
5	Evaluating	e	Readers use background knowledge and clues in the text to “read between the lines.”
6	Monitoring	f	Readers notice the big ideas in the text and the relationship among them.
7	Predicting	g	Readers identify a problem interfering with comprehension and then solve it.
8	Questioning	h	Readers evaluate both the text and their reading experience.
9	Repairing	i	Readers ask themselves literal and inferential questions about the text.
10	Setting a Purpose	j	Readers supervise their reading experience checking that they are understanding the text.
		k	Readers paraphrase the big ideas to create a concise statement.
		l	Readers create mental images of what they are reading.

### Question 4

Choose the most correct response from the choices given. (1x 10 =10 Marks)

- a. A reading strategy that comprises a group of students who discuss, react and share responses to a book/article is
  - i. Picture Walk.
  - ii. Literature Circles.
  - iii. Reader’s Theatre.
  - iv. Shared Reading.

- b. One of the key features of the “Prereading” stage is
  - i. Taking notes.
  - ii. Examining the author’s craft.
  - iii. Setting purposes.
  - iv. Writing in reading logs.
- c. Which is a strategy for working with words?
  - i. Sentence Structure
  - ii. Silent Sustained Reading
  - iii. Think Aloud
  - iv. Story Chain
- d. Which is **NOT** a characteristic of a Beginning Reader?
  - i. Identify letter names and sounds.
  - ii. Notice environmental print.
  - iii. Self-correct while reading.
  - iv. Point to words while reading.
- e. A limitation of “Reading Aloud to Students” is
  - i. Text may not be appropriate for all students.
  - ii. Teacher’s involvement is limited.
  - iii. Multiple copies of text needed.
  - iv. Modeling fluent reading.
- f. The ability to read effectively is \_\_\_\_\_.
  - i. Fluency.
  - ii. Accuracy.
  - iii. Literacy.
  - iv. Comprehension.
- g. The following are the characteristics of a Reader’s Theatre **EXCEPT**
  - i. No memorization.
  - ii. No costume.
  - iii. No props.
  - iv. No use of intonation and facial expressions.
- h. “Astro” is an example of a
  - i. Root Word.
  - ii. Suffix.
  - iii. Homophone.
  - iv. Prefix.
- i. The ability to analyze and play with words and sounds is \_\_\_\_\_.
  - i. Phonological awareness.
  - ii. Phonemic Awareness.
  - iii. Phonics.
  - iv. Graphemes.

- j. Which is the odd one?
- i. Cat
  - ii. Cough
  - iii. Cut
  - iv. Cent
- 

### Section B (50 Marks)

**Instruction:** Answer **ALL** questions.

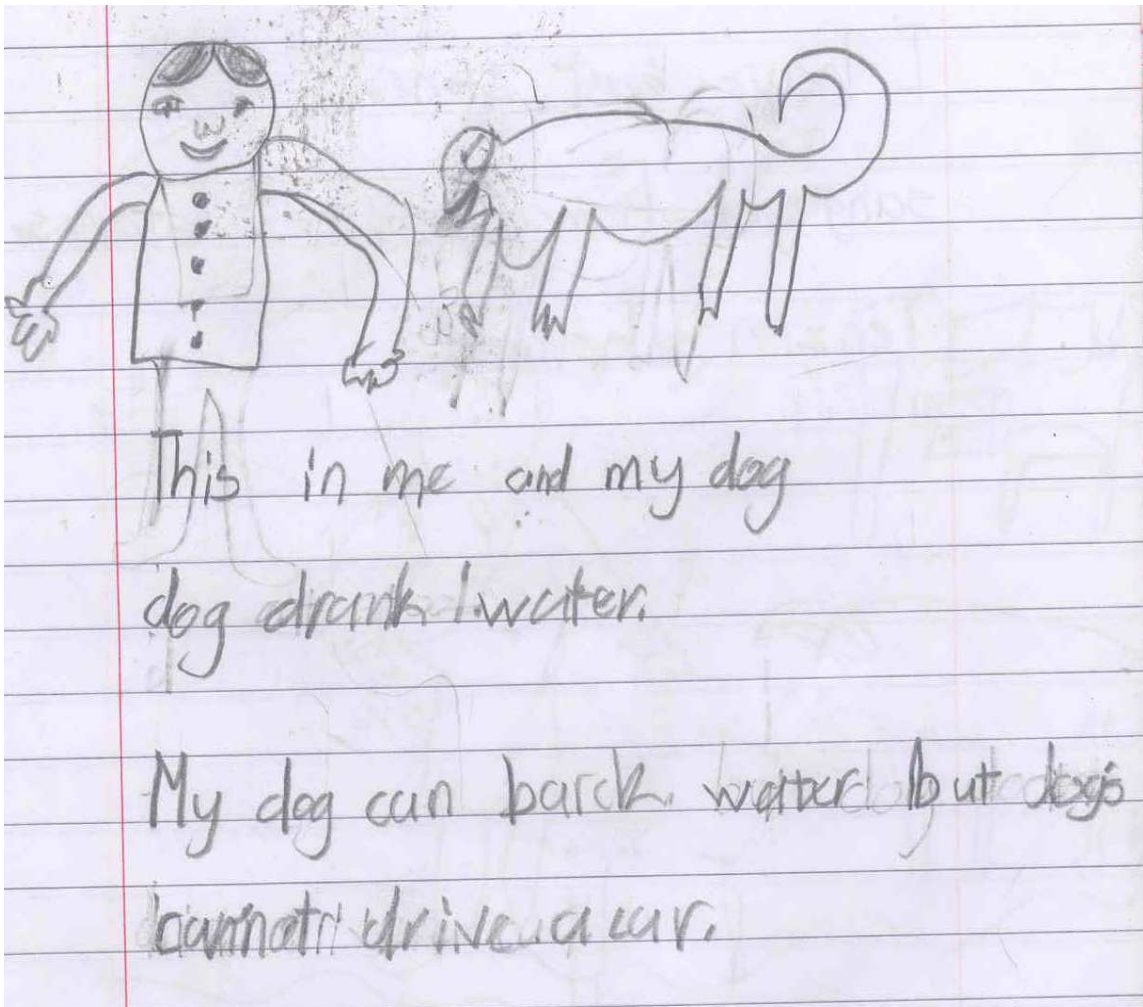
#### Question 5

- a. Reading is a process in which readers comprehend and construct meaning. Discuss one activity each for ALL the stages of the reading process to support students' construction of meaning. (5)
- b. There are many strategies and approaches to teach writing. Discuss two strategies that you would model for Class I students. (4)
- c. Reading and writing skills develop simultaneously and are interconnected. Progress in one fuels development of the other." How far is this statement true? Justify your answer.(5)
- d. It takes the whole community (teachers and parents) to produce a community of readers and writers. As a literacy teacher, what kind of support would you seek from the community to produce a community of readers and writers? Discuss three points. (6)
- e. Imagine you are teaching reading to the children who exhibit the following characteristics:
  - i. identify letter names and sounds
  - ii. match spoken words to written words
  - iii. apply knowledge of the cueing systems to monitor reading
  - iv. self correct while reading
  - v. use beginning, middle and ending sounds to decode words.
  - vi. Recognize 20-100 high frequency words

Name the reading stage these children are in. What can you do to help these children move on to the next stage? Discuss four strategies /ways to help these children. (4)

- f. A literacy teacher needs to be a reading and a writing role model for his/her students. Discuss four ways (two each for reading and writing) of how you can be a reading and a writing role model for your students. (3+3)
- g. Readers make use of the three cueing systems to make meaning from print. What are the three questions associated with the cueing systems? How would you get the students to internalize and use these questions to make meaning? (3 + 3)

- h. Carefully study the writing sample of Pema, a Class I student and develop a list of her strengths in writing. What could you do to help her? (3+4)



This is me and my dog  
dog drink water.

My dog can bark water but dogs  
cannot drive a car.

- i. Study the Running Record Sheet provided below. Calculate the accuracy rate and interpret it.  
Make a list of teaching points that would help scaffold Yeshey Deki's reading. (3+4)

**Book title:** The Dog and the Cat

Name of the child: Yeshey Deki

√ √ √

Who is this?

√ √ √

This is a girl.

√ √ a √

I am ^ Dechen.

√ √ √

This is my cat.

**R**

√ √

Who is this?

√ √ √

This is a boy.

**He** √ √

I am Dorji.

√ √ √ √

This is my dog.

√ √ √

This is Dorji's dog.

**Dorji (SC)**

√ √ √ √

This is Dechen's cat.

√ √ √ √ √ √

No, dog no. No, cat no.

√ √ √ √ √ √

Here (T) is Dechen. Here is Dorji.

**Red** √ √ **Red** √ √

Run dog run. Run cat run.

**Accuracy Rate:** Running Words – Number of Errors

Running Words

X100