

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG304 (Reading and Writing in Upper Primary) **Programme:** B. Ed (P) **Level:** III

Writing Time: Three hours

Full Marks: 100

Instruction: Do not write during the first 15 minutes. Use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and to each question carefully before answering the questions. Once the writing time begins, you are not allowed to ask questions, speak with others, or move around. Do not leave the examination hall before you are certain that all the questions, as directed in the paper, have been answered.

SECTION A
TWO questions -20 marks

Direction: This section consists of objective type questions. You do not have to copy the sentences onto your answer booklet. Write the question number and beside it your answer.

Question 1

(10 x 1=10)

Direction: Choose the correct answer from the choices provided and write it on your answer sheet.

- a. Phoneme-grapheme is the relationship between
- A. letters and sounds.
 - B. reading and writing.
 - C. alphabet and blends.
 - D. diagraphs and sounds.
- b. When a reader recognizes a word using word families (e.g. bite from kite), the strategy which is being used is
- A. phonic analysis.
 - B. syllabic analysis.
 - C. decoding by analogy.
 - D. morphemic analysis.

c. The reader factors are

- A. background knowledge, author's ideas, words and engagement.
- B. background knowledge, predicting, monitoring and engagement.
- C. background knowledge, author's strategies, themes and engagement.
- D. background knowledge, strategies they use, their motivation and engagement.

d. Students use determining importance strategy to

- A. summarize the text.
- B. identify the big ideas.
- C. organize their thoughts on the reading.
- D. monitor their understanding of the text.

e. When readers use predicting skills, they are

- A. happy to read without interruption.
- B. certain of what will happen in the story.
- C. doubtful of their understanding of the story.
- D. curious to find out what will happen in the story.

f. In a literature discussion, a reader talks about a similar problem people are facing in America and India. The reader is making

- A. text to TV connection.
- B. text to life connection.
- C. text to text connection.
- D. text to world connection.

g. The sub-genre under which 'Cinderella' falls is

- A. Fantasies.
- B. Mysteries.
- C. Adventure stories.
- D. Humorous stories.

h. In the reading process, if the students are engaged in making a graphic organizer to highlight the elements of the story and sequencing the plots, it is an activity in the

- A. Reading stage.
- B. Applying stage.
- C. Exploring stage.
- D. Responding stage.

i. Re-writing the story from a different point of view is an activity in the

- A. Pre-reading stage.
- B. Responding stage.
- C. Exploring stage.
- D. Applying stage.

j. Advertisement is an example of

- A. Narrative writing.
- B. Persuasive writing.
- C. Expository writing.
- D. Journal writing.

Question 2

(10X1=10)

Direction: Fill in the blanks with the most appropriate word or phrase.

- a. In the English sound system, the number of sounds is _____.
- b. The rule governing how words are combined in sentences is called _____.
- c. In the word 'forgetting', 'forget' is a free morpheme while 'ing' is a _____.
- d. The teacher should focus on the teaching of language skills rather than on _____.
- e. One of the meta-cognitive reading strategies used in reading is _____.
- f. In transactional writing, the focus of the writer is on the accuracy of language and _____.
- g. The ability of manipulating sounds is called _____.
- h. The strategy used by readers to highlight the big ideas by making diagrams, flow charts, tables, charts or timelines is called _____.
- i. An instructional strategy which supports students to develop summarizing skills is _____.
- j. The strategy which a teacher uses to conduct a collaborative writing with the students is called _____.

SECTION B

EIGHT Questions - 80 marks

Direction: *There are NINE questions in this section. Answer any EIGHT questions. Each Sub-questions must be answered in order and completely for every question attempted.*

Question 3

(2X5=10)

Direction: Briefly write three benefits for TWO of the following strategies.

- a. Paragraph Shrinking
- b. Double Entry Journal
- c. Story Mapping
- d. Questioning the Author

Question 4

(2 X5= 10)

Direction: There are FOUR short-answer questions. You need to answer only TWO in not more than 100 words.

- a) Why is monitoring skills important in reading?
- b) How does 'decoding by analogy' work in reading?
- c) Why is the teaching of sounds important for beginning readers?
- d) Explain Guided Reading.

Question 5

(4+6=10 marks)

- a) What is 'Voice' in writing?
- b) How can you support young writer develop a strong voice in writing? Explain two strategies with examples.

Question 6

(4+6=10 marks)

Direction: Read the excerpt and answer the question.

The classroom community should feel safe and respectful so that students are motivated to learn and actively involve in reading and writing activities. Perhaps the most striking quality is the partnership that teachers and students create.

- a. Why is it important to create a safe and respectful classroom community for reading and writing?
- b. Mention three ways in which you can create such a community.

Question 7

(4+6=10)

There are four word-identification strategies: Phonic Analysis, Syllabic Analysis, Decoding by Analogy and Morphemic Analysis.

- a. Explain two of the word identification strategies with examples.
- b. Create an activity to teach one of the word identification strategies. Mention the steps clearly.

Question 8

(10)

Critical thinking skills is very important in reading. Do you agree? Justify your stance.

Question 9

(4+6=10)

- a. Read the verse given below and explain it in your own words, including its significance in writing.

*Writing with your best words-
Finding lots of new words-
Sparkle! Dazzle!
The words stand out*

- b. Explain two strategies to teach word choice to class V students.

Question 10

(5+5=10)

Direction: Read the poem and answer the questions.

The Quarrel *Eleanor Farjeon*

I quarrelled with my brother,
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!
We hated one another.
The afternoon turned black.
Then suddenly my brother
Thumped me on the back,
And said, "Oh, come along!
We can't go on all night—
I was in the wrong."
So he was in the right.

- a. Plan a pre-reading activity for class IV students. The steps must be clearly written in a logical sequence.
- b. Plan an activity for the exploring stage. The steps must be clearly written.

Question 11

(10)

Of the many important aspects in teaching of language and literacy, discuss three which you think are vital. Provide examples to illustrate your points.