

Spring Semester Examination, 2022

Test Blue Print

MODULE: ENG304: READING AND WRITING IN UPPER PRIMARY

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Content/ Construct	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Total
Q1 Short-answer Questions		Q1a (10) Q1c (10) Q1d (10)		Q1b (10) Q1e (10)			40
Q2. Reading		Q2a (5)	Q2 b (10)				15
Q3. Reading		Q3a (5)				3b (10)	15
Q4. Writing		Q4a (5)				Q4b (10)	15
Q5. Writing		Q5a (5)	Q5b (10)				15
Q6. Writing				Q6a (5)	Q6b(10)		15
Total							100

Marking scheme

Question 1

a. What is reading fluency?

The ability to read **efficiently, effortlessly and with expression**.

The ability to **recognize words automatically** (improve comprehension).

It involves three components: reading speed, word recognition, and prosody.

3 main ideas: 9 marks

Language: 1 mark

b. Briefly explain why it is important to teach the text factors.

The text factors are Genres, Text structures & text features.

They are important to teach so that young readers know how the texts are organized, and comprehension becomes easier.

Young readers will recognize and the author's techniques and styles.

Young readers will be able to read the texts accurately using the knowledge of punctuation marks, different font sizes etc.

3 valid points: 9 marks

Language: 1 mark

c. 'Monitoring' is a reading strategy. Explain how it supports comprehension.

Monitoring is checking if you are understanding what you are reading. For example, asking yourself: are you understanding what you are reading?

Using the monitoring skills makes the reader smart because he/she is aware if there is a comprehension breakdown. Instantly, he/she is able to fix the comprehension problem by using several strategies to overcome it.

3 valid points: 9 marks

Language: 1 mark

d. Describe the quality of a good 'introduction' and a strong 'conclusion' in essay writing.

Introduction: Creative & clear thesis

Tells the reader what the writing is about clearly and in a creative and engaging manner.

Conclusion: Winds up the writing by restating the main idea; it is the final thought; the way forward to move ahead; the lesson learned.

3 Main points X 3 = 9 marks

Language: 1 mark

- e. In teaching writing, how would you differentiate between the two concepts, 'the topic' and 'the main message'?

The topic is the subject of the writing whereas the main message is the theme or the main ideas in the writing.

3 main points with examples: 9 marks

Language: 1 mark

Section B

Question 2

(5 +10)

- a. Shared Reading is one of the teacher's tools for teaching reading. Explain the role of the teacher and the students' while using this strategy.

The teacher reads with the children.

The teacher stops to ask questions about what they are reading

The teacher initiates conversation related to the content of the text.

The teacher draws the children's attention to textual features, words and ideas in the book.

The students read along with the teacher.

The students participate in the interaction with the teacher and peers.

4 valid points: 4 marks

Language: 1 mark

- b. Explain with examples four ways of motivating children to read in class five.

4 good strategies with examples: 8 marks

Language: 2 marks

Question 3

(5+10)

- a. There are three important types of text factors: genres, text structures and text features.

Briefly explain each in your own words.

Genres. The three broad categories of literature are *stories*, *informational books* or *nonfiction*, and *poetry*, and there are subgenres within each category. For example, science fiction, folktales, and historical fiction are subgenres of stories.

Text Structures. Authors use text structures to organize texts and emphasize the most important ideas. Sequence, comparison, and cause and effect, for example, are three internal patterns used to organize nonfiction texts.

Text Features. Authors use text features to achieve a particular effect in their writing. Literary devices and conventions include symbolism and tone in stories, headings and indexes in nonfiction books, and page layout for poems.

3 factors with examples: 4 marks

Language : 1 mark

- b. Design an activity to teach one of the text structures to class IV students. The activity should include teacher input, student practice and follow up.

Teacher's input, students' practice & follow up: 8 marks

Language : 2 marks

Question 4

(5+10)

- a. *Children must have exposure to a variety of literature.* Elaborate.

It provides children models for various types of literature so that they can eventually write a variety of texts.

It gives children opportunity to learn different text structures and text features so that they can read and understand a variety of literature.

It gives students appreciation about their own cultural heritage as well as those of others;

It helps students develop emotional intelligence and creativity;

It nurtures growth and development of the student's personality and social skills;

It enhances language skills.

3 valid points with example: 4 marks

Language: 1 mark

- b. Read the learning objective given below and develop a 30-minute lesson for class VI.
Children will be able distinguish the text features between ghost stories and fairytales.
The lesson plan should include: teacher input, student's learning activity & follow up.

Question 5

(5+10)

- a. Why should you teach the writing process?
- 'Writing is an exploration – you start at nothing but learn as you go' – Anybody can write something meaningful when they go through the process.
 - Writers develop confidence in writing when they discover that their writing is getting better from draft to draft.
 - When writers identify their main message or the content during their pre-writing, their following drafts have a specific focus, this they explore deeper meaning in their writing.
 - Writers are able to produce a meaningful piece of writing because of their recurrent revision and drafting exercises.

3 valid points with examples: 4 marks

Language: 1 mark

- c. Design a writing lesson for class VI to teach idea skills. Your lesson should include teacher's input, student-practice and follow up.

Teacher's input, students' practice & follow up: 8 marks

Language

: 2 marks

Question 6

(5+10)

- a. Briefly describe how reading complements writing or vice versa.
- Reading a variety of texts not only widens your perspectives on a number of issues, but widens your vocabulary and expression. Reading also opens up a wide range of texts that

demonstrate a variety of creative styles and techniques of authors. These are resources which the writer uses in their own writing.

3 valid points with examples: 4 marks

Language: 1 mark

- b. *Students need to have regular opportunities to share and celebrate their reading and writing success with the others, in pairs, small groups or whole group.* Justify this statement.

4 valid points with examples: 9 marks

Language: 1 mark