

Question 8 (2 points)

Explain how to pick words to teach through direct instruction.



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Response
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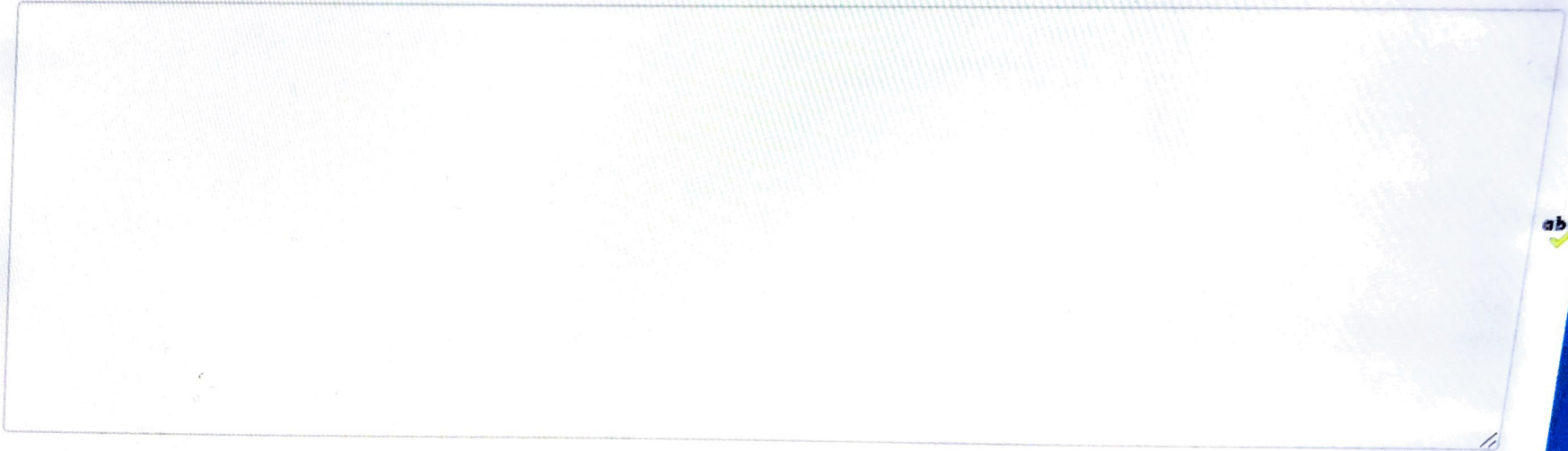
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Question 3 (2 points)

Explain why word consciousness is important and how teachers can foster word consciousness in the classroom.



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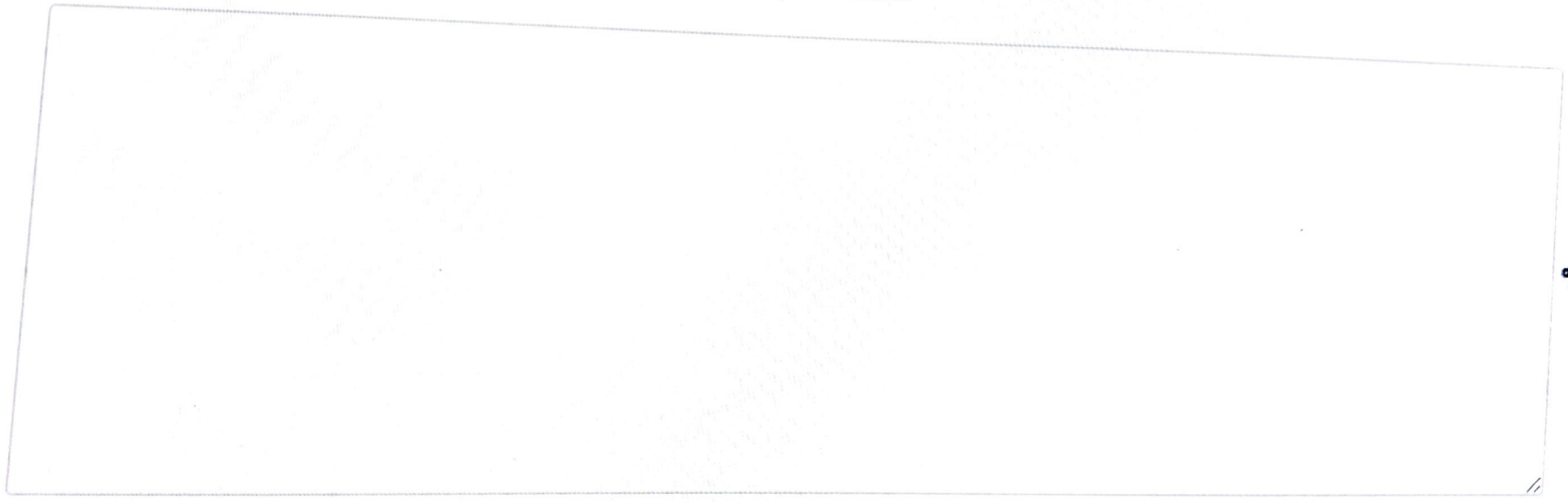


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Question 12 (3 points)

Explain the role of the reader, the text and the task in comprehension.



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Question 13 (2 points)

Scaffolding is a critical component of explicit comprehension instruction.

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Question 10 (4 points)

Select 2 of the specific word instruction strategies. For each strategy:

1. Describe the strategy.
2. Connect the strategy to your teaching in the classroom. How can you use the strategy in your own classroom (a specific class/group of students/subject/ unit, etc).

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Question 16 (2 points)

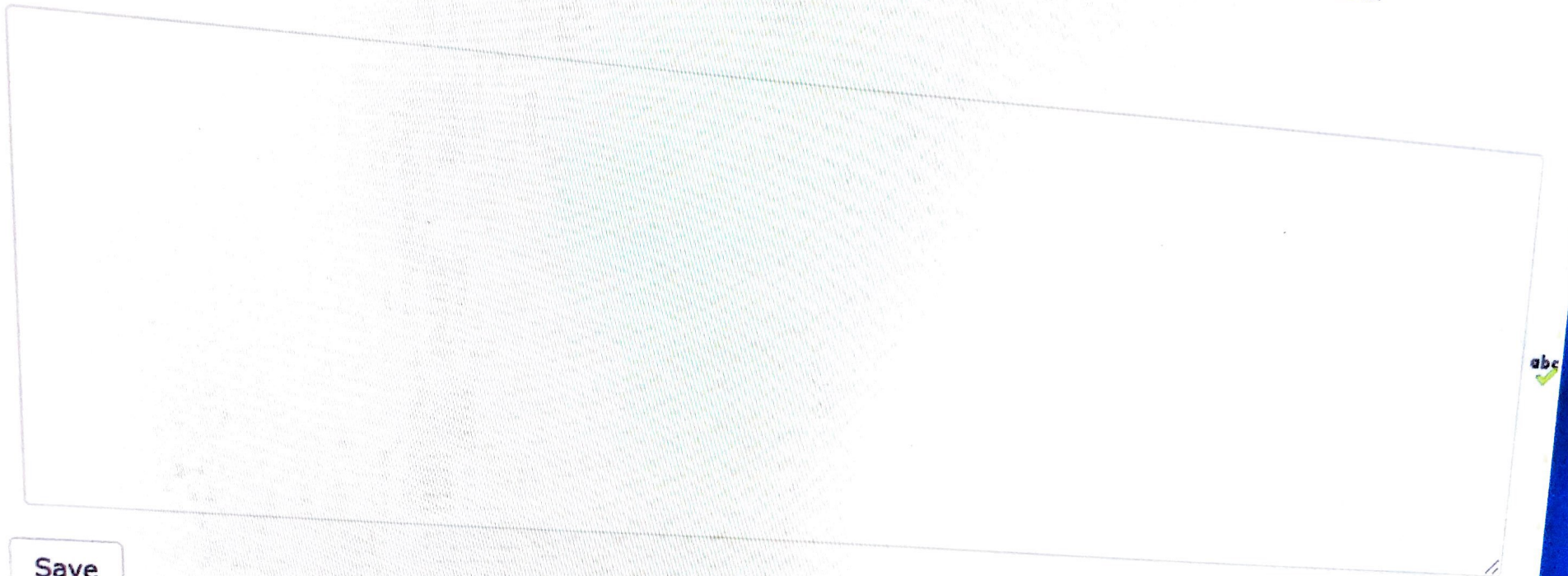
Define fluency **in your own words.**

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Question 14 (4 points)

Explain how teaching literary and informational texts differ. Support your answer with information from your text.



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Question 15 (2 points)

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Question 20 (3 points)

Discuss at least 3 ways Mastery Measures and Curriculum Based Measures are different.

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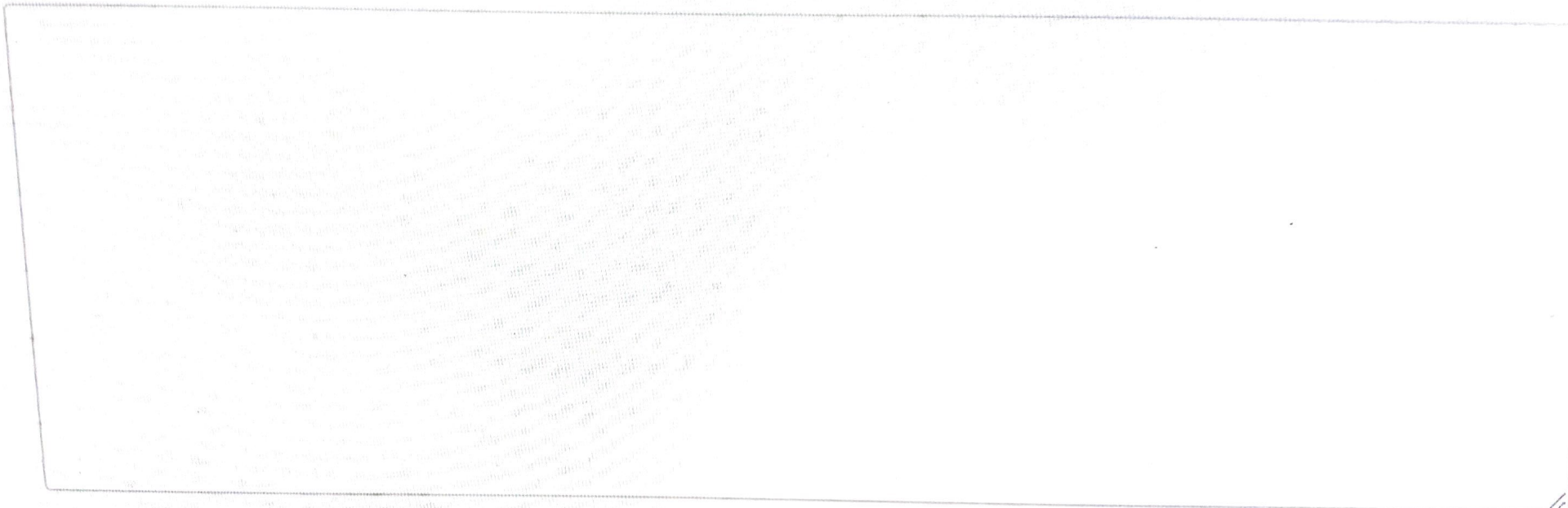
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Question 21 (2 points)

Why are curriculum based measures most appropriate for assessing fluency?

Question 19 (6 points)

List 3 reasons why fluency is important and use information from your book and class to support your reasons.



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Question 20 (3 points)

Discuss at least 3 ways Mastery Measures and Curriculum Based Measures are different.

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Question 24 (5 points)

A student in your class is struggling with comprehension on grade level texts. The student's screening data also indicates that the student has a low oral reading fluency rate. What would you do to form instruction for the student (what are the next steps). Consider all of the information we have learned throughout this course to help you answer this question.

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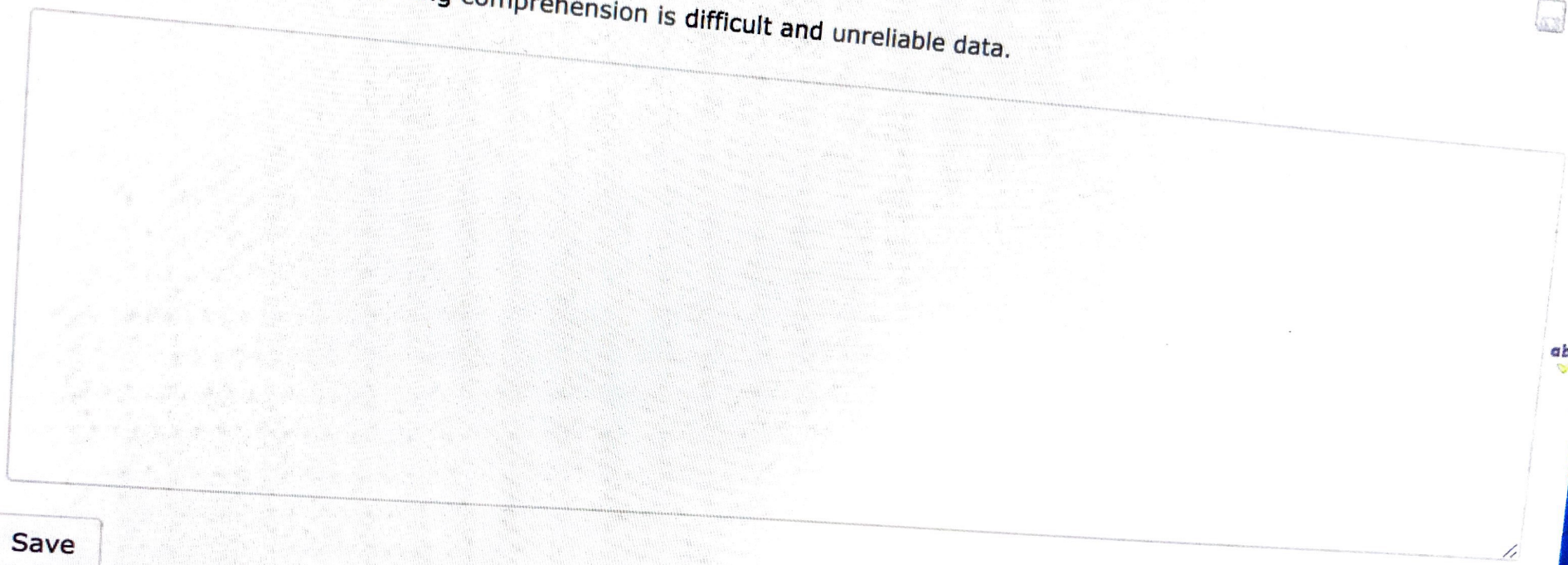
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monitored independent reading

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Question 23 (2 points)

Explain why progress monitoring comprehension is difficult and unreliable data.



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Question 24 (5 points)

A student in your class is struggling with comprehension on grade level texts. The student's screening data also indicates that the student has a low oral reading fluency rate. What would you do to form instruction for the student (what are the next steps)?