

1. The National Reading Panel recommended 5 essential components that must be part of effective reading programs. Which one is NOT an essential component?

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| <input type="checkbox"/> A Visual Memory | <input type="checkbox"/> B Reading fluency |
| <input type="checkbox"/> C Phonics | <input type="checkbox"/> D Reading vocabulary |

2. Which one of the following is true about phonics instruction?

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| <input type="checkbox"/> A Evidence-based (best) practices (EBP) in teaching Phonics are based on scientific reading research results. | <input type="checkbox"/> B To be effective, phonics instruction must be inferred and incidental to the meaning of interesting narratives, especially for at-risk students. |
| <input type="checkbox"/> C Phonics and phonemic awareness are pretty much the same thing. | <input type="checkbox"/> D To score as proficient on the National Assessment of Education Progress (NAEP), a fourth grade student could score as low as 70% accurate in word reading. |

3. Which one is NOT true. Automaticity in reading:

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|---|--|
| <input type="checkbox"/> A Is based on efficient word recognition skills. | <input type="checkbox"/> B Will lead to poor fluency in reading. |
| <input type="checkbox"/> C Allows students to focus on understanding what they read | <input type="checkbox"/> D Is essential to reading fluency. |

4. When creating lesson plans in reading skills, a teacher should make sure:

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| <input type="checkbox"/> A Each activity connects students' reading and speaking skills. | <input type="checkbox"/> B Each activity is designed to strengthen two or more specific reading skills. |
| <input type="checkbox"/> C The targeted skills relate to an appropriate instructional progression and reflect students' needs. | <input type="checkbox"/> D Targeted skills are grade-appropriate and taught to all students using the same instructional methods.' |

5. Which of these statements about reading ability is NOT true?