UNIVERSITY OF GHANA

DEPARTMENT OF TEACHER EDUCATION
SCHOOL OF EDUCATION AND LEADERSHIP
COLLEGES OF EDUCATION

END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 300, 2024/2025
B.ED. PROGRAMME

COURSE CODE: TEEG 306
COURSE TITLE: TEACHING EARLY GRADE READING AND WRITING

SECTION A
[25 marks]
ANSWER ALL QUESTIONS FROM THIS SECTION

Answer all questions in this section by choosing the correct option.

1. What is the central role of the reader in the reading process?
   - a. Listener to the author
   - b. Decoder of words
   - c. Determiner of meaning through interaction
   - d. Passive receiver of information

2. In writing, meaning is constructed through the interaction of:
   - a. Grammar and punctuation
   - b. Research and editing
   - c. Prior knowledge, experience, information, and stance
   - d. External feedback alone

3. Which type of reading is used to locate specific details such as dates or definitions?
   - a. Skimming
   - b. Intensive
   - c. Critical
   - d. Scanning

4. Which item is least useful when skimming a textbook?
     a. Topic sentences
     b. Illustrations
     c. Bibliographic references
     d. Headings and subheadings

5. Which reading type emphasizes quantity over detailed understanding?
     a. Intensive
     b. Extensive
     c. Skimming
     d. Close reading

6. Retelling and summarizing help develop which reading skill?
     a. Scanning
     b. Extensive reading
     c. Intensive reading
     d. Passive reading

7. Schema theory proposes that comprehension is an interaction between:
     a. Grammar rules and authorial style
     b. Textual features and visual illustrations
     c. Reader's background knowledge and text
     d. Word frequency and decoding skills

8. Which psychologist first introduced schema theory?
     a. Jean Piaget
     b. David Rumelhart
     c. Sir Frederick Bartlett
     d. Richard Anderson

9. In schema theory, the mental structures used to organize knowledge are called:
     a. Cognates
     b. Schemata
     c. Linguistic cues
     d. Decoding templates

10. Schema activation influences comprehension by:
     a. Summarizing relevant information
     b. Automatically translating text
     c. Allocating attention and guiding inferences
     d. Text interpretation

11. According to cognitive theory, successful reading is most closely linked to:
     a. Familiarity with common word forms
     b. Automaticity in phoneme-grapheme correspondence
     c. Reader's mental development and cognitive maturity
     d. Mastery of grammatical cohesion devices

12. Cognitive theorists emphasize which of the following in the reading process?
    a. External stimuli that guide skimming
    b. Mental processes such as memory and attention
    c. Behavioral responses to spoken text
    d. Syntactic interpretation of discourse

13. One important cognitive reading skill is the ability to:
    a. Recall definitions of unfamiliar vocabulary
    b. Anticipate both textual structure and content
    c. Memorize root word patterns
    d. Translate phrases into first language equivalents

14. Recognizing the writer's attitude is best classified under which skill group?
    a. Text organization
    b. Fluency development
    c. Inferencing and interpretation
    d. Surface-level recall

15. Understanding elliptical forms helps readers:
    a. Decode multisyllabic vocabulary
    b. Identify subject-verb mismatches
    c. Infer meaning from abbreviated grammatical expressions
    d. Visualize narrative settings

16. Which skill supports cohesion in reading comprehension?
    a. Recognizing semantic fields
    b. Interpreting idiomatic expressions
    c. Identifying cohesive devices in written text
    d. Using dictionaries for unknown terms

17. The bottom-up model views reading primarily as a process of:
    a. Constructing meaning from paragraph-level insights
    b. Translating graphic symbols into speech
    c. Using cognitive structures to interpret symbols
    d. Matching prior knowledge to visual clues

18. Which reading model favours phoneme-letter decoding at the earliest stage?
    a. Interactive
    b. Psycholinguistic
    c. Bottom-up
    d. Bottom-down

19. Which model is most associated with structural linguistics and behaviourist psychology?
    a. Bottom-up
    b. Top-down
    c. Psycholinguistic
    d. Interactive

20. A child who hears the sounds /b/, /a/, /t/, and blends them into "bat" is demonstrating:
    a. Word recognition
    b. Decoding accuracy
    c. Phonemic segmentation
    d. Phoneme blending

21. Which component predicts future reading success most effectively?
    a. Word memorization
    b. Grammar drills
    c. Phonemic awareness
    d. Reading aloud fluency

22. Graphemes differ from phonemes in that graphemes are:
    a. Mental images for sounds
    b. Smallest units of written language
    c. Context clues for vocabulary
    d. Auditory patterns in speech

23. Which method best helps students become fluent readers?
    a. Indirect vocabulary exposure
    b. Guided repeated oral reading
    c. Grammar translation exercises
    d. Listening comprehension tests

24. During the Initial Reading stage, children typically begin to:
    a. Read widely across genres independently
    b. Memorize the structure of paragraphs
    c. Recognize letter-sound relationships in text
    d. Predict vocabulary from illustrations

25. Which stage is characterized by the ability to synthesize and integrate knowledge for personal or academic purposes?
    a. Initial Reading
    b. Multiple Viewpoints
    c. Construction and Reconstruction
    d. Reading for Learning

SECTION B

[75 Marks]

ANSWER ANY <u>THREE</u> QUESTIONS IN THIS SECTION

1. a. Mention five challenges that early grade learners face in reading and writing.
[5 marks]

   b. Choose one of the challenges mentioned above and explain four possible solutions to address it. [20 marks]

2. a. State two purposes of assessing reading skills in early grade learners. [5 marks]
   b. Discuss four tools you can use to assess reading ability in the classroom. [20 marks]

3. a. Identify the major theories of reading that underpin the teaching of reading at the early grade level. [5 marks]

   b. Explain one of the theories of reading you identified in (a) and discuss its key proponents, main principles, and its influence on reading instruction at the basic school level. [5 marks]

4. a. List any five approaches for teaching early grade learners. [5 marks]
   b. Examine how one of the approaches mentioned above can be applied to help early grade learners write simple sentences. [20 marks]

5. a. Mention four models of reading you will employ in teaching early grade learners.
[5 marks]

   b. Describe how one of these models can be applied in teaching reading at the basic level.
[20 marks]