

Praxis 5205 Study Companion

Section: 5205 Teaching Reading Elementary Exams • Total Questions: 10 • Format: Verified Q&A

1. Following students' silent reading of informational science text about a typical pond ecosystem, a sixth-grade teacher asks students to write a short narrative story that incorporates key facts presented in the material. Which of the following best identifies the teacher's primary purpose in engaging students in the activity?

- (A) To use writing as a way to support students in moving towards a deeper, more complete understanding of the information in a content-based text
- (B) To require students to use the structure of an informational text as a model for writing in a different literary genre
- (C) To provide students with an opportunity to express their own interpretation of the information presented in a printed text by creating an original writing piece
- (D) To help students better comprehend the complex technical structure of an informational text

2. A teacher assigns a passage for students to read and then asks them to respond to a constructed-response question. The question requires students to recall the main idea of the passage, relevant and crucial details, and reasons for the characters' actions. Which of the following comprehension strategies is best targeted by this activity?

- (A) Inferring
- (B) Summarizing
- (C) Evaluating
- (D) Questioning

3. Which type of strategies is being used?

Teachers of early elementary grades focus on guiding students to build their knowledge of frequently used words that appear in everyday speech.

- (A) Phoneme deletion
- (B) Multisensory
- (C) Incidental
- (D) Phoneme substitution

4. Ms. Sayre asks her students to count the number of sounds they hear in the word 'tack' as she sounds out the word. Ms. Sayre then draws the following chart on the board and writes the letters that represent the three sounds students identify in each of the boxes. She asks students what they notice about the chart. [Chart shows: t | a | ck] Which of the following best describes the main purpose of the lesson?

- (A) To teach students how to decode and spell phonetically irregular words
 - (B) To help students understand that phonemes can be represented by multiple graphemes
 - (C) To teach students that every syllable in a word needs to contain a vowel sound
 - (D) To guide students to practice blending the phonemes in easily decodable words
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5. Which of the following instructional strategies is best for supporting second-grade students' growth in reading fluency?

- (A) Reading an informational passage aloud and pausing periodically to omit key words for students to fill in
 - (B) Creating sets of high-frequency words on flash cards for students to practice reading independently
 - (C) Asking a student to read a passage aloud to the class with the goal of building fluency
 - (D) Providing a model of fluent reading to students and explaining the elements that make up this skill
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6. Which describes an instructional strategy that is likely to be most effective in helping the teachers achieve the intended objective?

Ms. Osborn a second-grade teacher writes the words change telephone shoe think and wheel on a whiteboard. She asks students to read each word aloud and then focus on pronouncing the sound of the underlined word parts: ch ph sh th and wh.

- (A) Teaching weekly vocabulary lessons in decoding and understanding the meaning of high-frequency words that students will need to learn across multiple curricular-based contexts
 - (B) Selecting common words that students are likely to encounter and providing multiple exposures to them in class discussions and when reading and talking about a variety of texts
 - (C) Using a variety of visual representations of difficult vocabulary that show relationships between words and aid in fostering students' independent word-learning skills
 - (D) Preteaching important content-specific words that students are expected to learn in the subject areas in which instruction will be given
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7. Which strategy is likely to be most effective in helping emergent readers develop fluency in identifying letter names and sounds?

A first-grade teacher shares a dialogue with the class that includes the word cupboard.

- (A) Providing direct instruction that emphasizes letter and sound knowledge and application activities in reading and writing contexts throughout the day
- (B) Giving students plastic uppercase and lowercase letters to practice identifying the letters and corresponding sounds while working independently during the day
- (C) Having students participate periodically in walks around the room in which they point to and say the letters they see in print within the classroom environment
- (D) Providing alphabet books in a classroom library for students to read and reinforce their learning about letters and sounds

8. A first-grade teacher pauses before selecting a word from the text of a read-aloud to help develop students' phonemic awareness skills. Which of the following questions best demonstrates the use of text vocabulary to reinforce students' learning of phoneme isolation?

- (A) What is the first sound in the word 'woods'?
- (B) How many syllables are in the word 'little'?
- (C) Which word does not belong in this set: 'hat,' 'mat,' 'pig'?
- (D) What word is made when the sounds /p/ /oi/ /n/ /t/ are said quickly?

9. The teacher's primary objective in providing instruction is to emphasize which skill?

- (A) Book orientation and directionality of print
- (B) Distinction between letters words and sentences
- (C) Mechanics of written expression
- (D) Knowledge of the alphabetic system

10. Which of the following statements most accurately captures the interrelatedness among silent reading fluency, comprehension, and vocabulary?

- (A) A fluent reader puts primary attention on successfully decoding unfamiliar vocabulary while striving to understand the meaning contained in a text.
- (B) A fluent reader has a high level of background knowledge and is able to skim familiar material for important ideas related to a topic.
- (C) A fluent reader reads with sufficient accuracy and speed so that word recognition is automatic, freeing attention to gain meaning and make connections among ideas in a text.
- (D) A fluent reader can read orally from a text with expression and clarity similar to the way they talk to an audience of peers.