

Praxis Teaching Reading Elementary 5205

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

1. As a culminating activity for a lesson on idioms, a teacher asks students to select an idiom, use it in a sentence, and then create a drawing that illustrates the expression. Which of the following sentences is most appropriate for a student to use for the activity?

- (A) I am so tired that I feel like I could sleep for a whole year.
- (B) Matthew let the cat out of the bag about the surprise party.
- (C) This past weekend the wind was a howling wolf.
- (D) The wind whistled in the night like an approaching train.

2. A first-grade teacher is helping a group of English learners improve their understanding and use of the most common English words. Which THREE of the following instructional methods best address the targeted skills?

- (A) Placing labels on items in the classroom and school
- (B) Using gestures to accompany spoken language
- (C) Preteaching content-specific words found in textbooks
- (D) Modeling the effectiveness of using a dictionary to define unknown words
- (E) Using high-frequency words every day in all activities

3. Which is the most effective instructional method for supporting kindergarten students in first developing phonemic awareness particularly the ability to delete phonemes?

During small-group activities a first-grade teacher keeps anecdotal records on each student's progress in developing literacy skills.

- (A) A small group lesson in which the teacher models and engages students in guided practice blending phonemes segmenting phonemes and deleting phonemes in words such as train and rain
- (B) A small group lesson in which the teacher first models how to delete the first phoneme of a word and then provides guided practice in doing so by saying a word such as cut and having students delete the first phoneme
- (C) A whole group lesson in which the teacher first models how to delete each phoneme of a word and then has the class as a group say a word such as dog and then delete each of its phonemes
- (D) A whole group lesson in which the teacher models and engages the class in guided practice alternately substituting phonemes and deleting phonemes in words such as pin and put

4. Which best describes the teacher's primary objective for having students use digital literacy tools?

Ms. Brown a fourth-grade teacher wants to prepare lessons that create authentic writing opportunities in science class for her students.

- (A) To give students access to technology-based opportunities that support a high degree of active learning and participation in the learning process
- (B) To create a classroom environment in which students with more advanced knowledge of technology can help their peers develop new skills
- (C) To increase students' motivation to independently read texts in a wide variety of topics for enjoyment
- (D) To help students prepare for meeting the demands of future technology-based learning as they progress through the grades

5. Which word part can be added to a base word to change the number or tense?

Ms. Park is teaching her sixth-grade students about literary devices in English language arts class.

- (A) Inflectional ending
- (B) Derivational ending
- (C) Negative prefix
- (D) Root word

6. Which of the following is a teacher's best first step when providing explicit instruction in understanding the meanings of unfamiliar words before reading a text?

- (A) Creating a list of complex content-specific vocabulary found in the text and providing students with oral examples by using each word in context
- (B) Asking students to preview the text and record the words they are unable to decode or understand the meaning of because of a lack of background knowledge
- (C) Identifying three to five words from the text and providing student-friendly explanations, as these are the words that are critical to students' comprehension of the text
- (D) Reviewing the text to point out context clues that can help students decipher difficult vocabulary in the text

7. Which learning goal best addresses the teacher's intention?

Students use three-part tables to form multisyllabic words whose meanings they then discuss.

- (A) Students will build knowledge in reading comprehension.
- (B) Students will build knowledge in sound recognition.
- (C) Students will build knowledge in reading fluency.
- (D) Students will build knowledge in letter recognition.

8. The primary objective of using the tables in a multisensory guided-discovery approach is to instruct students in which word-learning strategy?

- (A) Contextual analysis
 - (B) Phonics generalizations
 - (C) Cognate awareness
 - (D) Morphological analysis
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9. Which is an engaging way to illustrate the return-sweep concept of early literacy to preschoolers?

A first-grade teacher displays a picture book and guides students to decode words. Students read a sentence about beetles making homes in bark and several students bark like a dog.

- (A) Holding a big book open and upside down and looking down on its first pages while waiting for the students to say "You are holding the book upside down!"
 - (B) Using a finger to touch each word on a line of a story and then keeps the finger on the page slowly moving it to the left side of the next line before continuing to read the story
 - (C) Pointing to the author's name on the front of the book acting surprised and saying "Look who wrote his name on the book! It must belong to him. Should we ask him if we can read it?"
 - (D) Starting to read a big book stopping at a dramatic point in the story to have the students make a prediction and then reading the rest of the book to see which student made the best prediction.
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10. Which word list is most appropriate for a first-grade teacher to use for instructing the next sequence of syllable types after teaching students to read and spell words with a closed syllable?

A student researching an essay for history class wants to use a Web site that claims the Moon landing was a hoax. The teacher wants the student to examine the authority of the source.

- (A) Shop truck staff
- (B) Port bird start
- (C) Whale rude yoke
- (D) Train beat loot