

## Praxis Elementary Education Teaching Reading (7002) Exam

Section: 7002 Elementary Education Teaching Reading Exams • Total Questions: 10 • Format: Verified Q&A

**1. When beginning an entirely new unit in the classroom, a teacher decides that assessing the students' prior knowledge about the subject will benefit the class. Which of the following strategies best accomplishes the teacher's goal?**

- (A) Using an anticipation guide to gauge students' familiarity with the subject
  - (B) Talking to the students about the new unit and explaining what it will be about
  - (C) Having the students watch a video to introduce the subject
  - (D) Introducing vocabulary and new concepts associated with the topic
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**2. A third-grade teacher would like to gather class data to decide how to progress with concepts, including whether reteaching or extensions are necessary. Which of the following describes the best way for the teacher to receive the most helpful data?**

- (A) Giving a pop quiz at the beginning of the next day to see what students remember
  - (B) Asking students to self-evaluate their comprehension of the day's lesson in a short paragraph
  - (C) Evaluating student understanding through observation and exit tickets
  - (D) Analyzing student responses to an additional homework assignment following the day's lesson
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**3. A first-grade student is given the following list of words by a teacher. that, bath, them, then, both, sloth. Which of the following phonetic elements are most likely being taught using the word list?**

- (A) Consonant digraphs
  - (B) Consonant blends
  - (C) Short vowel sounds
  - (D) Long vowel sounds
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**4. A teacher is introducing the concept of text structure. Which of the following activities is the best first step in guiding students to recognize common text structures found in informational text?**

- (A) Having students create one sample text for each text type
  - (B) Having students write about their favorite informational text and why they like it
  - (C) Using mentor texts to familiarize students with each type of text
  - (D) Assigning passages from each text type for students to read for homework
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**5. Shown are examples of a set of sentences a second-grade teacher writes on individual strips of paper and places in a large jar. Students take turns selecting a sentence from the jar, and the teacher reads each one aloud. Students then have fun repeating the sentences. The teacher's most likely instructional objective in engaging students in the activity is to provide instruction in which of the following phonological awareness skills?**

- (A) Developing an awareness of onset and rime in spoken words
  - (B) Using metaphors to compare two or more things
  - (C) Distinguishing distinct words that make up a sentence
  - (D) Recognizing alliteration in phrases or sentences
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**6. A first-grade student who is an English learner enjoys creating labels for objects around the classroom. Most of the labels contain only a single letter to represent the beginning sound of the object, and a few also include a letter representing the last sound. According to Ehri, the student is demonstrating which of the following stages of grapheme-phoneme connections?**

- (A) Consolidated alphabetic phase
  - (B) Full alphabetic phase
  - (C) Partial alphabetic phase
  - (D) Pre-alphabetic phase
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**7. A sixth-grade teacher is introducing a new vocabulary word to students. When introducing the word, the teacher reads the word aloud and writes the word on the board to show students how it is spelled. The teacher then shares the word's meaningful parts, part of speech, origin, and definition. Which is the primary purpose of the teacher's approach to introducing the new vocabulary word?**

- (A) Discovering word meaning
  - (B) Identifying etymology
  - (C) Strengthening listening comprehension
  - (D) Deepening lexical quality
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**8. A second-grade teacher prepares a lesson on the phonics pattern for the r-controlled sound /ar/. After explicitly teaching the new phonics pattern, which TWO of the following steps are most appropriate for the teacher to conduct next?**

- (A) Introducing guided practice in reading words containing the targeted phonics pattern
  - (B) Reading connected text with the targeted phonics pattern
  - (C) Practicing phonological awareness using words containing the targeted phonics pattern
  - (D) Dictating three to five new words using the targeted phonics pattern
  - (E) Reviewing words using a previously taught phonics pattern
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**9. Shown are the steps a third-grade teacher follows when presenting a literacy lesson to the class. Providing direct instruction in which of the following word-learning strategies best describes the teacher's objective in engaging students in the activity?**

- (A) Cognate analysis
  - (B) Phonemic awareness
  - (C) Morphological analysis
  - (D) Context clues
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**10. Mr. Hom, a third-grade teacher, reviewed the universal screening data for his students. A small number of students were identified as at risk for reading difficulties. Which of the following tools is most appropriate for beginning to determine instructional targets?**

- (A) A phonics survey for word recognition
- (B) A word-list assessment for high-frequency words
- (C) A diagnostic test for phonological awareness
- (D) A reading fluency assessment based on an oral reading of a leveled text