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Question: 1

Students in the transitional stage of reading development would benefit most from instruction in which area?

- A. Sight word practice
- B. Identifying the theme of abstract texts
- C. Analyzing morphology to determine word meanings
- D. Letter/ sound correspondence

Answer: C

Explanation:

Although the names of the stages vary, readers generally progress through four stages of reading development: emergent reading, early reading, transitional reading, and fluent reading. Transitional readers use multiple cueing systems and knowledge of complex spelling patterns to decode many words easily, and they begin to read complex texts that cover a range of genres and topics. These texts contain more complex vocabulary, so it is beneficial for students to analyze word morphology' to determine the meanings of unknown words. Transitional readers already know a large number of sight words automatically and use letter/sound relationships to decode words. Identifying the theme of abstract texts is more difficult, and would likely be more appropriate for readers in the fluent stage.

Question: 2

Mr. Davis notes that Alex, an ELL, often omits the ed ending on past tense verbs. How can Mr. Davis address this skill with Alex most effectively?

- A. During a shared writing activity about a recent science experiment, Mr. Davis should call attention to the -ed endings of the verbs as they are written, explaining that they are needed because the activity happened in the past.
- B. When Alex omits an -ed ending in a spoken word, Mr. Davis should correct the error immediately and help Alex restate the sentence correctly.
- C. Mr. Davis should make words with -ed endings the focus of Alex's weekly spelling list.
- D. Mr. Davis should ask Alex to find and underline all the words containing -ed endings in a printed article.

Answer: A

Explanation:

Grammatical skills can be learned more effectively when they are taught and practiced in context. In choice A, Mr. Davis is calling attention to the skill during an authentic writing task.

Correcting an ELL's grammatical errors repeatedly in spoken conversations can negatively affect the students confidence. While adding -ed words to the spelling list and identifying them in an article can assist with learning the skill, these activities do not allow the student to practice using the skill in context as part of an authentic activity.

Question: 3

It is the beginning of the school year. To determine which second-grade students might need support, the reading teacher wants to identify those who are reading below grade level. She works with students one at a time. She gives each child a book at a second-grade reading level and asks the child to read out loud for two minutes. Children who will need reading support are those who read:

- A. Fewer than 100 words in the time given
- B. Fewer than 200 words in the time given
- C. More than 75 words in the time given
- D. The entire book in the time given

Answer: A

Explanation:

At the beginning of the school year, second-grade students should be able to read 50—80 words per minute. By the time they are well into the school year, second-grade level reading is tracked at 85 words per minute.

Question: 4

Which of the following options best describes the use of environmental print in a prekindergarten classroom?

- A. Including real food packages and menus in the dramatic play area
- B. Setting aside 10 minutes each day for students to read books independently
- C. Displaying sight words on a word wall
- D. Creating anchor charts of vocabulary words from content areas

Answer: A

Explanation:

Environmental print is the print people see in their everyday lives. For children, this may include restaurant logos, food labels, and street signs. Environmental print helps children understand that print has meaning, and reading familiar words can boost reading confidence. The remaining options provide students with opportunities to read other types of meaningful words, but not environmental print.

Question: 5

Students in a sixth-grade classroom are preparing to deliver a persuasive speech to school administrators requesting additional playground equipment. As part of their preparations, students are learning to adjust the formality of their spoken language to match specific situations. In small groups, they are role playing how they would make requests to friends, teachers, and administrators. They are comparing and contrasting the appropriate language to use in each situation. Which oral language component are students practicing?

- A. Morphology
- B. Semantics
- C. Syntax
- D. Pragmatics

Answer: D

Explanation:

Pragmatics refers to understanding the social rules of communication, including the ability to adjust the level of formality to match a specific social situation. Morphology refers to understanding word parts and word forms. Semantics refers to understanding the meanings of words. Syntax refers to understanding grammar and sentence structure.

Question: 6

Which of the following instructional strategies best demonstrates a way to prevent letter confusion in kindergarten students?

- A. Introducing the letters in alphabetical order
- B. Teaching visually similar letters, such as b and d, separately
- C. Requiring students to master each letter before introducing the next letter
- D. Focusing more on letter sounds than on letter names

Answer: B

Explanation:

Children tend to confuse letters that are visually similar, such as b and d. Introducing them separately helps to prevent confusion between them. While there are differing theories on which order to use when introducing letters, generally alphabetical order is not the most effective. Letters are sometimes grouped for instruction by the difficulty of their sounds, their formation, or relevance to the students (such as introducing letters in their names first). Letters may be introduced in small groups to allow students to practice them in context, and both letter sounds and letter names are important for students to learn.

Question: 7

A teacher is working with a student who is struggling with reading. The teacher gives him a story with key words missing:

The boy wanted to take the dog for a walk The boy opened the door. The ____ out. The ____ looked for the dog. When he found the dog. he was very ran ____
The student is able to fill in the blanks by considering:

- A. Syntax. Oftentimes, word order gives enough clues that a reader can predict what happens next.
- B. Pretext. By previewing the story, the student can deduce the missing words.
- C. Context. By considering the other words in the story, the student can determine the missing words.
- D. Sequencing. By putting the ideas in logical order, the student can determine the missing words.

Answer: C

Explanation:

By considering the other words in the story, the student can determine the missing words. The student is depending on the information supplied by the rest of the story. This information puts the story into context.

Question: 8

Which set of words demonstrates an antonym pair?

- A. Build and construct
- B. Peer (to look at) and peer (someone of similar age or status)
- C. Shake and cake
- D. Drowsy and alert

Answer: D

Explanation:

Antonyms are words that mean the opposite of one another. Drowsy means to be sleepy, while alert means to be wide awake. Therefore, they are antonyms. Build and construct are synonyms because they mean the same thing. The two types of peer are homographs because they are spelled the same but have different meanings. Shake and cake are rhyming words.

Question: 9

After reading a historical fiction short story, a teacher gives a struggling reader a graphic organizer containing the following sentence stems: Someone, Wanted, But, So, Then. This graphic organizer would best help the student with which skill?

- A. Inferring
- B. Summarizing
- C. Drawing conclusions
- D. Evaluating

Answer: B

Explanation:

This graphic organizer could be used to help the student identify the main elements of the story, including the characters, problem, plot, and resolution. Therefore, it could be used to help the student summarize the story. It does not contain any prompts requiring the student to use the higher-level thinking skills required to infer, draw conclusions, or evaluate.

Question: 10

A second-grade reading teacher notices that her students are decoding words accurately but struggle with appropriate phrasing and expression. Which activity would most likely help her students improve in this area?

- A. Introducing new texts of varied genres for students to read aloud independently
- B. Listening to audio versions of texts
- C. Leading students in repeated choral readings of familiar texts
- D. Participating in partner-reading experiences

Answer: C

Explanation:

When students reread familiar texts, they do not need to exert energy on decoding unfamiliar words. As a result, more energy is available to focus on fluency, including phrasing and expression. Choral reading allows students to match their reading rate and expression with others in the group who are modeling fluent reading, including the teacher. Reading new texts requires students to spend more energy on decoding and comprehension, which may interfere with fluency. Audio versions of texts can serve as models of fluent reading, but students still need opportunities to practice. Partner reading may be helpful if students are matched with fluent readers, but this is not guaranteed.

Question: 11

What is the purpose of targeted instruction?

- A. Deliver instructions that are precise, clear, and direct so that students understand exactly what is expected.
- B. Accurately rank a group of learners from low achievers to high achievers so that the teacher knows from the beginning of the school year which students have less ability and will therefore need support.
- C. Teach students how to take information from a text and reorganize it into bulleted lists.
- D. Assess and target areas needing improvement as well as areas of greatest strength for each student to ensure that all members of a class are receiving instruction tailored to their specific needs.

Answer: D

Explanation:

Targeted instruction is achieved by assessing areas needing improvement as well as areas of

greatest strength for each student, and adjusting instruction to target those areas. This helps to ensure that all members of a class are receiving instruction tailored to their specific needs.

Question: 12

Olivia, a first-grade student, has a reading intervention plan to improve her decoding of CVCe words. In addition to working with the teacher in a small group each day, Olivia's teacher gives her 10 new CVCe words to decode each Friday. The number of words read correctly is recorded on a graph, and the teacher notes any improvement made from the previous weeks. Which type of assessment is the teacher demonstrating?

- A. Progress monitoring
- B. Screening assessment
- C. Summative assessment
- D. Norm-referenced assessment

Answer: A

Explanation:

Progress monitoring is a type of assessment used to track students' progress towards certain goals over time. When students are receiving reading interventions, frequent progress monitoring should be done to assess their progress and determine if the interventions are succeeding. Screening is done initially to determine if students are at risk for academic difficulties, and it is done at greater intervals, such as the start of each school year. Summative assessment occurs at the end of a unit of study or other larger unit of instruction. Norm-referenced tests compare students' performances to the performances of sample groups of similar students, while progress monitoring is done to assess students' progress towards their own personal goals.



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