

College Admission

*TExES-Science-of-Teaching
TExES Science of Teaching Reading (293) Certification Exam*

Questions And Answers PDF Format:

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Question: 1

A teacher is teaching students analogizing. She is teaching them to:

- A. Identify and use metaphors
- B. Identify and use similes
- C. Identify and use groups of letters that occur in a word family
- D. Identify and use figures of speech

Answer: C

Explanation:

Analogizing is based on recognizing the pattern of letters in words that share sound similarities. If the pattern is found at the end of a family of words, it is called a rhyme. Some examples of rhyme are rent, sent, bent, and dent. If the pattern is found at the beginning of the family of words, it is frequently a consonant blend such as street, stripe, or strong, in which all the letters are pronounced, or the pattern is a consonant digraph, in which the letters are taken together to represent a single sound such as in phone, phonics, or phantom.

Question: 2

Which of the following activities would best help to create a classroom environment that promotes a love of reading for kindergarten students?

- A. Going on a word hunt to locate words starting with a specific letter
- B. Tracing sight words using stencils
- C. Practicing phonics skills on the classroom computer
- D. Reading a favorite rhyming text aloud together and discussing favorite parts

Answer: D

Explanation:

All of the listed options can assist students with developing reading skills, and students will have individual opinions regarding preferred activities. However, reading is a social experience that helps children learn about themselves and the world around them. Using language creatively, such as through rhyming, helps them understand all of the ways that language can be used. Reading and discussing stories together is also a social experience that connects readers and makes them part of a community of learners. These benefits will likely contribute to a love of reading more than practicing isolated skills.

Question: 3

While reading an expository text aloud to students, a teacher makes the following comments. "The cheetah can accelerate to its top speed in about three seconds.' Hmm, I'm not sure what accelerate means. Let me read that again to see if the sentence has any clues. 'The cheetah can accelerate to its top speed in about three seconds.' It has something to do with the cheetah getting faster, so I think accelerate means to speed up."

What is the teacher demonstrating in this activity?

- A. Forming mental images
- B. Making a prediction
- C. Thinking aloud
- D. Visualizing

Answer: C

Explanation:

The teacher is demonstrating a think-aloud, or sharing her thinking process as she uses a reading strategy. In this example, she explains her thoughts as she uses context clues to determine the meaning of an unknown word. Mental images and visualizations both refer to the pictures that readers get in their minds when they read. Predictions are logical guesses about what might happen in a text.

Question: 4

A struggling reader has difficulty comprehending vocabulary words when they are encountered in unfamiliar texts. She frequently uses a dictionary to look up the unknown words. While this helps her figure out the meanings of the words, it interrupts her fluency and affects comprehension. Her teacher, Mr. Palmer, would like to teach her other strategies she can use instead that will minimize the disruptions to her fluency and increase her comprehension. Which strategy would likely be most effective?

- A. Quickly asking a classmate for the meanings of the words
- B. Creating a list of the unknown words and looking them up later
- C. Trying to determine the meanings of the words from context clues
- D. Skipping over the words she does not know as long as the sentences make sense

Answer: C

Explanation:

Using context clues can help the reader determine the meanings of many unknown words quickly and also contribute to reading comprehension. Asking a classmate for the meanings of words may work in the short term, but it does not help the reader develop independent reading strategies, and there may not always be another person present while reading. Looking up the unknown words later may result in the student missing words that are critical to the meaning of the text, negatively affecting comprehension. Similarly, while skipping over the unknown words may

result in sentences that appear to make sense, the missing words may play important roles in the meaning.

Question: 5

A fourth-grade teacher gives students a character chart to fill out while reading a fictional text. Students are instructed to record traits of the main character as they read. One student, Daniel, turns in a map that lists the following traits: short, has blond hair, has freckles, is a girl. Which strategy would be an appropriate next step for the teacher to focus on?

- A. Analyzing character development from the beginning of the story to the end
- B. Identifying the character as a protagonist or antagonist
- C. Differentiating between internal and external character traits
- D. Comparing and contrasting the character with a character from another book by the same author

Answer: C

Explanation:

Daniel has identified only external character traits, or traits related to the character's appearance. He has not identified any internal traits, or traits related to the character's thoughts, feelings, words, or actions. An appropriate next step would be to help Daniel differentiate between the two types of traits and find examples of each in the text. The remaining options would require Daniel to identify internal traits using textual evidence. For example, it would be difficult to describe how the character has changed throughout the story without using any internal traits to describe her at different points in the story. Similarly, it would be difficult to label the role she plays or compare her with other characters without using any internal traits to support the responses.

Question: 6

A teacher has a child who does not volunteer in class. When the teacher asks the student a question the student can answer, she does so with as few words as possible. The teacher isn't sure how to best help the child. She should:

- A. Leave the child alone. She is clearly very shy and will be embarrassed by having attention drawn to her. She is learning in her own way.
- B. Ask two or three highly social children to include this girl in their activities. She is shy, and
- C. she probably won't approach them on her own. Observe the child over the course of a week or two. Draw her into conversation and determine if her vocabulary is limited, if she displays emotional problems, or if her reticence could have another cause. Note how the child interacts with others in the class.
- D. Does she ever initiate conversation? If another child initiates, does she respond? Refer her to the school counselor immediately. It is clear the child is suffering from either a low IQ or serious problems at home.

Answer: C

Explanation:

Until the teacher monitors the child's verbal abilities and habits, she cannot determine if the lack of interaction suggests a learning disability, an emotional problem, or simply a shy personality. The teacher should informally observe the child over a period of time, noting if and when she initiates or responds to oral language, if she is reading with apparent comprehension, if her vocabulary is limited, and the degree to which the child is interested in understanding.

Question: 7

Maria, a third-grade student, is reading a new chapter book for the first time. Her teacher observes as Maria struggles to decode the word *scapegoat* in the following sentence: "John frowned when he realized he was being made the *scapegoat*." Which of the following strategies would most likely assist Maria with decoding this word?

- A. Using syntactic cues
- B. Blending the sounds
- C. Using context clues from the sentence
- D. Chunking

Answer: D

Explanation:

Chunking involves looking for known parts in a word. Because *scapegoat* is a compound word, it is likely that Maria will at least recognize the word *goat*. This leaves a smaller portion of the word to decode. There are many words that would sound right in the sentence, so guessing based on syntax alone is unlikely to result in the correct word. Because the word is multisyllabic and contains multiple spelling patterns, blending may be difficult. Additionally, the sentence provides few context clues to help Maria guess the word correctly.

Question: 8

A student is reading a fictional book and reaches the following sentence: "Unlike Mark, whose college plans were tentative, Ana already had firm plans to attend the state university." Which type of context clue is present in this sentence to help the student determine the meaning of *tentative*?

- A. Synonym clue
- B. Definition clue
- C. Antonym clue
- D. Inference clue

Answer: C

Explanation:

This sentence contains the word *firm*, which is an antonym for *tentative*. This antonym, along with the word *unlike*, help the reader determine that *tentative* means not *firm*. There are no

synonyms, or words that mean the same, for tentative in the sentence. There are also no definitions for the word. Inference clues give hints about the word's meaning without explicitly listing a synonym, antonym, or definition. No such inference clues are present.

Question: 9

Based on assessment data, a teacher identifies a small group of students who would benefit from targeted instruction on using textual evidence to support their answers. Which strategy would be most helpful for the teacher to model to assist students with this type of test question?

- A. Underlining passages in the text where answers are located
- B. Reading the passage once to identify the main idea, and then rereading to look for details
- C. Reading each answer choice carefully before selecting an answer, crossing out answers as they are eliminated
- D. Completing a story map while reading the story

Answer: A

Explanation:

To help students use textual evidence to support their answers, they should be taught to locate the evidence directly in the text rather than relying on memory. One strategy that addresses this skill is underlining the information within the text when it is located. Rereading the text multiple times may help students remember the information contained in the text, but it does not encourage them to locate the specific answers to questions. Reading and eliminating answer choices is a beneficial test-taking strategy in general, but it does not assist students with locating and verifying specific details. A story map helps to identify key information in the story, but there is no guarantee that it will address any specific test questions.

Question: 10

What are homographs?

- A. Words that are spelled differently but pronounced the same way
- B. Words that are spelled the same way but have different meanings
- C. Words that have the same Latin root
- D. Words that are members of the same word family

Answer: B

Explanation:

Homographs are words that are spelled the same way but have different meanings. For example, minute (the unit of time) and minute (tiny), are homographs. Note that homographs can also be pronounced differently. Words that are spelled differently but pronounced the same way are called homophones. Words with the same Latin root or words within the same word family are related to one another, but they are not homographs.

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