

Praxis Primer
Intro to the Teaching of Reading
Test Code 0200

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structural analysis	homonym
morpheme	synonym
appositive	linguistic method
Words in Color	Distar
SQ3R	hyperbole
affix	Newbery Award
Caldecott Award	miscue analysis
emergent reading	readiness/emergent reading
phonics	readability
sight words	scope & sequence
DR-TA	Language experience Approach (LEA)
raw score	schema
metacognition	SSR
validity	reliability
percentile	phonemic awareness
whole language	stanine
grade equivalent	phonemic awareness
whole language	ESL

Nonstandard English dialect

expository

Directed Reading Activity

fluency

editing

metacognitive theory

learning centers

USSR

overgeneralization

Working with children who have a dialect

Working with children that speak non-standard English

Critical Thinking Skills

Blooms Taxonomy –know levels and kinds of questions

pronoun antecedent

reciprocal teaching

DRA

Interactive model

Diagnostic tests measure what?

What is important in looking at results of diagnostic tests

affixes

affective

writing process

poetry

autobiographical text

compound word

process-writing

interests/affective

scanning

Fry readability graph

Literature based
reading program

ABC order activities

reading/writing connection

Literacy Review

Theory/Approaches

Schema Theory
Constructivism
Reductionism
Basal
Whole language top-
down bottom-up
interactionist
automaticity

Basals

Skills
Scope & Sequence Directed
Reading Activity Primer,
Preprimer Balanced instruction
ITA
Words in Color
Distar
linguistic method
Ability Grouping

Whole Language

Literature based
thematic units
Language Experience Approach
Cooperative learning
TORP
Integrated curriculum

Word Recognition/Decoding

Explicit Phonics –Synthetic phonics
Implicit Phonics –Analytic phonics
Context clue
cloze/Maze
Word Banks
Key Word

semantic cues pragmatic
phoneme
Onset & Rimes
Sight Words
Fry Instant Word List
Affixes

Vocabulary

List Group Label
Semantic Mapping
Semantic feature Analysis
Structured Overview
Word/Concept Maps
Analogies
Hyperbole
Appositive
Homonyms
Synonyms
Antonyms

Writing

Writing Process Journal
Publishing
Conferencing
Mini lessons
Writing Workshop
Drafting
Revision
Editing
Recursive
Prewriting

Subskills

psycholinguistics
sociolinguistic

Morpheme
Structural Analysis
Invented Spelling
Syllable graphophonic cues
syntactic cues

Fluency

Neurological Impress
Paired Reading
Repeated Reading
Choral Reading
Talking Books
Reading Rate

Literature

SSR (DEAR)
Read Aloud
Trade Books
picture Books
Alphabet Books
Caldecott
Newberry
Literature Discussion Groups
Book Share/Books talks
Predictable/Patterned Books
Expository (Enumeration, Cause Effect, Problem,
Solution, Compare-contrast, Description)
Children Choices
Teacher's Choices
Response
Response Journals
Hypertext
Core Books
Narrative

Assessment

Portfolio
Standardized test
Norm References
Criterion Reference
Validity
Reliability
Raw Score

Comprehension

Reciprocal Questioning
(Request)
DR-TA
Sentence Combining
Imagery
Story Mapping
Metacognition
QAR
Literal
Inferential
critical/Evaluation
Barrett
Background knowledge
KWL
Anticipation Guide
Sketch-to-Stretch
Three Level Guides
Graphic Organizer

Early Reading

Readiness
Emergent Reading
Concepts about print
Phonemic Segmentation/
Awareness
Alphabet knowledge
Environment Print
Auditory Discrimination
Prephonemic stage
letter naming stage
Shared Book Experience
Big Books
Print Rich environment
DL-TA
Retellings
Reading Recovery

Other

Readability formula
Fry Graph
Center for the Study of
Reading
National Reading Research

Percentile
Stanine
Elementary reading Attitude Survey
Semantic }
Syntactic } cues
Grapho-phonetic }
Grade Equivalent
Informal Reading
Inventory
Running Record
Kid Watching
Miscue Analysis
Diagnosis vs. Achievement
Cloze test

Study strategies

Skimming
Scanning
Previewing
SQ3R
Listen-Read-Discuss
Test taking

Organizations

IRA
NCTE
National Reading Conference

Authors

Jeanne Chall
Frank Smith
Jerry Harste
Albert Harris
Keith Stanovich
Richard Allington
Louise Rosenblatt
Edmund Huey/William S. Gray
Richard Anderson
Delores Durkin
David Pearson
Reggie Routman
Kent & Yetta Goodman

Center
Reading Teacher. Journal of
Reading. Reading Research
Quarterly.
Language Arts

Writing

Lucy Calkins

Don Graves

Nancy Atwell

Content area reading

Chapter 1/Title I

Reading is Fundamental

National Assessment of Educational

Progress (NAEP)

1. Of the choices listed, which is an example of expository writing?
2. Re: classroom management, a child is disruptive. What would be an appropriate intervention:
3. Applying sociocultural theory to a bilingual school environment, what would be an appropriate policy to implement?
4. a new student from Pakistan is having trouble retelling a story in English. To determine the child's comprehension of the story, it would be best to do what?
5. A speaker of non-standard English never uses appropriate affixes when answering questions. What could be done to change this?
6. A teacher has a talking style which involves stating facts one at a time, then expounding on each. Her student, and the community at large use another talking style which states the fact after several examples has been given, and which digresses and restates the facts several times. What is probably true of this situation?
7. Given this scenario (from #6), what should the teacher be wary of?
8. In early reading what is the best predictor of successful readers?
9. In emergent literacy, the first stage of invented spelling for two words, "mom" and "like" would be which one?
10. In content area reading, a teacher needs to find a way to help her students who are having trouble reading and comprehending material from a social studies text. The most helpful technique would be:
11. A teacher and student are working together to prepare teaching materials for an upcoming unit. Through the process, the teacher gives more and more responsibility to the student. This is an example of what process?

12. In making parents active participants in their children's learning, which would not qualify as such all activity?
13. In teaching test-taking strategies, what would not be a good suggestion for students?
14. A first grader is reading some text (text example is in the question). In his oral reading, he substitutes several words which start with the same letter as the words in the text. All the substituted words are syntactically correct. He is overrelying on which type of cue?
15. A teacher notices that there are 6 students in the class who don't ever use contextual cues to help themselves in reading passages. They are currently dispersed in different reading groups. What should the teacher do?
16. According to current theory, the best reason for teaching syllabication would be:
17. In the word "flights" there are: (a number of choices for syllables, long/short vowels and consonant types)
18. If a student is reading from a passage (something like: "The teacher says that Brandon has an auditory problem, so he has trouble hearing things.") which contains a word (auditory) that the student doesn't know, the student would be using contextual cues is she:
19. Reliability measures what:
20. The name for the activity which involves all students reading self-selected books for 20 minutes at the same time each day:
21. If a Reading Achievement test result lists that Katrina has scored in the 60th percentile, then this means that she has:
22. A teacher reads a short story to her first/second graders. She then cuts out sentences representing things that happened during the story and asks the student to place the sentences in proper order. This activates which higher order process:
23. A teacher reads a few lines from a story describing some kids moving in a line, obtaining fast food items. He then asks the students where the scene is taking place. This process involves the use of
24. The best way for a teacher to keep track of student daily reading is to:
25. A teacher asks a student how she approaches the reading of a difficult chapter in the science text. The student replies: "I just start reading". The student fails to realize:

26. It is important for students to realize that different reading materials require:
27. A student who applies meta-cognition in the reading process does what:
28. If a teacher is emphasizing literal comprehension of textual material, which activity would be most helpful?
29. Syntax involves what:
30. What is true about attitude surveys?
31. According to research in children's literature preferences, which of the following is not true:

Praxis Tips

1. Try to answer all questions. not penalized for wrong answers.
2. Read question and all answer choices carefully before answering. One word can make a difference.
3. Answer choices are tricky. Many distractors.
4. Some questions require a combination of choices for answers i.e. 1,3,4, all apply.
5. Sometimes best answer is found through the process of elimination
6. First part of the test is choose the *best* answer while the second part is choose the *least* effective.
7. Know current terminology and thinking.

Sample Questions

The sample questions that follow illustrate the kinds of questions included in the tests. The should not, however, be considered representative of the entire scope of the tests in either content or difficulty. An answer key follows the questions.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- | | |
|---|---|
| <ol style="list-style-type: none">1. The word "lights" contains how many phonemes?
(A) 2 (B) 3 (C) 4 (D) 5 (E) 62. Syntax is primarily concerned with
(A) word attack
(B) phrase positioning | <ol style="list-style-type: none">4. Of the following, the best example of a morphological task is
(A) matching letter names with given sounds
(B) writing a sentence containing modifiers
(C) using proper punctuation |
|---|---|

- (C) the meanings of words
- (D) the order of words
- (E) the order of sentences

3. In teaching a unit on words and their meaning, a classroom teacher probably would achieve the LEAST favorable results by

- (A) making use of a variety of books or articles that provoke controversial questions
- (B) encouraging the pupils to learn one word a day
- (C) having pupils discuss figures of speech
- (D) encouraging pupils to collect and categorize words in personal notebooks
- (E) providing lists of words that the pupils can memorize

7. Knowledge of story grammar improves comprehension by enabling students to

- (A) predict what element of the story will come next
- (B) recognize parts of speech
- (C) organize knowledge in content-area reading

- (D) adding prefixes to root words
- (E) changing a simile into a metaphor

5. In which of the following pairs of sentences does the placement of the stress mark convey the intended meaning?

- (A) Joe doesn't need a motorcycle . (He needs two motorcycles.)
- (B) Joe doesn't need a motorcycle. (He needs to walk.)
- (C) Joe doesn't need a motorcycle. (And he won't get one.)
- (D) Joe doesn't need a motorcycle. (He needs a bicycle instead.)
- (E) Joe doesn't need a motorcycle. (I need a motorcycle.)

6. Of the following aids to the pronunciation of an unknown word, which would typically be used by a reader after all others have failed?

- (A) configuration clues
- (B) context clues
- (C) phonic analysis
- (D) the dictionary
- (E) structural analysis

- (D) understand the mechanics of grammar
- (E) use context-based knowledge of syntax or grammar

8. Which of the following statements represent the best general advice the teacher might provide to parents who want to help their child improve in reading?

- (A) Reward the child for good school performance in reading
- (B) Be sure the child has a variety of out-of-school experiences
- (C) Read to and with the child on a regular basis.
- (D) Help the child with his or her reading homework as often as possible.
- (E) Listen to the child read orally and promptly correct his or her mistakes.