

# TEACHING VCLA-Reading

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Reading (091)

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## Question: 1

(1) Why do people wear contact lenses? (2) There are people who wear contact lenses, instead of glasses, for esthetical reasons. (3) They like themselves better with contact lenses than with glasses. (4) Another reason that drives people to wear contact lenses is the cosmetic one. (5) There is a great variety of decorative contact lenses that can change the eye's appearance. (6) And there are those who appreciate their practical side. (7) They cannot play certain sports with glasses; they use devices that are incompatible with glasses, etc. (8) There is that category of people who are forced to wear contact lenses for therapeutic reasons. (9) In their case, the contact lens is not an option. (10) The contact lens can be a bandage in the healing process of different diseases or injuries of the cornea, and it is a luxury that heals. (11) There is also a combination between the two reasons - color lenses with correction power which actually please a lot of people.

What is the main purpose of this passage?

- A. to describe the variety of lenses available to people
- B. to list reasons why people decide to wear contact lenses instead of glasses
- C. to discuss the healing properties of contact lenses
- D. to point out how contact lenses facilitate playing certain sports

**Answer: B**

Explanation:

Choice (A) is not correct. The purposes of different lenses are discussed, not the specific types of lenses. Choices (C) and (D) are supporting ideas in the passage. If you look at the introductory sentence and how the question is answered with examples throughout the passage, you see that Choice (B) is the correct answer.

## Question: 2

(1) Why do people wear contact lenses? (2) There are people who wear contact lenses, instead of glasses, for esthetical reasons. (3) They like themselves better with contact lenses than with glasses. (4) Another reason that drives people to wear contact lenses is the cosmetic one. (5) There is a great variety of decorative contact lenses that can change the eye's appearance. (6) And there are those who appreciate their practical side. (7) They cannot play certain sports with glasses; they use devices that are incompatible with glasses, etc. (8) There is that category of people who are forced to wear contact lenses for therapeutic reasons. (9) In their case, the contact lens is not an option. (10) The contact lens can be a bandage in the healing process of different diseases or injuries of the cornea, and it is a luxury that heals. (11) There is also a combination between the two reasons - color lenses with correction power which actually please a lot of people.

The author lists all of the following as reasons people wear contact lenses EXCEPT

- A. Esthetics
- B. Cosmetics
- C. Practicality
- D. Low cost

**Answer: D**

Explanation:

The author mentions esthetics, cosmetics, and practicality as reasons that people wear contact lenses instead of glasses. Low cost is not included in the passage.

### Question: 3

(1) Why do people wear contact lenses? (2) There are people who wear contact lenses, instead of glasses, for esthetical reasons. (3) They like themselves better with contact lenses than with glasses. (4) Another reason that drives people to wear contact lenses is the cosmetic one. (5) There is a great variety of decorative contact lenses that can change the eye's appearance. (6) And there are those who appreciate their practical side. (7) They cannot play certain sports with glasses; they use devices that are incompatible with glasses, etc. (8) There is that category of people who are forced to wear contact lenses for therapeutic reasons. (9) In their case, the contact lens is not an option. (10) The contact lens can be a bandage in the healing process of different diseases or injuries of the cornea, and it is a luxury that heals. (11) There is also a combination between the two reasons - color lenses with correction power which actually please a lot of people. In sentence 8, "therapeutic" most nearly means

- A. restorative
- B. curative
- C. beneficial
- D. medicinal

**Answer: B**

Explanation:

Line 16 mentions "the healing process" and Line 21 refers to contact lenses as a "luxury that heals". Since "cure" and "heal" are synonyms, curative is the best answer.

### Question: 4

(1) Why do people wear contact lenses? (2) There are people who wear contact lenses, instead of glasses, for esthetical reasons. (3) They like themselves better with contact lenses than with glasses. (4) Another reason that drives people to wear contact lenses is the cosmetic one. (5) There is a great variety of decorative contact lenses that can change the eye's appearance. (6) And there are those who appreciate their practical side. (7) They cannot play certain sports with glasses; they use devices that are incompatible with glasses, etc. (8) There is that category of people who are forced to wear contact lenses for therapeutic reasons. (9) In their case, the contact lens is not an option. (10) The contact lens can be a bandage in the healing process of different diseases or injuries of the cornea, and it is a luxury that heals. (11) There is also a combination between the two reasons - color lenses with correction power which actually please a lot of people. According to the passage, people wear contact lenses for all but which of the following reasons?

- A. Cosmetics
- B. practicality
- C. esthetics
- D. economic

**Answer: D**

Explanation:

The author explains that people believe they look better without glasses and they like being able to change the color of their eyes, esthetics and cosmetics. Contact lenses are also practical, when glasses can not be worn. The author did not mention economic.

### Question: 5

(1) You could have two items that are exactly the same and find that one is worth a good bit of money but the other is virtually worthless. (2) This can happen for many different reasons, but to an untrained eye these reasons are very difficult to see. (3) This is why so many valuables are sold for pennies at yard sales and beginning collectors pay much more than some items are actually worth. (4) Knowledge and a depth of history are extremely important when judging the value of antiques! (5) Until you get to that expert level with a rich knowledge of the items you are analysing, you need the help of a good antique price guide. (6) However, you still need to analyse your chosen antique price guide with some care as well. (7) There are some guides that just base their prices on public record of what the items have sold for in auctions. (8) While these estimated figures may be useful if you plan on purchasing items to sell in auctions, it is not an accurate way to judge the real value of an item. How much an item sells for at auction is a good indicator as to how much the item is worth.

- A. Sometimes true.
- B. Not in the passage.
- C. False.
- D. Never false.

**Answer: C**

Explanation:

False is the correct answer because the author states that what an antique sells for at auction is not an accurate way to judge the real value of the item.

### Question: 6

(1) Is there any knowledge in the world which is so certain that no reasonable man could doubt it? (2) This question, which at first sight might not seem difficult, is really one of the most difficult that can be asked. (3) When we have realized the obstacles in the way of a straightforward and confident answer, we shall be well launched on the study of philosophy—for philosophy is merely the attempt to answer such ultimate questions, not carelessly and dogmatically, as we do in ordinary life and even in the

sciences, but critically, after exploring all that makes such questions puzzling, and after realizing all the vagueness and confusion that underlie our ordinary ideas. (4)

The passage can best be described as

- A. the author's attempt to simply define philosophy
- B. the opinion of the author as to whether there are any 100% certain facts in this world
- C. a disapproval of men who do not believe in philosophical questions
- D. a passionate plea for the acceptance of a philosophical viewpoint

**Answer: A**

Explanation:

The author initially poses a question that seems easy to answer until one ponders it in depth. He uses this problem to explain what philosophy is in a sentence or two: "for philosophy is merely the attempt to answer such ultimate questions . . ." None of the other statements can be inferred from this short passage.

### Question: 7

(1)What are the criteria for determining whether the evidence presented in a quantitative study is convincing or not? (2) One is whether the study has internal validity, which means there are no other plausible competing interpretations of the results. (3) A study with internal validity does not have confounding variables. (4) Confounding variables are variables unrelated to the treatment that may be influencing the outcome. (5) For example, if students in intervention classrooms are receiving free lunches and students in control classrooms are not, it is impossible to be certain that any difference in classroom performance is due to the intervention itself. (6) The free lunch is a confounding variable. (7) In another example, if students taught to use an imagery strategy are led to believe they are being taught this strategy because they are smart, it is impossible to know whether any improved performance is due to the imagery instructions. (8) The difference could simply reflect enhanced self-esteem due to the comment made to them about their intelligence.

The author is explaining what significant concept?

- A. Intervention in classrooms
- B. Teaching imagery strategy
- C. Free lunches in control classrooms
- D. Whether or not the study provides viable information

**Answer: D**

Explanation:

While A, B and C are included in the discussion, they are not the main idea. Answer D is correct. It is the main idea found in the beginning of the paragraph-is it convincing or not?

### Question: 8

(1)What are the criteria for determining whether the evidence presented in a quantitative study is convincing or not? (2) One is whether the study has internal validity, which means there are no other plausible competing interpretations of the results. (3) A study with internal validity does not have confounding variables. (4) Confounding variables are variables unrelated to the treatment that may be influencing the outcome. (5) For example, if students in intervention classrooms are receiving free lunches and students in control classrooms are not, it is impossible to be certain that any difference in classroom performance is due to the intervention itself. (6) The free lunch is a confounding variable. (7) In another example, if students taught to use an imagery strategy are led to believe they are being taught this strategy because they are smart, it is impossible to know whether any improved performance is due to the imagery instructions. (8) The difference could simply reflect enhanced self-esteem due to the comment made to them about their intelligence.

The author explains internal validity as the following:

- A. Having no competing interpretations
- B. Showing improved performance
- C. Creating self-esteem
- D. Differences in the classroom

**Answer: A**

Explanation:

Answers B, C and D appear in the text within other discussions. Answer A is correct because it is the exact explanation provided directly from sentence 2.

### Question: 9

(1)What are the criteria for determining whether the evidence presented in a quantitative study is convincing or not? (2) One is whether the study has internal validity, which means there are no other plausible competing interpretations of the results. (3) A study with internal validity does not have confounding variables. (4) Confounding variables are variables unrelated to the treatment that may be influencing the outcome. (5) For example, if students in intervention classrooms are receiving free lunches and students in control classrooms are not, it is impossible to be certain that any difference in classroom performance is due to the intervention itself. (6) The free lunch is a confounding variable. (7) In another example, if students taught to use an imagery strategy are led to believe they are being taught this strategy because they are smart, it is impossible to know whether any improved performance is due to the imagery instructions. (8) The difference could simply reflect enhanced self-esteem due to the comment made to them about their intelligence.

According to the passage, which of the following is not a confounding variable?

- A. Being told he or she is smarter
- B. Differences in classroom performance
- C. Being taught imagery strategies
- D. Getting a free lunch

**Answer: B**

Explanation:

Being told he/she is smarter, being taught imagery strategies, and getting a free lunch are all variables that could contaminate the outcome. Differences in classroom performance is what the study is attempting to measure and is not a confounding variable.

### Question: 10

(1) What are the criteria for determining whether the evidence presented in a quantitative study is convincing or not? (2) One is whether the study has internal validity, which means there are no other plausible competing interpretations of the results. (3) A study with internal validity does not have confounding variables. (4) Confounding variables are variables unrelated to the treatment that may be influencing the outcome. (5) For example, if students in intervention classrooms are receiving free lunches and students in control classrooms are not, it is impossible to be certain that any difference in classroom performance is due to the intervention itself. (6) The free lunch is a confounding variable. (7) In another example, if students taught to use an imagery strategy are led to believe they are being taught this strategy because they are smart, it is impossible to know whether any improved performance is due to the imagery instructions. (8) The difference could simply reflect enhanced self-esteem due to the comment made to them about their intelligence. The author explains that, if children believe they are being observed because they are smart, then the study....

- A. Shows they are on a free lunch program
- B. Contains a confounding variable
- C. Proves self-esteem levels
- D. Relies on imagery strategies

**Answer: B**

Explanation:

The paragraph states that any influencing variable, such as free lunches, self-esteem issues, or imagery are each a variable that will render the study inconclusive. Choice B is correct: telling a child he is smart before he is observed adds a confounding variable.

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