

TEACHING RICA

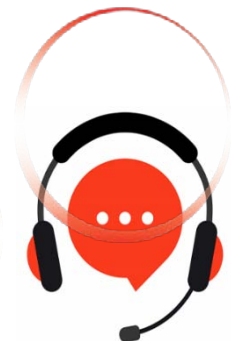
Reading Instruction Competence Assessment

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Question: 1

A high school class reads an essay about the possible effects of sexual activity on teens. The author's position is very clear: she believes young people should avoid sex because they aren't mature enough to take the necessary steps to remain safe. The author cites facts, research studies, and statistics to strengthen her position. This type of writing is called:

- A. Expository
- B. Narrative
- C. Persuasive
- D. Didactic

Answer: C

Explanation:

The author is hoping to persuade or convince young readers to avoid sex by providing them with facts and using rhetorical devices, such as dispelling opposing arguments.

Question: 2

A reading teacher feels that some of his strategies aren't effective. He has asked a specialist to observe him and make suggestions as to how he can improve. The reading specialist should suggest that first:

- A. The teacher should set up a video camera and record several sessions with different students for the specialist to review. The presence of an observer changes the outcome: if the specialist is in the room, it will negatively affect the students' ability to read.
- B. The teacher should reflect on his strategies himself. Which seem to work? Which don't? Can the teacher figure out why? It is always best to encourage teachers to find their own solutions so that they can handle future issues themselves.
- C. They should meet to discuss areas the teacher is most concerned about and decide on the teacher's goals.
- D. The specialist should arrive unannounced to observe the teacher interacting with students. This will prevent the teacher from unconsciously over-preparing.

Answer: C

Explanation:

They should meet to discuss areas the teacher is most concerned about and decide on the teacher's goals. In order to best achieve goals, those goals must be understood and established.

Question: 3

A kindergarten teacher pronounces a series of word pairs for her students. The students repeat the pairs. Some of the pairs rhyme (see/bee) and some of the pairs share initial sounds but do not rhyme (sit, sun). The students help her separate the word pairs into pairs that rhyme and pairs that do not. Once the students are able to distinguish between two words that rhyme and two words that do not, the teacher says a word and asks them to provide a rhyme. When she says cat a child responds with fat. When she says sing a child offers thing. How does this strictly oral activity contribute to the children's ability to read?

- A. It doesn't. Oral activities must have a written component to be useful to emergent readers.
- B. It is helpful in that it demonstrates how different sounds are made with different letters.
- C. It actually discourages children from reading. By emphasizing orality over literacy, the teacher is suggesting to the children that reading is not an important skill.
- D. Being able to identify rhyme is an important element of phonological awareness.

Answer: D

Explanation:

Young children use language in a solely oral way. Oral language is composed of separate sounds that are represented in written form by the alphabet. In order to read, a child must first have a sense of the sounds that are used in English (phonological awareness). By helping children hear the difference between rhyming and non-rhyming words, the teacher is preparing them to make the transition to sound-letter association and word families.

Question: 4

Syllable types include:

- A. Closed, open, silent e, vowel team, vowel-r, and consonant-le
- B. Closed, open, silent, double-vowel, r, and le
- C. Closed, midway, open, emphasized, prefixed, and suffixed
- D. Stressed, unstressed, and silent

Answer: A

Explanation:

Syllable types include closed, open, silent e, vowel team, vowel-r, and consonant-le. A closed syllable ends with a consonant, such as cat. Open syllables end with a vowel, such as he. Vowel team syllables contain two vowels working together, such as main. Vowel-r syllables such as er and or frequently occur as suffixes. Consonant-le syllables also typically occur as suffixes, such as battle or terrible.

Question: 5

An eighth-grade student is able to decode most words fluently and has a borderline/acceptable vocabulary, but his reading comprehension is quite low. He can be helped with instructional focus on:

- A. Strategies to increase comprehension and to build vocabulary
- B. Strategies to increase comprehension and to be able to identify correct syntactical usage
- C. Strategies to improve his understanding of both content and context
- D. Strategies to build vocabulary and to improve his understanding of both content and context

Answer: A

Explanation:

The student should receive instruction focused on just the areas in which he is exhibiting difficulty, which are comprehension and vocabulary. Improved vocabulary will give him greater skill at comprehending the meaning of a particular text. Strategies focused on enhancing comprehension together with a stronger vocabulary will provide the greatest help.

Question: 6

How can reading comprehension and vocabulary best be assessed?

- A. They should be assessed with brief interviews and tests every two months to determine how much learning has taken place. Students learn in spurts, and in-depth assessments of comprehension and vocabulary are a waste of time.
- B. They should be assessed by a rough a combination of standardized testing, informal teacher observations, attention to grades, objective-linked assessments, and systematized charting of data over time.
- C. They should be assessed by giving students weekly self-assessment rubrics to keep them constantly aware of and invested in their own progress.
- D. They should be assessed by having students retell a story or summarize the content of an informational piece of writing. The degree to which the material was comprehended, and the richness or paucity of vocabulary used in such work, provides efficient and thorough assessment.

Answer: B

Explanation:

Reading comprehension and vocabulary cannot be sufficiently assessed with occasional, brief studies. Performing continuous observation, using high-stakes and standardized testing, paying attention to grades, and closely tracking the outcomes of objective-linked assessments are interrelated tools that, when systematically organized, offer a thorough understanding of students' strengths and weaknesses.

Question: 7

An ORF is:

- A. An Oral Reading Fluency assessment
- B. An Occasional Reading Function assessment
- C. An Oscar Reynolds Feinstein assessment

D. An Overt Reading Failure assessment

Answer: A

Explanation:

ORF stands for oral reading fluency. This assessment measures the words correct per minute (WCPM) by subtracting the number of errors made from the total number of words orally read in a one- to two-minute period of time. It is used to find a student's Instructional reading level, to identify readers who are having difficulties, and to track developing fluency and word recognition over time.

Question: 8

Round-robin reading refers to the practice of allowing children to take turns reading portions of a text aloud to the rest of the group during class. Which of the following statements is least true about this practice?

- A. Students have the chance to practice reading aloud with this strategy'.
- B. This practice is ineffective in its use of time, leaving students who are not reading aloud to become bored or daydream.
- C. Round-robin reading lacks the creativity or engaging qualities that will interest students in building literacy skills.
- D. This practice helps students feel comfortable with reading aloud due to continuous practice and encouragement from the teacher and peers.

Answer: D

Explanation:

Round-robin reading is a common practice in language arts classes and has been for many years. In this process, students take turns reading aloud for their peers. Other students are asked to follow along silently in their texts while a peer is reading. This strategy does provide a way for students to read texts in class and include as many students as possible, which is often the intended outcome. However, this process often creates a boring atmosphere, since only one student at a time is actively engaged. While that student is reading, other students may become distracted by their own thoughts, other school work, or off-task interaction with each other. All of these issues subvert the intended outcome of the process. There is rarely enough time for each student to practice reading aloud to build students' reading fluency or comprehension in significant ways.

Question: 9

Word-recognition ability is:

- A. Equally important to all readers
- B. Used only by fluent readers
- C. Another term for "word attack"
- D. Especially important to English language learners and students with reading disabilities

Answer: D

Explanation:

Word recognition is required for reading fluency and is important to all readers, but it is especially so to English Language Learners and students with reading disabilities. It can be effectively taught through precisely calibrated word study instruction designed to provide readers with reading and writing strategies for successful word analysis.

Question: 10

Research indicates that developing oral language proficiency in emergent readers is important because:

- A. Proficiency with oral language enhances students' phonemic awareness and increases vocabulary.
- B. The more verbally expressive emergent readers are, the more confident they become. Such students will embrace both Academic and Independent reading levels.
- C. It encourages curiosity about others. With strong oral language skills, students begin to question the world around them. The more they ask, the richer their background knowledge.
- D. It demonstrates to students that their ideas are important and worth sharing.

Answer: A

Explanation:

Proficiency with oral language enhances students' phonemic awareness and increases vocabulary. Understanding that words are scripted with specific letters representing specific sounds is essential to decoding a text. Students cannot effectively learn to read without the ability to decode. An enhanced vocabulary supports the act of reading; the larger an emergent reader's vocabulary, the more quickly he will learn to read. He will be able to decode more words, which he can organize into word families and use to decode unfamiliar words.

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