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1. Which of the following computer activities/games would be most beneficial during media time for students who are working on reading fluency?
 - A. Students can select from a variety of high-interest texts and read aloud what they see on the screen.
 - B. Students use high-frequency sight and vocabulary words in their read-alouds and get points for "snapping" (snapping the screen) whenever they find a word.
 - C. Students practice typing on a word-building program to build their speed and accuracy in writing report card papers.
 - D. Students can surf a limited and pre-approved number of internet sites to read on subjects of their choosing.
2. A teacher is fortunate to have several volunteers for the current school year, giving her several hours at least three times a week. He wants to utilize these volunteers in a way that will not only take into account their limited training, but will most benefit students, which option should he choose?
 - A. Ask each parent to speak to the class about what kinds of literary skills they use each day in their careers.
 - B. Bring materials to help guide parents and practitioners to help a child, such as a book, having students identify and sound out unfamiliar words.
 - C. Give each parent a list of common sight words to read, along with one-minute tests, one at a time, having students identify and sound out unfamiliar words.
 - D. Conduct other parents for non-structural tasks, such as making copies, organizing the class library, monitoring the classroom during test time.
3. Which of the following aspects of oral reading is the most important accompaniment to speed and accuracy?
 - A. Visual expression based on punctuation and content.
 - B. Intentional focus of the task to be read aloud.
 - C. Consistently increasing the number of words read aloud per minute.
 - D. Intentional focus of the task to be read aloud.
4. Which of the following activities is widely used in building students' reading fluency?
 - A. Give focus on phonics instruction.
 - B. Participation in modified reading activities.
 - C. Following speed-reading instructions often used in adult literacy courses.
 - D. Monitoring a group of elementary-age students' reading fluency, which of the following students may need extra or sustained instruction?
 - A. A student who reads an unfamiliar text more slowly than he reads a familiar text.
 - B. A student reading an intermediate-level text, finding approximately 1 in 20 words difficult to read.
 - C. A student reading an intermediate-level text, finding approximately 1 in 5 words difficult to read.
 - D. A student who scores a 70% on a comprehension test.
6. Which of the following reading assignments would be most appropriate as a context for teaching students how to preview information to improve comprehension?
 - A. A written version of a popular movie that most of the students have seen outside of class.
 - B. A reading assignment that is too difficult based on their ability.
 - C. A reading assignment that is right above their ability.
 - D. A set of poems that will be studied next month during Poetry Week.
7. A sixth-grade teacher is preparing to begin a unit in which students will be reading a novel in class. She plans to use the novel to teach her students specific strategies to improve and monitor their reading comprehension. Which of the following techniques would have the least-expected effect?
 - A. Discuss story elements such as exposition, climax and resolution.
 - B. Demonstrate the practice of stopping at the end of chapters to summarize and review the content.
 - C. Ask students to complete a reading sheet before taking the unit test.
 - D. Practice discussing unfamiliar words throughout the book to avoid knowledge of frequently-used root words.
8. A teacher notices that her new student, Carl, has a hard time answering questions related to comprehension during class and can struggle time on comprehension quizzes and worksheets. What would be the most logical first step in determining how to help Carl?
 - A. Encourage Carl to read all assigned texts at least twice before class to help him understand what he has read.
 - B. Provide Carl with many "cues" before he begins to read to ensure his comprehension stays on track.
 - C. Ask Carl to read aloud with his teacher individually so that she can ensure that he is reading with expected accuracy and fluency.
 - D. Encourage Carl to work on his own to be able to work on easier comprehension material until his skills are brought up to speed.
9. Which of the following would be the best strategy for helping eighth-grade students choose books that they will read independently and use to write book reports?
 - A. Provide them with a list of books that the students can pick that you have personally read and understood.
 - B. Allow students to freely pick their books, but require that they read a few pages aloud to you in order to ensure that the reading level is neither too easy nor too difficult based on their ability.
 - C. Encourage the students to read a book that contains unfamiliar words, and inform us that they will be challenged to use context clues, dictionaries and other sources to build comprehension, and inform us that they will be challenged to use context clues to determine how to solve the problem.
 - D. Encourage the students to read a book that contains unfamiliar words, and inform us that they will be challenged to use context clues to determine how to solve the problem.
10. Which of the following students is not performing "at grade level" according to Texas standards and may warrant academic support or tutoring?
 - A. Francine, seventh grade, books purchased and becomes very quiet when asked to state her opinion about a particular subject in class discussion and rarely raises her hand when a question about text comprehension is posed.
 - B. James, fifth grade, is able to comprehend most of what she reads in grade and in fiction, but sometimes has trouble understanding the main idea.
 - C. Bernice, sixth grade, can read fluently aloud and often recall concrete facts, but is rarely able to draw conclusions, make inferences, or understand figurative language.
 - D. Matthew, eighth grade, has read most of what he has read in class and frequently fails to complete his assignments, but often contributes intelligently to class discussion in assigned or assigned or frequently fails to complete his assignments.

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