

College Admission TExES-Core-Subjects

TExES Core Subjects EC-6 (391) Certification Exam

Questions And Answers PDF Format:

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Question: 1

Which of the following reference sources would help a reader find out the meaning of a specialized vocabulary or terminology word in a technical or subject-specific text?

- A. Glossary
- B. Dictionary
- C. Style manual
- D. Spell checker

Answer: A

Explanation:

A glossary is a list of specific vocabulary or terminology used in a text with definitions for each word listed. This is the best reference source to find the meanings of technical or subject-specific words used in the text. A dictionary (b) gives the spelling, pronunciation, syllabication, definition, and sometimes examples used in sentences of ALL recognized words in the written language. A style manual (c) tells writers how to organize written works, cite references, etc. A spell checker (d), commonly included in word-processing programs, identifies misspelled or mistyped words in documents.

Question: 2

The students are being asked to:

- A. Read the documents several times. skimming to a deeper level of understanding each time.
- B. Read the documents quickly, looking for those that offer the most basic, general information.
- C. Read the documents quickly, looking for key words in order to gather the basic premise of each.
- D. Read the documents carefully, looking for those that offer the most in-depth information.

Answer: C

Explanation:

The students have been instructed to read the documents quickly, looking for key words in order to gather the basic premise of each. Skimming allows a reader to quickly gain A broad understanding of a piece of writing in order to determine if a more thorough reading is warranted. Skimming allows students who are researching a topic on the internet or in print to consider a substantial body of information in order to select only that of particular relevance.

Question: 3

Which of the following is a primary source?

- A. A report of an original research experiment
- B. An academic textbook's citation of research
- C. A quotation of a researcher in a news article
- D. A website description of another's research

Answer: A

Explanation:

When a researcher has conducted an original experiment and reports the results, findings, and associated conclusions in a research report, that report is considered a primary source. Academic textbooks, journal articles, articles in other periodicals, and authoritative databases may all be primary sources. When an academic textbook cites research by others, that citation is considered a second source as it refers to information originally presented by others. When a news article quotes a researcher's writing, that is also a secondary source, as is a description given on a website of another person's research.

Question: 4

Which of the following choices describes the best introduction to a unit on oral traditions from around the world?

- a. Introducing games that practice new sight words, encoding words based on phonics rules, and answering short comprehension questions.
- b. Setting up video-conferencing with a school in Asia so that students can communicate with children from other countries.
- c. Inviting a guest speaker from a nearby Native American group to demonstrate oral storytelling to the class.
- d. Creating a slide show presentation about various types of oral cultures and traditions and characteristics of each.

Answer: C

Explanation:

Oral language is a vital aspect of any language arts instruction. Often, the first concepts of language are transmitted via oral and auditory processes. The first Americans also possessed a rich oral culture in which stories and histories were passed down through generations via storytelling. Inviting a guest speaker who is part of this culture helps students understand more about cultures in their world, as well as the value of oral language and storytelling. This introduction gives students a relevant personal experience with which to connect what they will be learning in class.

Question: 5

Researchers have found which of these relative to understanding how students learn vocabulary?

- A. Which methods educators use to measure vocabulary knowledge do not matter.
- B. Which vocabulary words teachers are instructing students in must be considered.
- C. Which levels of vocabulary knowledge different students possess is not relevant.
- D. Which vocabulary size variations exist among students cannot inform this subject.

Answer: B

Explanation:

Researchers from the National Institute of Child Health and Human Development (NICAD) report that, to understand how students learn vocabulary, it is necessary to consider which methods educators use to measure vocabulary knowledge (a), in which vocabulary words teachers are instructing students (b), levels of student vocabulary knowledge (c), and variations in vocabulary size among students (d).

Question: 6

In evaluating the effectiveness of different vocabulary teaching methods with young children, what have investigators found about teacher questions?

- A. Children learn new words better when teachers alternate low-demand and high-demand questions.
- B. Children learn new words better when teachers ask them questions without any temporary support.
- C. Children learn new words better when teachers ask them only questions with the highest complexity.
- D. Children learn new words better when teachers scaffold. moving gradually from low to high demand.

Answer: D

Explanation:

Investigators evaluating teacher questioning and support techniques find that young children learn new words better when teachers provide scaffolding (i.e., temporary support, provided as needed and gradually withdrawn as proficiency increases) by starting with low-demand questions and gradually adding complexity until questions become high-demand, rather than alternating between low and high demand (a), not providing any scaffolding (b), or asking only high-demand questions (c).

Question: 7

When a researcher writes a paper to report on a study, which functions does the statement of the research question or problem serve?

- A. Identifies the issue but not why the researcher cares about it
- B. Identifies the variables of focus rather than why they matter
- C. Identifies the issue, its importance. and the scope of research
- D. Identifies only scope of research and variables of study focus

Answer: C

Explanation:

The research question or problem statement in a research paper or report identifies the issue under study AND why it is important to the researcher the variables of the study's focus AND why these are important and the scope of the research which is defined by identifying the variables of focus. Therefore, choice (d) is incorrect as it does more than these things.

Question: 8

Which of these is true about young children's preferred conversation topics and how teachers can use conversation to facilitate vocabulary acquisition and sentence completion?

- A. When children speak in incomplete sentences, teachers should not extend these.
- B. Young children would rather talk about other people than talk about themselves.
- C. Young children prefer to talk about new things that they have not yet experienced.
- D. When children misuse words, teachers can recast them showing the correct usage.

Answer: D

Explanation:

Teachers can effectively use conversation with young children to teach them grammar and vocabulary in natural contexts. When a child uses a word incorrectly in conversation, for example, the teacher can recast the word to show its correct usage (e.g. if the child says someone was driven to the hospital "in the siren," the teacher can respond, "They took her to the hospital in an ambulance with the siren sounding?"). When children speak in incomplete sentences, teachers can and should extend them by repeating what the child said in a complete sentence (A). Young children enjoy talking about themselves most (B); about what they are doing; and about familiar people, objects, and events (C) that access their knowledge. Lessons are not better than conversation for teaching grammar and vocabulary, especially for children who are too young to "sit still and listen" and learn better through natural interactions like conversations.

Question: 9

The purpose of corrective feedback is:

- A. To provide students with methods for explaining to the teacher or classmates what a passage was about
- B. To correct an error in reading a student has made, specifically clarifying where and how the error was made so that the student can avoid similar errors in the future
- C. To provide a mental framework that will help the student correctly organize new information
- D. To remind students that error is essential in order to truly understand and that it is not something to be ashamed of

Answer: B

Explanation:

A reading teacher offers corrective feedback to a student in order to explain why a particular error in reading is, in fact, an error. Corrective feedback is specific; it locates where and how the student went astray so that similar errors can be avoided in future reading.

Question: 10

Concerning spelling, what statement is correct about how children learn?

- A. Children must be taught spelling patterns as they will not learn them incidentally.
- B. Children who know basic spelling rules can deduce spellings for words they hear.
- C. Children may be able to spell words, but this does not mean they can read them.
- D. Children's reading and writing skills promote spelling, but the reverse is not true.









Answer: B

Explanation:

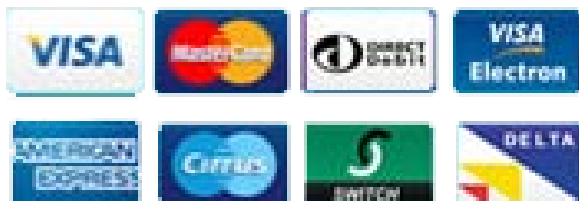
Once children have learned the basic rules and principles for spelling in their native language, they can usually figure out how to spell words that are new to them when they hear them spoken. As children accrue experience in communicating with language, they notice basic patterns in letter combinations, syllables, common word roots, prefixes, suffixes, endings, etc., so much of their knowledge of spelling patterns comes through incidental learning (A). Also, children usually can read words that they can spell. Therefore, not only do their reading and writing skills support correct spelling, but reciprocally, good spelling skills also support children's reading and writing (D).

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