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Question: 1

When should students learn how to decode?

- A. Decoding is the most basic and essential strategy' to becoming a successful reader. It should be introduced to kindergartners during the first two weeks of school.
- B. Decoding is not a teachable skill. It is an unconscious act and is natural to all learners.
- C. Decoding should be taught only after children have mastered every letter—sound relationship as well as every consonant digraph and consonant blend. They should also be able to recognize and say the 40 phonemes common to English words and be able to recognize at least a dozen of the most common sight words.
- D. Decoding depends on an understanding of letter-sound relationships. As soon as a child understands enough letters and their correspondent sounds to read a few words, decoding should be introduced.

Answer: D

Explanation:

Decoding depends on an understanding of letter-sound relationships. As soon as a child understands enough letters and their correspondent sounds to read a few words, decoding should be introduced. The act of decoding involves first recognizing the sounds individual letters and letter groups in a word make and then blending the sounds to read the word.

Question: 2

Which statement accurately reflects a principle regarding self-questioning techniques for increasing student reading comprehension?

- A. Asking only what kinds of "expert questions" fit the text's subject matter
- B. Asking only those questions that the text raises for the individual student
- C. Asking how each text portion relates to chapter main ideas is unnecessary
- D. Asking how the text information fits with what the student already knows

Answer: D

Explanation:

When students ask themselves how the information in a text they are reading fits with what they already know, they are relating the text to their own prior knowledge, which increases their reading comprehension. Students should not only ask themselves what kinds of "expert questions" fit the subject matter of the text (A)—e.g., classification, physical, and chemical properties are typical question topics in science; genre, character, plot, and theme are typical of literature questions; sequence, cause-and-effect, and comparison-contrast questions are typical of history—but also what questions the material brings up for them personally (B). It is necessary and important for students to ask themselves continually how each text portion relates to its chapter's

main ideas (C) as they read to optimize their reading comprehension and retention.

Question: 3

Tecoding" is also called:

- A. Remediation
- B. Deciphering
- C. Alphabetic principle
- D. Deconstruction

Answer: C

Explanation:

The act of decoding involves first recognizing the sounds individual letters and letter groups make and then blending the sounds to read the word. A child decoding the word spin, for example, would first pronounce sp/i/n as individual sound units. She then would repeat the sounds, smoothly blending them. Because decoding involves understanding letters and their sounds, it is sometimes known as the alphabetic principle.

Question: 4

Students receive a new text full of technical terminology unfamiliar to them. Which reference source is likely to be most efficient in helping them understand these terms?

- A. Encyclopedia
- B. Dictionary
- C. Thesaurus
- D. Glossary

Answer: D

Explanation:

Found within a text, a glossary is a list of key vocabulary words or technical terms used specifically in that text, along with their definitions. This will most efficiently help students find the meanings of unfamiliar terminology'. Encyclopedias (A) provide extensive information about people, places, and things rather than word definitions. Dictionaries (B) give definitions of all or most words in the language, which would be less efficient for looking up words or terms specific to one text. A thesaurus (C) provides synonyms for all or most words defined in dictionaries.

Question: 5

A kindergarten teacher is administering a reading assessment to her students. She dictates some CVC words and asks students to write them down on paper. The words she dictates are cat and cot. One student writes the following responses on her paper.

bhp
wpi

Which skill should the teacher focus on first with this student?

- A. Phonological awareness
- B. Alphabetic principle
- C. Phonics generalizations
- D. Blending

Answer: B

Explanation:

The student's responses include random strings of letters that do not correlate with the sounds in the spoken words. Additionally, she has represented the /c/ sound at the beginning of each word differently in her responses. Understanding that letters make predictable sounds is part of the alphabetic principle. Her three-letter responses indicate that she has some phonological awareness skills. She knows there are three sounds in each word, but she is not aware of which letters are used to represent each sound. Teaching phonics generalizations will be more helpful after the student has developed an awareness of the alphabetic principle and consistently matches letters to their sounds.

Question: 6

Which of the following statements is true regarding word walls?

- A. They should mainly focus on content-related words.
- B. They should contain only words that are difficult for students to spell independently.
- C. They should be flexible, allowing words to be added and removed throughout the year.
- D. They are only needed for students in the emergent stage of reading development.

Answer: C

Explanation:

Word walls should be flexible, meaning words can be removed if students have mastered them, and new words can be added as they are introduced. It is also helpful if the words on word walls are removable, so students can take them to other areas of the room when they are using them for reading and writing activities. Choice A is incorrect because there are many types of words that can be included on word walls, including content-related vocabulary, academic vocabulary, and high-frequency words. Choice B is incorrect because words can be displayed on word walls for different reasons. For example, words containing the same root can be displayed to help students see relationships between words. Because word walls can contain different types of words and be used for different purposes, they can be helpful for readers in all stages of reading development.

Question: 7

A teacher wants to help her students develop metacognitive skills. Which guiding question can she prompt students to ask themselves while reading?

- A. Who are the major and minor characters?
- B. Were my predictions correct?
- C. What happened first?
- D. What is the theme of the story?

Answer: B

Explanation:

Metacognition refers to thinking about one's own thinking. Proficient readers use metacognitive skills to self-monitor their own understanding and make corrections when necessary. Making predictions, and then later assessing and revising them if necessary, demonstrates use of metacognitive skills. The other options require students to recall and/or analyze information, but they do not ask students to reflect on their own thinking.

Question: 8

A teacher gives students an unfamiliar text. Without doing a picture walk or pre-teaching any vocabulary words, she asks them to read it once independently. During this first reading, students are told to identify the overall meaning of the text, as well as note their initial impressions. Students discuss these responses with their peers. The teacher then asks the students to read a specific portion of the text a second time, analyzing the author's use of figurative language. Students then discuss their thoughts again. The teacher then asks the students to reread the text a third time, comparing and contrasting the main character with the main character in another text they have read. Students once again share their responses with peers. Which type of reading activity does this example demonstrate?

- A. Guided reading
- B. SQ3R
- C. Close reading
- D. Scanning

Answer: C

Explanation:

Close reading involves multiple readings of the same text, with students analyzing different layers of the text each time. Students read the texts independently, with no picture walks or pre-teaching beforehand. Close reading is designed to help students become actively involved in the reading process and develop deeper understandings of what they have read. Guided reading is done in small groups, with teachers focusing on targeted skills based on students' needs. Additionally, picture walks are often done in guided reading groups. SQ3R is a strategy often used to help students comprehend textbook readings. It involves students doing a quick survey of the text, followed by identification of questions about the text. Students then read the text, recite it in their own words, and review the main idea. Scanning involves reading quickly to identify specific

information.

Question: 9

What should a young child NOT be able to identify during informal assessment of print concept awareness?

- A. Where the teacher should start reading aloud
- B. The title of the book
- C. What a period means in a book
- D. All of the words in the book

Answer: D

Explanation:

During informal assessment for print concept awareness, a young child who cannot read yet should be able to identify where the teacher would start reading the book aloud (A), the title of the book (B), the meaning of a period as the end of a sentence in the book (C), a word in or on the book as well as a letter within a word in the book and spaces between words in the book, and the front, back, and directionality of the book.

Question: 10

Some experts maintain that teaching reading comprehension entails not only the application of skills but also the process of actively constructing meaning. They describe this process as interactive, strategic, and adaptable. Which of the following descriptions best applies to the interactive aspect of this process?

- A. The process involves the text, the reader, and the context in which reading occurs.
- B. The process involves readers using a variety of strategies in constructing meaning.
- C. The process involves readers changing their strategies to read different text types.
- D. The process involves changing strategies according to different reasons for reading.

Answer: A

Explanation:

The process of actively constructing meaning from reading is interactive, in that it involves the text itself, the person reading it, and the setting in which the reading is done. These three elements influence each other, and this is the concept indicated by the term interactive in the question, so choice A is correct. Choice B is a better definition of the strategic aspect of the process. Choices C and D are better definitions of the adaptable aspect of the process.



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