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## Questions & Answers PDF

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## Question: 1

In the three cueing systems model of word recognition in reading instruction, which of the following types of cues relates primarily to the structure of sentences and the arrangement of words?

- A. Graphophonic
- B. Semantic
- C. Syntactic
- D. Pragmatic

**Answer: C**

Explanation:

In the three cueing systems model used in teaching reading, there are three types of cues that allow readers to comprehend texts: syntactic cues, phonological or graphophonic cues, and semantic cues. Syntactic cues, those provided by syntax, exist in the grammar of the text, and include cues such as sentence structure, word order, parts of speech, and inflections or endings. Therefore, choice C is correct. Choices A and B refer to other cueing systems, so these choices are incorrect. The phonological or graphophonic cueing system (A) is a set of cues that exist in the language's speech sounds, or phonemes, and the letters representing them. The semantic cueing system (B) is a set of cues that exist in the meanings of words and the morphemes that make up words. Choice D is incorrect because pragmatic cues are not one of the three sets of cues included in the three cueing system model. Pragmatic cues involve reader understanding of their reasons for reading and of how text structures operate. (In linguistics, pragmatics is the study of how language is used for social communication.)

## Question: 2

When working with English language learners, the teacher should:

- A. Avoid idioms and slang, involve students in hands-on activities, reference students' prior knowledge, and speak slowly.
- B. Speak slowly, use monosyllabic words whenever possible, repeat each sentence three times before moving to the next sentence, and employ idioms but not slang.
- C. Use monosyllabic words whenever possible, repeat key instructions three times but not in a row, reference students' prior knowledge, and have students keep a journal of new vocabulary.
- D. Have students keep a journal of new vocabulary, reference students' prior knowledge, speak slowly, and involve students in hands-on activities.

**Answer: A**

Explanation:

Teachers of English language learners should not employ idioms and slang in their instruction because

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these informal uses of speech are likely to confuse the students. Involving students in hands-on activities such as group reading and language play makes the experience both more meaningful and more immediate. New knowledge can only be absorbed by attaching it to prior knowledge: referencing what students already know is essential. Speaking slowly to English language learners is important, because they are processing what is being said at a slower rate than a native speaker.

### Question: 3

Which of the following can the writer determine without considering the audience?

- A. Purpose
- B. Structure
- C. Word choice
- D. Amount of research

**Answer: A**

Explanation:

Considering audience is not necessary in order to determine purpose, so choice A is correct. Choice B is incorrect because writers should use audience and purpose to decide on the best structure and organization for those who will read the writing. Choice C is incorrect, as audience, along with purpose of writing, will determine what style and tone to use in a piece of writing, and will therefore affect word choice. Identifying an audience will also help in choosing specific words that will be most understandable and appealing to readers. Finally, choice D is incorrect because audience will also dictate how much time to spend on research. Some readers will expect more supporting evidence, while others will not.

### Question: 4

The pairs of words sea and see, fair and fare, are called:

- A. Homophones
- B. Antonyms
- C. Homographs
- D. Twin words

**Answer: A**

Explanation:

Homophones. Homophones are a type of homonym that sound alike but are spelled differently and have different meanings. Other examples are two, to, and too and there, they're, and there.

### Question: 5

Which of these accurately reflects research findings on gender differences in early childhood motor development?

- A. Preschool girls are found to be equally muscular as, but more physically mature than, boys are in preschool.
- B. Preschool boys exhibit both more strength and coordination in large-muscle gross-motor skills than girls do.
- C. Preschool girls exhibit more fine-motor skills, but less gross-motor coordination, than boys do in preschool.
- D. Despite certain differences, preschool motor development between genders is more similar than different.

**Answer: D**

Explanation:

Researchers have observed consistent gender differences in preschool physical and motor development; however, they also observe that in spite of these differences, overall the physical and motor development of preschoolers is more similar than different between genders. In general, the differences are not significant enough to place any emphasis on motor development differences between preschool boys and girls. Some known differences, however, include that preschool boys are more muscular than preschool girls, but preschool girls are more physically mature than preschool boys (A). While preschool boys exhibit more strength in large-muscle, gross-motor skills, preschool girls exhibit more coordination in large-muscle, gross-motor skills (B and C). Additionally, preschool girls are superior to preschool boys in fine-motor skills as well as gross-motor coordination (C).

### Question: 6

Which of the following correctly represents the sequence of stages or steps in the writing process?

- A. Prewriting, drafting, revising, editing, publishing
- B. Prewriting, drafting, editing, publishing, revising
- C. Prewriting, editing, drafting, revising, publishing
- D. Prewriting, drafting, editing, revising, publishing

**Answer: A**

Explanation:

After prewriting (planning, visualizing, brainstorming), the correct sequence of steps in the writing process are as follows: drafting, in which the writer takes the material generated during prewriting work and makes it into sentences and paragraphs; revising, where the writer explores to improve the quality of the writing; editing, in which the writer examines their writing for distinct errors (such as factual inaccuracies, typos, grammar mistakes, etc..) and corrects them; and finally publishing, when the writer considers what they have written complete and makes it available for others to read as they please. Though writers may return to earlier parts of the process in the course of revising and editing, this basic sequence of steps is still considered to be the writing process.

### Question: 7

A school has a policy of only permitting administration of its first choice among standardized formal assessments of phonological development twice per school year to conserve money and time. A first-grade teacher wanting to inform her instructional planning, implementation, and adjustments appropriately can do which of these?

- A. Stick to the school's policy and do the best she can with the results

- B. Lobby administrators to change policy to giving this test more often
- C. Use informal assessments continually and exclusively
- D. Conduct informal and other formal assessments on an ongoing basis

**Answer: D**

Explanation:

The most practical, thorough, and effective solution is to conduct informal assessments, as well as formal assessments other than the one the school has selected for biannual administration, to obtain continuing data on student phonological development to inform instructional planning, implementation, and adjustments according to student responses. Limiting assessment to the biannual formal test (A) will not provide enough information for individualizing instruction to each student's needs timely enough. Lobbying administrators to change policy (B) could work with some teachers and some administrators, but in many other cases would waste energy and time—and could strain teacher-administrator relations—without succeeding. Using informal assessments continually (C) is a good but not complete solution, whereas using both informal and other formal assessments continually (D) is.

**Question: 8**

Natasha designs a square pyramidal tent for her children. Each of the sides of the square base measures  $x$  ft. and the tent's height is  $h$  feet. If Natasha were to increase by 1 ft the length of each side of the base, how much more interior space would the tent have?

- a.  $\frac{x^2h+2xh+h}{3}$  ft<sup>3</sup>
- b.  $\frac{2xh+h}{3}$  ft<sup>3</sup>
- c.  $\frac{x^2h+3}{3}$  ft<sup>3</sup>
- d. 1 ft<sup>3</sup>

**Answer: B**

Explanation:

The volume of Natasha's tent can be found by using the volume formula for a square pyramid,  $V = \frac{1}{3}Bh = \frac{1}{3}s^2h$ , where  $B$  is the area of the base,  $s$  is the side length of the square base, and  $h$  is the height of the pyramid. Therefore, the volume of her tent is  $\frac{x^2h}{3}$ . If she were to increase the length of each side of the square base by 1 ft, the tent's volume would be  $\frac{(x+1)^2h}{3} = \frac{(x^2+2x+1)(h)}{3} = \frac{x^2h+2xh+h}{3} = \frac{x^2h}{3} + \frac{2xh+h}{3}$ . Notice this is the volume of Natasha's tent,  $\frac{x^2h}{3}$ , increased by  $\frac{2xh+h}{3}$ .

**Question: 9**

A class is reading a 14-line poem in iambic pentameter. There are three stanzas of four lines each, and a two-line couplet at the end. Words at the end of each line rhyme with another word in the same stanza

- a. The class is reading a:
  - A. Sonnet
  - B. Villanelle
  - C. Sestina
  - D. Limerick

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**Answer: A**

Explanation:

There are three primary types of sonnets. The Shakespearean sonnet is specifically what these students are reading. A Spenserian sonnet is also composed of three four-line stanzas followed by a two-line couplet; however, the rhymes are not contained within each stanza but spill from one stanza to the next (abab bcba cdcd ee). A Petrarchan sonnet divides into an eight-line stanza and a six-line stanza.

**Question: 10**

In order to effectively educate students of diverse backgrounds, a drama teacher might do which of the following?

- A. Seek out plays and scripts written by minorities
- B. Single out students of diverse backgrounds and make them do oral reports on their culture
- C. None of the answers are appropriate. It is never a drama teacher's responsibility to educate students about diversity
- D. Assign minority roles to Caucasian students

**Answer: A**

Explanation:

To effectively stress diversity in the classroom, a teacher should introduce scripts containing multicultural themes and characters of all ethnic backgrounds. It would never be a good idea to single out a student of a different race or cultural heritage for any reason, so answer choice B is incorrect. Teaching diversity is indeed part of most curriculums, so answer choice C is incorrect. Assigning minority roles to Caucasian students would be more closely related to nontraditional casting, not diversity in education, so answer choice D is incorrect.



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