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Question: 1

During assessment, a young child is able to identify and differentiate typical English- language speech sounds. This best reflects which type of awareness?

- A. Phonic
- B. Phonetic
- C. Phonemic
- D. Alphabetic

Answer: C

Explanation:

Phonic awareness, or phonics (A), is knowing how alphabet letters correspond to speech sounds and vice versa. Awareness of phonetics (B) is knowing specific individual variations in speech sounds within a language. Phonemic (C) awareness is knowing the standard, general, or typical speech sounds used in a language. Alphabetic (D) awareness is knowing the written letter symbols representing speech sounds. (The alphabetic principle is the basis of phonics.)

Question: 2

Which of these statements is most applicable to instruction in phonemic awareness?

- A. Instruction in phonemic awareness should be standardized across students since it is a basic skill.
- B. Instruction in phonemic awareness should be uniform since children start school at similar levels.
- C. Instruction in phonemic awareness should be individualized to address each child's specific needs.
- D. Instruction in phonemic awareness should be less critical as it is unrelated to later reading ability.

Answer: C

Explanation:

Instruction in phonemic awareness should be individualized to address each child's specific needs. While it is a basic skill and the main prerequisite in reading instruction, this does not mean it should be standardized across students (A), because children start school with very different levels of phonemic awareness (B). Instruction in phonemic awareness is critical because phonemic awareness strongly predicts future reading ability (D).

Question: 3

In the response to intervention (RTI) framework, which recommendations from the federal What Works Clearinghouse (WWC) apply to all three RTI tiers regarding primary- grades classroom reading instruction?

- A. Intensive instruction
- B. Small-group instruction
- C. Differentiated instruction
- D. Evidence-based instruction

Answer: C

Explanation:

The WWC recommends differentiated instruction to students in all three tiers of RTI programs. However, it recommends intensive instruction (A) only for students in Tiers 2 and 3 (20-40 minutes three to five times weekly for Tier 2, daily for Tier 3). Small-group instruction (B) is common to Tiers 2 and 3 to enable more intensive intervention; Tier 1 typically encompasses independent, paired, small-group, and whole-class instruction. While the VVI'VC panel concedes that the ideal primary-grades classroom reading instruction would be evidence-based (D), it finds insufficient research evidence on which to base it.

Question: 4

Following instruction time, Ms. Pitman provides each student with a small sign that can be hung around the waist or neck. Ten children in her class receive signs displaying a single weekly vocabulary word. Five students get signs with the following: dis-, re-, pre-, un-, and mis-. The remaining students have signs with the following: -ing, -ed, -s, -less, and -fill. What is the best choice for a follow-up class activity based on this information?

- A. The students are arranged into groups to demonstrate tangibly that certain parts of the English language have fixed functions.
- B. Each student must use his or her sign to brainstorm a list of possible words that include those letters.
- C. Each time a bell is rung, students must find a new partner with whom he or she can combine signs to make a new word.
- D. Ask each student to explain what his or her sign means and how it functions in the English language.

Answer: C

Explanation:

One-half of the class receives signs showing vocabulary words, which are probably used as root words. The remaining students are split into two general groups: those with prefixes on their signs and those with suffixes. The best approach is to get the students moving, listening, and talking in order to solidify their understanding of how roots, suffixes, and prefixes work together to make new meanings out of various root words. This approach also allows the students to participate in a game in a group context, making the activity more fun and engaging.

Question: 5

A first-grade teacher schedules 10 minutes each day for sight word practice. This daily practice will most likely improve students' reading proficiency by building which skill?

- A. Decoding
- B. Automaticity
- C. Phonemic awareness
- D. Phonological awareness

Answer: B

Explanation:

Automaticity refers to the ability to recognize printed words quickly and effortlessly. Because sight word practice helps increase the number of words students can recognize quickly and effortlessly, it builds automaticity. Sight words can be difficult to decode using typical phonics rules. Phonemic awareness and phonological awareness involve identifying and manipulating sounds rather than reading printed words.

Question: 6

Meg is preparing an expository research report to share information about the costs involved in pet ownership. She shares information she printed from a website during her research that she plans to incorporate into her report. The website states, "Even though having a dog requires a significant amount of time and attention, I believe it is definitely worth it. Everyone should have a pet dog because they are the most loyal friends you will ever find." Which of the following would be the most appropriate topic for a mini-lesson based on Meg's current plans?

- A. Synthesizing information from multiple sources
- B. Choosing between a descriptive and compare/contrast text structure
- C. Using headings and other expository text features
- D. Differentiating between facts and opinions

Answer: D

Explanation:

Meg is creating an expository research report to share information about the costs involved in pet ownership. The information she obtained from the website contains opinions rather than facts, which is signaled using phrases like "I believe" and "most loyal." It is important for Meg to differentiate between the two so that she can support her topic with facts. While Meg will likely need to synthesize information from multiple sources, choose an appropriate text structure, and include text features, the information provided indicates that differentiating between facts and opinions is an immediate need in order for Meg to successfully complete the assignment.

Question: 7

Of the following, which kind of learning disability would have the most direct impact on a student's reading instruction?

- A. An expressive language disorder
- B. A receptive language disorder
- C. An disorder
- D. A movement disorder

Answer: B

Explanation:

Although concurrent learning disabilities and disorders are common, e.g., attentional, receptive, and expressive language difficulties often coexist, an expressive language disorder (A) would have the most direct impact on a students speaking and writing performance and instruction. A receptive language disorder (B) would have the most direct impact on a student's listening and speaking performance and instruction. An articulation disorder (C) would have the most direct impact on a student's correct or intelligible speech production or pronunciation. A movement disorder (D) could have impacts on speech production, but by itself it should not affect language or reading development.

Question: 8

Among effective reading strategies, which one involves recalling relevant past experience and existing knowledge to construct meaning from the new information in text that one reads?

- A. Inferring
- B. Activating
- C. Questioning
- D. Summarizing

Answer: B

Explanation:

Activating is the term experts use to identify the reading strategy whereby the reader activates prior knowledge and applies it to the new information in reading to construct meaning from it. Inferring is a strategy whereby the reader combines what the text states explicitly with what it does not state but implies, and combines these both with what s/he already knows to draw inferences. Questioning is the reading strategy' whereby the reader engages in "learning dialogues" with the text. author, classmates, and teachers to ask and answer questions about the text. Summarizing is the reading strategy' whereby the reader paraphrases or restates what s/he perceives as the text's meaning.

Question: 9

Which of the following statements regarding the acquisition of language is false?

- A. Young children often have the ability to comprehend written language just as early as they can comprehend or reproduce oral language when given appropriate instruction.
- B. Oral language typically develops before a child understands the relationship between spoken and written words.
- C. Most young children are first exposed to written language when an adult reads aloud.
- D. A child's ability to speak read, and write depends on a variety of physiological factors, as well as environmental factors.

Answer: A

Explanation:

Most adults can understand the relationship between oral and written language: components of oral language have representational symbols that can be written and decoded. However, most normally-developing children acquire spoken language first and begin to develop reading and writing skills as they approach school-age. Many children are first exposed to the concept of written language when an adult introduces books or other written texts. However, a child's ability to read and write develops over time and is dependent on the development of physiological processes such as hearing, sight, and fine motor skills for writing. Written language development also typically requires direct instruction. Most children must be taught to read and write and rarely learn these skills simply by observing others.

Question: 10

Which choice is correct regarding flexible grouping for reading instruction within and across classrooms?

- A. Flexible grouping within the classroom is a homogeneous format.
- B. Flexible grouping across classrooms has a heterogeneous format.
- C. Flexible grouping within the classroom prohibits added resources.
- D. Flexible grouping across classrooms can vary teachers for reading.

Answer: D

Explanation:

For reading instruction, flexible small groups can be created by student skill levels within a classroom or across classrooms. Grouping within the classroom is heterogeneous (A); grouping across all classrooms at one grade level is more homogeneous (B). For within-classroom groups, schools can bring in additional materials, staff, and other resources (C) during reading block times for small-group instruction. For across-classroom groups, depending on student needs, students' original classroom teacher or another teacher may give them reading instruction (D).

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