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MTEL-Foundations-of-Reading
MTEL Foundations of Reading (190) Certification Exam

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Question: 1

Laura is reading an expository text and struggles to decode the words rabbit and problem. Which spelling pattern would be most beneficial for the teacher to practice with Laura ?

A. Open syllables
B. Closed syllables
C. CVCC spelling patterns
D. Double consonants

Answer: B

Explanation:
Closed syllables end with consonants and show readers places where words can be divided during decoding. By dividing the words into syllables, Laura can sound out rabbit and problem more easily. Open syllables end with vowels, and these words do not contain open syllables. If Laura divides the words into sections with CVCC spelling patterns, she will not be dividing them into syllables, which will make decoding more difficult. Double consonants occur when the same consonant appears twice in a row in a word. Although rabbit has a double consonant (the two b's), problem does not.

Question: 2

Which of the following examples best demonstrates an intensive intervention plan for a student whose assessment results show she is performing below benchmark levels in decoding consonant blends?

A. Sending home leveled readers containing numerous consonant blends for the student to read with family members
B. Requiring the student to complete independent activities related to consonant blends during the daily word work station
C. Adding 15 minutes of small-group instruction on consonant blends four times per week
D. Teaching a whole-class lesson on consonant blends, followed by multiple independent practice activities

Answer: C

Explanation:
Choice C best demonstrates an intensive intervention plan because it includes small-group, targeted instruction at frequent, regularly scheduled times. The remaining options can assist the student with learning consonant blends, but they do not include frequent, regularly scheduled teacher interactions. During these intervention times, the teacher can provide instruction, supervise practice opportunities, offer feedback, monitor progress, and more.

Question: 3

Code knowledge" facilitates reading fluency because:

A. It brings the entirety of the student's previous experience to bear on decoding a text.
B. It offers a framework for organizing new information by assigning code words to sets of ideas.
C. There is no such thing as "code knowledge." The correct term is "core knowledge."
D. It offers a systematic approach to untangling the wide variety of vowel sounds when an unfamiliar word is encountered.

Answer: D

Explanation:
It offers a systematic approach to untangling the wide variety of vowel sounds when an unfamiliar word is encountered. Code knowledge, also called orthographic tendencies, is a helpful approach to decoding a word when multiple pronunciation possibilities exist. For example, in the words toe, go, though, and low, the long O sound is written in a variety of ways. A code knowledge approach teaches a reader to first try a short vowel sound. If that doesn't help, the reader should consider the different ways the vowel or vowel groups can be pronounced, based on what he knows about other words.

Question: 4

Among some of the critical components of good phonics lessons, which one is taught for the purpose of helping students to decode unfamiliar words?

A. Introducing sound-spellings
B. Blending phonemes into words
C. Discriminating phonemes in words
D. Reviewing to over learn sound-spellings

Answer: B

Explanation:
Introducing sound-spellings (A) is for teaching students which written letters correspond to which spoken sounds, which they must know before learning to decode words. Discriminating individual phonemes within words (C) is for teaching students phonological awareness, which they also must have before decoding new words. Reviewing sound-spellings to over learn them (D) is for phonics maintenance rather than word decoding. Blending phonemes into words (B) is for helping students learn a strategy' to apply their sound-spelling learning to decoding unfamiliar words.

Question: 5

Researchers have found which of these about instruction in phonological awareness?

A. All children benefit highly from receiving instruction in phonological awareness.
B. Children at risk for speech or language delays benefit the most from this teaching.
C. Some children benefit little from this instruction, and some do not benefit at all.
D. This instruction only benefits children who have normal language development.

Answer: C

Explanation:
Researchers have found that not all children benefit from instruction in phonological awareness (A), even though most children do. Children at risk for speech or language delays do not benefit most (B); studies providing this instruction have shown that almost one-third of at-risk children realized little or no improvement. But the benefits are not limited to children with normal language development (D), either. Some of these researchers have concluded the instruction must be more intensive or explicit for at-risk students.

Question: 6

Which type of blending of phonemes into words is the best technique for diagnostically pinpointing individual student problem areas in phonics instruction?

A. Successive blending
B. Silent blending
C. Final blending
D. Line blending

Answer: C

Explanation:
Final blending individually identifies and pronounces each phoneme in a word before blending them. This helps teachers identify specific problem areas: some students may give the wrong sound for a letter: others may identify letter-sounds correctly without blending (e.g., pronouncing Isa/ as "suh-ah," not "sah"). Successive blending (A) pronounces individual phonemes sequentially; teachers first prolong (e.g., "ssssuuuunnnn"), then gradually shorten prolonged phonemes ("sssuuunnn," "ssuunn," "sun"). Teachers help students eventually transition from blending aloud to silent blending (B). Line blending (D) cumulatively reviews word sets and sentences already taught until students can blend independently.

Question: 7

Which of the following spelling patterns is usually taught to children first?

A. CVCe
B. CVVC
C. CVC
D. CCVC

Explanation:
CVC words, which contain a consonant, a short vowel, and another consonant, are typically taught before the other listed spelling patterns. These words are easy to decode for beginning readers. Long vowel sounds, such as those in choices A and B, are typically taught after short vowel sounds. Additionally, consonant blends and digraphs, as found in choice D, are also typically taught after CVC words.

Question: 8

On a continuum, which of these represents the most complex level of phonological awareness?

A. Segmenting words into their individual syllables and blending individual syllables into words
B. Phonemic awareness, i.e„ understanding words consist of phonemes and manipulating these
C. Segmenting words into their onsets and rimes and blending onsets and rimes into full words
D. Segmenting sentences, i.e„ understanding speech consists of separate words; rhyming songs

Answer: B

Explanation:
On a continuum, the simplest level of phonological awareness is represented by being able to recognize and produce rhymes in songs, and show understanding that sentences contain individual words by segmenting them CD). Segmenting words into syllables and blending syllables into words (A) represents a more complex level around the middle of the continuum. A higher level of complexity is segmenting words into onsets and rimes and blending onsets and rimes into words (C). The highest level is phonemic awareness, i.e., understanding that words contain individual phonemes and being able to manipulate (blend, segment, delete, substitute) these (B).

Question: 9

Among the three cueing systems, which of the following aspects of reading comprehension belongs in the category of the semantic cueing system?

A. Grammar
B. Word order
C. Word meaning
D. Sentence structure

Answer: C

Explanation:
The three cueing systems are the graphophonic (spelling-to-sound relationships), syntactic, and semantic. Grammar (A), word order (B), and sentence structure (D) belong in the category of

the syntactic cueing system. Word meaning (C) belongs in the category of the semantic cueing system.

Question: 10

Regarding the relationship of phonemic awareness to reading and writing, which is NOT true?

A. Phonemic awareness is a listening and speaking skill, not a reading and writing skill.
B. Including print letters and words in teaching phonemic awareness is more effective.
C. Using print letters and words alone in teaching phonemic awareness is sufficient.
D. Pointing to printed letters while saying them aloud to draw attention to sound-letter connections is helpful.

Answer: C

Explanation:
While it is true that phonemic awareness is a listening and speaking skill rather than a reading and writing skill (A), it is equally true that children develop phonemic awareness better when instruction combines print with speech sounds (B). This helps children realize how speech sounds and printed letters connect and apply this insight. However, just including print is not sufficient Teachers should also point to printed letters while saying them aloud to draw children's attention to sound-letter connections (D).

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