

College Admission

*New-Hampshire-Foundations-of-Reading
New-Hampshire-Foundations-of-Reading Certification Exam*



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Question: 1

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

- A. CVCe
- B. CWC
- C. cvc
- D. CCVC

Answer: C

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: 2

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 (D). 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: 3

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: 4

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 (C). Teachers should also point to printed letters while saying them aloud to draw children's attention to sound-letter connections (D).

Question: 5

Regarding student problems that teachers may observe which can indicate dyslexia, which is true?

- A. Dyslexic students perform worse on objective tests than their IQ and knowledge.
- B. Students with dyslexia typically have more trouble reading long than short words.
- C. Students who have dyslexia lack fluidity, but fare much better with rote memory.
- D. Dyslexic students have equal trouble understanding words in isolation or context.

Answer: A

Explanation:

Students with dyslexia tend to perform much worse than their intelligence and knowledge would indicate on objective formats like multiple-choice tests. They are likely to have equal amounts of difficulty with reading short function words (e.g., an, on, in) as with reading long, multisyllabic words (B). While they do have trouble with fluid thinking, e.g., thinking "on the spot" to produce spoken and/or written verbal responses, they also have equal difficulty with retaining and/or retrieving names, dates, random lists, phone numbers, and other information through rote memorization and recall (C). Students with dyslexia typically have more trouble understanding words in isolation than in context (D), because they rely on the surrounding context to comprehend word meanings.

Question: 6

In learning the alphabetic principle, which do children typically develop first?

- A. They learn the shapes of letters.
- B. They learn the sounds of letters.
- C. They learn these all concurrently.
- D. They learn the names of letters.

Answer: D

Explanation:

The alphabetic principle is the concept that printed letters and letter combinations correspond to speech sounds. In order to learn the sounds that alphabet letters represent, children must first know the names of the letters. First they learn letter names, then they learn the shapes of the letters (A), and then they learn the sounds indicated by the letters (B). They learn each of these in sequence rather than all at the same time (C).

Question: 7

According to the Center on Instruction (COI), which of the choices below accurately describes one of several recommendations for teaching adolescent literacy?

- A. Teach effective use of comprehension strategies only in discrete lessons.
- B. Set high standards for text and vocabulary, not questions or conversation.
- C. Focus on student engagement during reading more than motivation to read.
- D. Instruct necessary content knowledge for students' crucial concept mastery.

Answer: D

Explanation:

Research-based recommendations from the COI include teaching students how to use

effective reading comprehension strategies—as well as giving them supportive practice in using them—throughout the school day (a); setting and sustaining high standards for text, vocabulary, AND questions and conversation focusing equally on raising student motivation to read and student engagement with reading (c); and instructing students in the content knowledge they need to master concepts crucial to their comprehension and learning (d).

Question: 8

The teacher provides students with a more advanced passage of reading, in which there are a variety of new words that many of the students do not know how to pronounce. How might the teacher go about helping the students in pronouncing the new words?

- A. Hint at the correct pronunciation with a variety of different rhyming words
- B. Assist the students in sounding out the words phonetically, by recognizing rules for vowels and consonants
- C. Have the students look up the words in a dictionary to review the pronunciation information that is provided there
- D. Ask students who are already familiar with the words to help their classmates in pronouncing the new words

Answer: B

Explanation:

Among the answer choices provided, the best option for helping students pronounce new words is to encourage students to sound out the words slowly, keeping the rules of vowels and consonants in mind. This is not, of course, the only option for assisting students with word pronunciation, but it is the best option among the available choices for this question.

Question: 9

Early in the school year, all members of a group of kindergarten students are able to chant the alphabet. The teacher is now teaching the students what the alphabet looks like in written form. The teacher points to a letter, and the students vocalize the corresponding sound. Alternatively, the teacher vocalizes a phoneme and a student points to it on the alphabet chart. The teacher is using in her instruction.

- A. letter-sound correspondence
- B. rote memorization
- C. predictive analysis
- D. segmentation

Answer: A

Explanation:

Letter-sound correspondence relies on the relationship between a spoken sound or group of sounds and the letters conventionally used in English to write them.

Question: 10

Regarding these elements of print awareness in literacy development, which is true?

- A. All students with normal development can differentiate printed words from spaces.
- B. To identify initial and final letters in words, students must identify words vs. spaces.
- C. The only students not automatically knowing left-right directionality are certain ELLS.
- D. Being able to identify basic punctuation is not important to reading comprehension.

Answer: B

Explanation:

Students must be able to distinguish between printed words and the spaces between them to identify the first and last letters of each word, as spaces are the boundaries between words. It is not true that all normally developing students can tell words from spaces: those not exposed to or familiar with print media may need to be taught this distinction. Although left-to-right directionality is more of a problem for ELL students whose LIS have different writing or printing directions (e.g., some Asian languages are written vertically, some can be written vertically or horizontally, and some Semitic languages like Hebrew and Arabic are written right-to-left), again, children unfamiliar with print or writing may also not know writing, print, or book directionality either. Identifying basic punctuation is important to reading comprehension as it affects meaning. For example, consider "Let's eat Grandma" vs. "Leys eat Grandma"—one comma differentiates an invitation to dinner from a cannibalistic proposal.

Question: 11

Children develop phonological awareness:

- A. Only through direct training given by adults
- B. Only naturally, through exposure to language
- C. Via both natural exposure and direct training
- D. Via neither incidental exposure nor instruction

Answer: C

Explanation:

Children develop phonological awareness through a combination of incidental learning via being naturally exposed to language in their environments, and receiving direct instruction from adults. They do not develop it solely through one or the other or neither.

Question: 12

Which element of the process approach to writing is most related to metacognition?

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- A. Self-evaluation
 - B. Student interactions
 - C. Authentic audiences
 - D. Personal responsibility

Answer: A

Explanation:

Metacognition is the ability to "think about thinking," or the ability to reflect on, analyze, and understand one's own thinking processes. Through the process approach to writing, students learn how to evaluate their own writing in more objective and constructive ways. In the process approach, students interact more often and consistently with their peers while writing. This element of student interactions is more related to collaboration and social skills than metacognition. Another element of process writing is the identification of authentic audiences: knowing for whom they are writing helps students focus on achieving specific purposes and identifying which kinds of reasoning, logic, tone, and word choice to appeal to those audiences. This is more other-oriented than metacognitive or self-oriented. Process writing also includes the element of personal student responsibility for writing. Such ownership enables greater independence in student choices, craft, practice, and motivation more than self-analysis of cognitive processes.

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