Foundations of Reading Practice Test

1. **Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?**
2. a student who, after being shown the letter B, can orally identify its corresponding sound
3. a student who listens to the words *sang, hang, bang,* and *long* and can identify that *long* is different
4. **a student who, after hearing the word *mad*, can orally identify that it ends with the sound /d/**
5. a student who listens to the word *library* and can determine that it contains three syllables
6. **A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:**
7. listen to the teacher say *goat* and *float*, then identify whether the two words rhyme
8. **say the word bat**, **then say the first sound the child hears in the word**
9. point to the correct letter on an alphabet chart as the teacher states the sound /d/
10. count the number of words the child hears in a sentence as the teacher says the sentence
11. **Phonemic awareness contributes most to the development of phonics in beginning readers by helping them:**
12. understand consonant blends
13. count the number of syllables in a written word
14. **identify in spoken language separate sounds that can be mapped to letters**
15. understand the concept of a silent letter
16. **Which of the following first-grade students has attained the *highest* level of phonemic awareness?**
17. **a student who, after hearing the word *pot* and the sound */i/* , can substitute */i/* for */o/***

**to make the word *pit***

1. a student who can orally segment the word *brain* into its onset and rime
2. a student who can orally segment the word *celebrate* into *cel-e-brate*
3. a student who, after hearing the words *sit* and *sack*, can identify that both begin with the same phoneme */s/*
4. **Asking students to listen to a word (e.g. *came)* and then tell the teacher all the sounds in the word is an exercise that would be most appropriate for students who:**
5. have a relatively low level of phonological awareness

B. are beginning to develop systematic phonics skills

C. are beginning to master the alphabetic principle

**D. have a relatively high level of phonemic awareness**

1. **A teacher shows a student pictures of familiar objects. As the teacher points to the first**

**picture, she asks the student to name the object in the picture. Next, she asks the student to count on his fingers the number of sounds he makes as he says the word again. This activity is most likely to promote which of the following?**

1. **phonemic awareness skills**

B. word identification skills

C. development of letter-sound correspondence

D. understanding of the alphabetic principle

1. **Which of the following sentences contains a pair of italicized words that differ from one**

**another by one phoneme?**

1. My *dear* grandmother spotted the *deer* by the creek.

B. Come sit over *here* so you can *hear* the teacher.

**C. The *dog* disappeared into the *fog*.**

D. Did you *park* the car near the *park?*

1. **A student who has mastered which of the following skills along the phonological awareness**

**continuum is best prepared to begin explicit phonics instruction?**

1. letter/sound relationship

B. counting the number of phonemes in a given word

C. being able to count the number of syllables in a given word

**D. being able to segment and blend a word’s phonemes**

1. **Phoneme awareness is defined as**
2. the knowledge of the predictable correspondence between phonemes and graphemes and

larger chunks including syllables and meaningful parts

1. **the ability to distinguish, produce, remember, and manipulate the individual sounds in**

**spoken words**

1. the system of meaningful parts from which words may be created
2. the knowledge of individual word meanings, including prefixes and suffixes
3. **At the end of the school day, a preschool teacher encourages the children to talk about the**

**day’s events. As the children describe each event, the teacher writes it on a large block of**

**paper. Afterward, the teacher reads the list back to the class. This activity would contribute to the children’s literacy development primarily by promoting their:**

1. **awareness that speech can be represented by writing**

B. basic understanding of the alphabetic principle

C. basic understanding of letter and sound relationships

D. awareness of the relationship between syllables and the spoken word

1. **A teacher can most effectively support a first graders’ development of rapid automatic word**

**recognition by *first*  teaching students how to:**

1. sound the word out
2. use context clues to determine the meaning of the word
3. identify the constituent parts of multisyllable words
4. **apply consistent phonics generalizations in common words**
5. **Which of the following is NOT considered to be a language-stimulation technique?**
6. student-oriented responses

**B. partner reading**

C. scaffolding strategies

D. language-modeling responses

1. **A student who has mastered which of the following skills along the phonological awareness**

**continuum is best prepared to begin explicit phonics instruction?**

1. being able to determine how many phonemes are in a given word
2. being able to separate a word’s onset and rime
3. **being able to segment and blend a word’s phonemes**
4. being aware that words can be divided into syllables
5. **The phonological processor makes possible for all of the following skills *except:***
6. memory for the sounds of spoken language and for word pronunciations

B. production and pronunciation of words

C. detection of the speech sounds in words

**D. memory for letters**

1. **A letter or group of letters used to spell a phoneme is known as a**
2. consonant

**B. grapheme**

C. syllable

D. consonant blend

1. **Which of the following students demonstrates variation in reading development that**

**would require intervention focused on *explicit* phonics instruction?**

1. a second-grade student who can easily decode nonsense words but has limited

comprehension of the meaning of text

1. a third-grade student who is reading above grade level but has difficulty with unfamiliar

irregular low-frequency words

1. a kindergartner who can recite the alphabet from memory but has difficulty distinguishing

phonemes in words

1. **a first-grader who is adept at using context clues to identify words but has difficulty**

**sounding out the letters in unfamiliar words**

1. **As students begin to read, the ability to blend phonemes orally contributes to their**

**reading development primarily because it helps students to:**

1. **use knowledge of letter-sound correspondence to decode words**

B. determine the number of phonemes in words

C. recognize and understand sight words in a text

D. determine the number of syllables in words

1. **Which of the following strategies would be most effective in promoting second graders’**

**decoding of multisyllable words?**

1. having students participate in a series of rhyming games
2. **encouraging students to compare the parts of new multisyllable words with known**

**single-syllable words**

1. prompting students to sound out the individual phonemes that compose multisyllable

words

1. giving students opportunities to read literature that provides exposure to multisyllable

words

1. **Which of the following is *NOT* considered a phoneme awareness task?**
2. **memorizing sight words**

B. comparing or matching sounds in words

C. adding, changing, or deleting phonemes from words

D. isolating and pronouncing separate speech sounds

1. **All of the following are true about phonological awareness except:**
2. Phoneme awareness is necessary for learning and using the alphabet.

B. Phoneme awareness predicts later outcomes in reading and spelling.

C. Instruction in phoneme awareness is beneficial for novice readers and spellers.

**D. Phonological awareness is strongly related to intelligence.**