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Question: 1

While reading a book about animals, a student struggles to decode the word giraffe. He then points to the picture and says, "Those are giraffes. I saw them at the zoo." Which cueing system is the student using to figure out the unknown word?

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

Answer: A

Explanation:

The student is using both the picture in the book and his prior knowledge to make sense of the text, which demonstrates use of the semantic cueing system. When using the syntactic cueing system, readers select words that sound right using knowledge of grammar and sentence structure. When readers use the graphophonic cueing system, they use knowledge of letter/sound relationships to decode words. When using pragmatic cues, readers consider their purposes for reading in given situations.

Question: 2

Ms. Peterson is reading a big book to her kindergarten students. She shows them where the title and author's name are located on the cover. She then tracks the text with her finger as she reads. What is Ms. Peterson modeling for her students?

- A. Concepts of print
- B. Phonological awareness
- C. Phonemic awareness
- D. Close reading

Answer: A

Explanation:

Concepts of print are conventions used to convey meaning in printed text. They include locating the title and author's name, holding the book correctly, tracking print, reading from left to right, and other similar concepts. Phonological awareness is the ability to identify and manipulate sounds in spoken words, and phonemic awareness is the ability to identify and manipulate sounds at the phoneme level. Close reading is a strategy where students deeply analyze texts to increase comprehension.

Question: 3

A group of students is playing a card game at a classroom reading center. They take turns flipping over two cards and trying to create matches. Each match consists of a letter and a picture of a word that begins with that letter. For example, a student matches a card containing a letter p and a card displaying a picture of a pig. What concept are students practicing?

- A. Encoding
- B. One-to-one correspondence
- C. Phoneme isolation
- D. Alphabetic principle

Answer: D

Explanation:

Alphabetic principle is the understanding that each letter makes a predictable sound. Students are practicing the alphabetic principle by matching the letter to a word that begins with the sound that letter makes. Encoding is the process of translating phonemes to graphemes, or recording sounds using letters. One-to-one correspondence is the understanding that each printed word corresponds with one spoken word. Phoneme isolation is the identification of the beginning, middle, or ending sound in a word.

Question: 4

A second-grade reading teacher notices that her students are decoding words accurately but struggle with appropriate phrasing and expression. Which activity would most likely help her students improve in this area?

- A. Introducing new texts of varied genres for students to read aloud independently
- B. Listening to audio versions of texts
- C. Leading students in repeated choral readings of familiar texts
- D. Participating in partner-reading experiences

Answer: C

Explanation:

When students reread familiar texts, they do not need to exert energy on decoding unfamiliar words. As a result, more energy is available to focus on fluency, including phrasing and expression. Choral reading allows students to match their reading rate and expression with others in the group who are modeling fluent reading, including the teacher. Reading new texts requires students to spend more energy on decoding and comprehension, which may interfere with fluency. Audio versions of texts can serve as models of fluent reading, but students still need opportunities to practice. Partner reading may be helpful if students are matched with fluent readers, but this is not guaranteed.

Question: 5

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 rab-bit 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: 6

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: 7

"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: 8

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 overlearn 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 overlearn 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: 9

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: 10

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., "ssssuuunnn"), then gradually shorten prolonged phonemes ("sssuunnn," "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.

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