

# College Admission RVE

Reading for Virginia Educators Exam

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## Question: 1

Which is greater, the number of English phonemes or the number of letters in the alphabet?

- A. The number of letters in the alphabet, because they can be combined to create phonemes.
- B. The number of phonemes. A phoneme is the smallest measure of language sound.
- C. They are identical: each letter "owns" a correspondent sound.
- D. Neither. Phonemes and alphabet letters are completely unrelated.

**Answer: B**

Explanation:

A phoneme is the smallest measure of language sound. English language phonemes, about 40 in number, are composed of individual letters as well as letter combinations. A number of letters have more than one associated sound. For example, "c" can be pronounced as a hard "c" (cake) or a soft "c" (Cynthia). Vowels in particular have a number of possible pronunciations.

## Question: 2

Itain, brain, spring. The underlined letters are examples of:

- a. Consonant digraph
- b. Consonant blend
- c. Consonant shift
- d. Continental shift

**Answer: B**

Explanation:

Consonant blend refers to a group of consonants in which each letter represents a separate sound.

## Question: 3

It is the beginning of the school year. To determine which second-grade students might need support, the reading teacher wants to identify those who are reading below grade level. She works with students one at a time. She gives each child a book at a second-grade reading level and asks the child to read out loud for two minutes. Children who will need reading support are those who read:

- A. Fewer than 100 words in the time given
- B. Fewer than 200 words in the time given

- C. More than 75 words in the time given
- D. The entire book in the time given

**Answer: A**

Explanation:

At the beginning of the school year, second-grade students should be able to read 50—80 words per minute. By the time they are well into the school year, second-grade level reading is tracked at 85 words per minute.

### Question: 4

The most effective strategy for decoding sight words is:

- A. Segmenting sight words into syllables. Beginning readers are understandably nervous when encountering a long word that isn't familiar. Blocking off all but a single syllable at a time renders a word manageable and allows the reader a sense of control over the act of reading.
- B. Word families. By grouping the sight word with similar words, patterns emerge.
- C. A phonemic approach. When students understand the connection between individual words and their sounds, they will be able to sound out any sight word they encounter.
- D. None: sight words cannot be decoded. Readers must learn to recognize these as whole words on sight.

**Answer: D**

Explanation:

None; sight words cannot be decoded. Readers must learn to recognize these as whole words on sight. Sight words have irregular spelling. Segmenting them into syllables or using a phonemic approach are ineffective strategies to aid a reader in recognizing a sight word because these approaches depend on rules a sight word doesn't follow. Word families group words that share common patterns of consonants and vowels. The spelling of those words is, therefore, regular because they follow a predictable pattern. Sight words are irregular, do not follow a predictable pattern, and must be instantaneously recognized for writing fluency. No decoding is useful.

### Question: 5

Which of the following choices will be most important when designing a reading activity or lesson for students?

- A. Selecting a text
- B. Determining the number of students participating
- C. Analyzing the point in the school year at which the lesson is given
- D. Determining a purpose for instruction

**Answer: D**

Explanation:

It is impossible to include every text desired into the language curriculum—there are simply too many good books, stories, poems, speeches, and media available. Teachers must first think about what skills their students need to acquire, as well as what skills they have already mastered. In designing activities for class, a good teacher will start first with the purpose for instruction. For example, purposes of reading can include: reading for information, reading for enjoyment, understanding a message, identifying main or supporting ideas, or developing an appreciation for artistic expression/perception. Once the purpose or intended learning outcome has been identified, the teacher will have a much better idea of which texts, strategies, and activities will support that purpose.

### Question: 6

"Decoding" is also called:

- A. Remediation
- B. Deciphering
- C. Alphabetic principle
- D. Deconstruction

**Answer: C**

Explanation:

The act of decoding involves first recognizing the sounds individual letters and letter groups make and then blending the sounds to read the word. A child decoding the word spin, for example, would first pronounce sp/i/n as individual sound units. She then would repeat the sounds, smoothly blending them. Because decoding involves understanding letters and their sounds, it is sometimes known as the alphabetic principle.

### Question: 7

Which text(s) are likely to foster the greatest enthusiasm for reading and literature among students?

- A. Free choice of reading texts, provided that students complete class assignments, projects, and discussions
- B. An all-in-one textbook that includes all reading material for the year, study guides, and sample test questions
- C. A variety of texts, including books, magazines, newspapers, stories from oral traditions, poetry, music, and films
- D. A small selection of current best-selling books for children, some of which the children may already have read and liked

**Answer: C**

Explanation:

Students can easily become bored or disinterested in reading if they are not exposed to a variety of reading texts. Also, reading can be overwhelming or frustrating for students who are still learning to read fluently or to comprehend what they read. By incorporating media, oral stories, and various types of print, students of all ability levels can build both fluency and comprehension skills. This approach also enables the teacher and students to discuss the relationship between all aspects of literacy—including speaking, listening, thinking, viewing, and reading.

### Question: 8

Phonological awareness activities are:

- A. Oral
- B. Visual
- C. Tactile
- D. Semantically based

**Answer: A**

Explanation:

Phonological awareness refers to an understanding of the sounds a word makes. While phonological awareness leads to fluent reading skills, activities designed to develop an awareness of word sounds are, by definition, oral.

### Question: 9

A student is able to apply strategies to comprehend the meanings of unfamiliar words; can supply definitions for words with several meanings such as crucial, criticism, and witness; and is able to reflect on her background knowledge in order to decipher a word's meaning. These features of effective reading belong to which category?

- A. Word recognition
- B. Vocabulary
- C. Content
- D. Comprehension

**Answer: B**

Explanation:

Strategizing in order to understand the meaning of a word, knowing multiple meanings of a single word, and applying background knowledge to glean a word's meaning are all ways in which an effective reader enhances vocabulary. Other skills include an awareness of word parts and word origins, the ability to apply word meanings in a variety of content areas, and a delight in learning the meanings of unfamiliar words.

### Question: 10

A reading teacher is assessing an eighth grader to determine her reading level. Timed at a minute, the student reads with 93% accuracy. She misreads an average of seven words out of 100. What is her reading level?

- A. She is reading at a Frustration level.
- B. She is reading at an Excellence level.
- C. She is reading at an Instructional level.
- D. She is reading at an Independent level.

<b>Answer: C</b>
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Explanation:

In one minute, a student who misreads one or less than one word per words, or with accuracy, is at an Independent reading level. A student who misreads one or less than one word per ten words, or with 90%—95% accuracy, is at an Instructional level. A student misreading more than one word out of ten, or with less than 90% accuracy, is at a Frustration level.

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