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Question: 1

Researchers have identified which of the following about norm-referenced reading tests?

- A. They are better for assessing abstract cognitive levels.
- B. They are better for assessing in homogeneous groups.
- C. They are better for assessing narrow ranges of ability.
- D. They are better for assessing limited outcome ranges.

Answer: A

Explanation:

Researchers identify norm-referenced tests, including norm-referenced reading tests, as better for assessing abstract cognitive levels and criterion-referenced tests as better for assessing concrete cognitive levels. They also identify norm-referenced tests as better for assessing heterogeneous groups and criterion-referenced as better for homogeneous groups (B). Also, norm-referenced tests are better for assessing wider ranges of ability and criterion-referenced for narrower ability ranges (C). Finally, they identify norm-referenced tests as better for assessing wider ranges of outcomes and objectives and criterion-referenced for narrower ranges of these (D).

Question: 2

Students in the transitional stage of reading development would benefit most from instruction in which area?

- A. Sight word practice
- B. Identifying the theme of abstract texts
- C. Analyzing morphology to determine word meanings
- D. Letter/ sound correspondence

Answer: C

Explanation:

Although the names of the stages vary, readers generally progress through four stages of reading development: emergent reading, early reading, transitional reading, and fluent reading. Transitional readers use multiple cueing systems and knowledge of complex spelling patterns to decode many words easily, and they begin to read complex texts that cover a range of genres and topics. These texts contain more complex vocabulary, so it is beneficial for students to analyze word morphology' to determine the meanings of unknown words. Transitional readers already know a large number of sight words automatically and use letter/sound relationships to decode words. Identifying the theme of abstract texts is more difficult, and would likely be more appropriate for readers in the fluent stage.

Question: 3

Which of these accurately reflects a guideline for teaching phonemic awareness based on the research literature?

- A. Explicit instruction in phonemic awareness is found to be required for all students.
- B. Instruction should be driven by analysis of data from phonemic awareness testing.
- C. Instruction in phonemic awareness is more effective when phonemes are implicit
- D. Effective phonemic awareness instruction is scaffolded identically for all students.

Answer: B

Explanation:

Based on the research literature, guidelines for phonemic awareness instruction include using analysis of data from phonemic awareness assessments to drive instruction, because only a minority of students requires explicit instruction in phonemic awareness (A). However, effective instruction in phonemic awareness does explicitly label phonemes (C), as well as demonstrates phoneme blending and segmenting processes. Effective phonemic awareness instruction is also differentiated to account for individual differences, including various levels of scaffolding for different students (D).

Question: 4

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. Which students will need reading support?

- A. Only students who read fewer than 100 words in the time given
- B. All students who read fewer than 200 words in the time given
- C. All students who read more than 100 words in the time given
- D. Only students who read more than 200 words 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: 5

When assessing pre-reading skills in typically developing preschoolers, what should be expected?

- A. They should know shapes and colors but not the alphabet.
- B. They should know the alphabet rather than know numbers.
- C. They should know how to pronounce words but not rhyme.
- D. They should know rhymes as well as the days of the week

Answer: C

Explanation:

When assessing pre-reading skills in typically developing preschoolers, they should know the shapes and colors of concrete objects, the alphabet (A), and basic numbers (B), how to pronounce words. They should also recognize and produce rhyming words (C) and know the days of the week (D).

Question: 6

Which of the following reading prompts requires the highest level of thinking, according to Bloom's taxonomy?

- A. Compare and contrast the protagonist and antagonist in the story.
- B. Evaluate the author's use of figurative language in conveying the theme of the story.
- C. Identify the setting of the story.
- D. Infer what the author means in the final paragraph of the story.

Answer: B

Explanation:

Choice B requires the highest level of thinking out of these options because it requires students to evaluate the author's craft. Comparing, contrasting, and inferring are in the comprehension level, which is lower. Identifying the setting is at the knowledge level of Bloom's taxonomy, which is the lowest level.

Question: 7

The pairs of words sea and see, fair and fare, are called:

- A. Homophones
- B. Antonyms
- C. Homographs
- D. Twin words

Answer: A

Explanation:

Homophones. Homophones are a type of homonym that sound alike but are spelled differently and have different meanings. Other examples are two, to, and too and their, they're, and

there.

Question: 8

Using E. B. White's *Stuart Little* as an example, which response represents evaluative comprehension?

- A. "Stuart Little, who is the main character in this story, is a mouse."
- B. "Stuarts parents, Mr. and Mrs. Frederick C. Little, are humans."
- C. "Stuarts size and doing things a mouse can do help his family."
- D. "Stuart likes to be first up in the morning; I like to sleep late."

Answer: D

Explanation:

Literal comprehension is what text states overtly, e.g., story characters, event sequences, stated facts, etc. Choices A and B are examples of literal comprehension responses. Inferential comprehension is deeper or implicit meaning not explicitly stated, which readers must infer by considering text and drawing conclusions, e.g., unstated main ideas, cause-and-effect relationships, generalizations, and predictions. Choice C is an example of an inferential comprehension response. Evaluative comprehension requires readers to form opinions after analyzing text information. Choice D is an example of an evaluative comprehension response.

Question: 9

Among grouping practices, which of the following have researchers found regarding whole-group instruction?

- A. It can be the least efficient use of materials and time.
- B. It can make it harder for students to tune out teaching.
- C. It can lead to more active student lesson participation.
- D. It can enable acceleration, given effective scaffolding.

Answer: D

Explanation:

Researchers have found whole-group instruction often uses materials and time most efficiently. However, it is also most easily tuned out by students (B), frequently by those needing the most help, and allows greater student passivity (C). Solutions include intensifying classroom routines to be more useful for more students. Although whole-group assignment of the same text is harder for students reading below grade level, research finds difficult texts can accelerate their reading development, given effective teacher scaffolding (D).

Question: 10

An eighth-grade student is able to decode most words fluently and has a borderline/acceptable vocabulary, but his reading comprehension is quite low. He can be helped with instructional focus on:

- A. Strategies to increase comprehension and to build vocabulary
- B. Strategies to increase comprehension and to be able to identify correct syntactical usage
- C. Strategies to improve his understanding of both content and context
- D. Strategies to build vocabulary and to improve his understanding of both content and context

Answer: A

Explanation:

The student should receive instruction focused on just the areas in which he is exhibiting difficulty, which are comprehension and vocabulary. Improved vocabulary will give him greater skill at comprehending the meaning of a particular text. Strategies focused on enhancing comprehension together with a stronger vocabulary will provide the greatest help.

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