

College Admission

Wisconsin-Foundations-of-Reading

Wisconsin Foundations of Reading Test

Questions And Answers PDF Format:

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Question: 1

A teacher asks students to close their eyes while she reads a descriptive, fictional text aloud. When she is done reading, students draw pictures of the story's setting and share their pictures with the class. Which reading strategy are students practicing?

- A. Predicting
- B. Inferring
- C. Summarizing
- D. Visualizing

Answer: D

Explanation:

When readers visualize, they use the clues and details in the stories to form mental pictures in their minds. When students draw a setting based on how they imagined it from the description in the story, they are visualizing. Predicting refers to making guesses about the text before reading. Inferring refers to using clues in the story to determine the meaning when it is not explicitly stated. Summarizing refers to retelling the main events of the story.

Question: 2

Mrs. Lopez teaches second grade. After completing a science experiment, she gathers her students on the carpet to write a summary of what they learned. Mrs. Lopez asks students to help her record the responses on chart paper, sharing the marker. She provides guidance and sentence starters as needed. After everyone has recorded their responses, the class reads them aloud together. Which type of writing experience is Mrs. Lopez demonstrating?

- A. Interactive writing
- B. Shared writing
- C. Independent writing
- D. Guided writing

Answer: A

Explanation:

During interactive writing experiences, teachers and students work together to create writing pieces. Teachers and students share the writing utensils, with teachers guiding the students as they record their thoughts. In shared writing experiences, teachers record students' thoughts on paper. Students do not help with the writing. In independent writing, students utilize the strategies they have learned to complete writing pieces independently. Guided writing occurs when teachers work with small groups of strategically grouped students on targeted writing skills.

Question: 3

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: 4

Which of the following sentences would best help model the concept of figurative language?

- A. The sky was dark and gray, warning that a storm was approaching.
- B. The snow was a wet blanket covering the earth.
- C. Taking care of a puppy requires time and patience.
- D. The cold, wet raindrops splashed on my glasses and made it difficult to see.

Answer: B

Explanation:

Figurative language involves the use of words and phrases that differ from their literal meanings. The expression in choice B means that the wet snow covered the ground, not that it was literally a wet blanket. It is an example of a metaphor, which is one type of figurative language. The other options contain some descriptive words and phrases, but they have literal meanings.

Question: 5

When should students learn how to decode?

- A. Decoding is the most basic and essential strategy' to becoming a successful reader. It should be introduced to kindergartners during the first two weeks of school.
- B. Decoding is not a teachable skill. It is an unconscious act and is natural to all learners.

C. Decoding should be taught only after children have mastered every letter—sound relationship as well as every consonant digraph and consonant blend. They should also be able to recognize and say the 40 phonemes common to English words and be able to recognize at least a dozen of the most common sight words.

D. Decoding depends on an understanding of letter-sound relationships. As soon as a child understands enough letters and their correspondent sounds to read a few words, decoding should be introduced.

Answer: D

Explanation:

Decoding depends on an understanding of letter-sound relationships. As soon as a child understands enough letters and their correspondent sounds to read a few words, decoding should be introduced. The act of decoding involves first recognizing the sounds individual letters and letter groups in a word make and then blending the sounds to read the word.

Question: 6

Which statement accurately reflects a principle regarding self-questioning techniques for increasing student reading comprehension?

- A. Asking only what kinds of "expert questions" fit the text's subject matter
- B. Asking only those questions that the text raises for the individual student
- C. Asking how each text portion relates to chapter main ideas is unnecessary
- D. Asking how the text information fits with what the student already knows

Answer: D

Explanation:

When students ask themselves how the information in a text they are reading fits with what they already know, they are relating the text to their own prior knowledge, which increases their reading comprehension. Students should not only ask themselves what kinds of "expert questions" fit the subject matter of the text (A)—e.g., classification, physical, and chemical properties are typical question topics in science; genre, character, plot, and theme are typical of literature questions; sequence, cause-and-effect, and comparison-contrast questions are typical of history—but also what questions the material brings up for them personally (B). It is necessary and important for students to ask themselves continually how each text portion relates to its chapter's main ideas (C) as they read to optimize their reading comprehension and retention.

Question: 7

Tecoding" 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: 8

Students receive a new text full of technical terminology unfamiliar to them. Which reference source is likely to be most efficient in helping them understand these terms?

- A. Encyclopedia
- B. Dictionary
- C. Thesaurus
- D. Glossary

Answer: D

Explanation:

Found within a text, a glossary is a list of key vocabulary words or technical terms used specifically in that text, along with their definitions. This will most efficiently help students find the meanings of unfamiliar terminology'. Encyclopedias (A) provide extensive information about people, places, and things rather than word definitions. Dictionaries (B) give definitions of all or most words in the language, which would be less efficient for looking up words or terms specific to one text. A thesaurus (C) provides synonyms for all or most words defined in dictionaries.

Question: 9

A kindergarten teacher is administering a reading assessment to her students. She dictates some CVC words and asks students to write them down on paper. The words she dictates are cat and cot. One student writes the following responses on her paper.

bhp

wpi

Which skill should the teacher focus on first with this student?

- A. Phonological awareness
- B. Alphabetic principle
- C. Phonics generalizations
- D. Blending

Answer: B

Explanation:

The student's responses include random strings of letters that do not correlate with the sounds in the spoken words. Additionally, she has represented the /c/ sound at the beginning of each word differently in her responses. Understanding that letters make predictable sounds is part of the alphabetic principle. Her three-letter responses indicate that she has some phonological awareness skills. She knows there are three sounds in each word, but she is not aware of which letters are used to represent each sound. Teaching phonics generalizations will be more helpful after the student has developed an awareness of the alphabetic principle and consistently matches letters to their sounds.

Question: 10

Which of the following statements is true regarding word walls?

- A. They should mainly focus on content-related words.
- B. They should contain only words that are difficult for students to spell independently.
- C. They should be flexible, allowing words to be added and removed throughout the year,
- D. They are only needed for students in the emergent stage of reading development.









Answer: C

Explanation:

Word walls should be flexible, meaning words can be removed if students have mastered them, and new words can be added as they are introduced. It is also helpful if the words on word walls are remove able, so students can take them to other areas of the room when they are using them for reading and writing activities. Choice A is incorrect because there are many types of words that can be included on word walls, including content-related vocabulary, academic vocabulary, and high-frequency words. Choice B is incorrect because words can be displayed on word walls for different reasons. For example, words containing the same root can be displayed to help students see relationships between words. Because word walls can contain different types of words and be used for different purposes, they can be helpful for readers in all stages of reading development.

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