

EARLY LITERACY 321 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which teaching approach combines multiple strategies into one program?**
 - A. CSR
 - B. Direct Instruction
 - C. Phonics First
 - D. Balanced Literacy
- 2. Which term refers to the ability to switch between tasks or mental sets?**
 - A. Cognitive flexibility
 - B. Inhibitory control
 - C. Working memory
 - D. Verbal reasoning
- 3. Which text features best support understanding of nonfiction?**
 - A. Headings and subheadings
 - B. Fictional dialogue
 - C. Metaphorical language
 - D. Rhyme schemes
- 4. What term describes words that have the same spelling but different meanings?**
 - A. Homograph
 - B. Synonym
 - C. Antonym
 - D. Homophone
- 5. A reading of 85% accuracy would be categorized as which level?**
 - A. Instructional level
 - B. Frustration level
 - C. Independent level
 - D. Proficient level
- 6. Which strategy is used to anticipate what will happen next in a text?**
 - A. Predicting
 - B. Visualizing
 - C. Questioning
 - D. Retelling

- 7. Which text feature best supports understanding a procedural text?**
- A. Step-by-step instructions and numbered lists
 - B. Prose narrative
 - C. Narrative dialogue
 - D. Captions or diagrams
- 8. The National Assessment Governing Board recommendations for the percentages of literary versus informational texts increases the most through the grades for teaching which skill?**
- A. Decoding
 - B. Integrating/interpreting information
 - C. Fluency
 - D. Spelling
- 9. Which term describes a handwriting-related disability involving difficulty with fine motor skills?**
- A. Dysgraphia
 - B. Dyslexia
 - C. Agraphia
 - D. Dyspraxia
- 10. Which term describes memory for sounds and spoken language in working memory?**
- A. Phonological working memory
 - B. Visual working memory
 - C. Semantic working memory
 - D. Procedural working memory

Answers

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1. A
2. A
3. A
4. A
5. B
6. A
7. A
8. B
9. A
10. A

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Explanations

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1. Which teaching approach combines multiple strategies into one program?

A. CSR

B. Direct Instruction

C. Phonics First

D. Balanced Literacy

The main idea here is a teaching approach that brings several strategies together into one cohesive program, so students learn to apply multiple tools within a single, structured framework. Collaborative Strategic Reading does exactly that. It integrates key comprehension strategies—predicting, questioning, clarifying, and summarizing—into a unified, teacher-guided routine. Students work in small groups, use explicit prompts, and follow clear roles as they read and discuss, which helps them practice multiple strategies in a coordinated way rather than learning them in isolation. Because CSR is delivered as a single, repeatable program with modeled lessons, prompts, and group procedures, it supports consistent strategy use and transfer across texts and settings. Direct Instruction focuses on explicit, scripted instruction of specific skills but isn't built around combining multiple strategies into one ongoing program. Phonics First centers on decoding and phonics. Balanced Literacy blends approaches, but its components can still feel like separate parts rather than a single integrated program focused on collaborative strategy use.

2. Which term refers to the ability to switch between tasks or mental sets?

A. Cognitive flexibility

B. Inhibitory control

C. Working memory

D. Verbal reasoning

Switching between tasks or mental sets is cognitive flexibility, the ability to adapt thinking and move from one rule or strategy to another as demands change. This kind of flexibility shows up when you have to abandon one approach and adopt another quickly—for example, changing the way you categorize items as the instructions switch from sorting by color to sorting by shape. Inhibitory control is about stopping automatic responses, working memory is about holding and manipulating information in mind, and verbal reasoning is about using language-based logic. Since the key idea here is the capacity to shift strategies or mental sets, cognitive flexibility is the best fit.

3. Which text features best support understanding of nonfiction?

A. Headings and subheadings

B. Fictional dialogue

C. Metaphorical language

D. Rhyme schemes

Headings and subheadings organize information in a clear, predictable way, which makes nonfiction easier to understand. They act like signposts that tell you what a section will cover and how ideas are related, helping you skim, locate specific details, and see how steps or arguments build from one part to the next. When you read a nonfiction text, you can use these cues to map the structure in your mind and check your understanding as you go. Fictional dialogue belongs to stories and helps reveal characters or move a narrative forward, not to present factual information or explanations. Metaphorical language uses comparisons that can blur literal meaning, which isn't ideal when you're trying to grasp real-world facts. Rhyme schemes are a feature of poetry or some songs and don't support the typical organization or clarity needed for nonfiction content.

4. What term describes words that have the same spelling but different meanings?

- A. Homograph**
- B. Synonym
- C. Antonym
- D. Homophone

Words that have the same spelling but carry different meanings are called homographs. The spelling is identical, but the sense changes with context, and sometimes the pronunciation changes too—like lead (to guide) versus lead (the metal), which are spelled the same but pronounced differently. This idea is what defines a homograph: same written form, different meanings. It's helpful to contrast it with homophones, which sound the same but can be spelled differently (such as night and knight), and with synonyms or antonyms, which relate to meaning in other ways.

5. A reading of 85% accuracy would be categorized as which level?

- A. Instructional level
- B. Frustration level**
- C. Independent level
- D. Proficient level

Understanding how well a reader handles a text relies on accuracy as a guide to text difficulty. Texts are categorized by how much support the reader needs to read with comprehension: independent level is where reading is fluent with little or no help, instructional level is where some guidance is needed, and frustration level is where the text is too hard and comprehension suffers. An 85% accuracy rate means the reader is decoding and tracking text with errors about one in every seven words. That falls below the typical 90% cutoff used to separate instructional from frustration levels. When accuracy is this low, the material is generally too challenging for the reader's current skills, making reliable comprehension unlikely even with effort. So, this reading level is best described as frustration level.

6. Which strategy is used to anticipate what will happen next in a text?

- A. Predicting**
- B. Visualizing
- C. Questioning
- D. Retelling

Anticipating what will happen next in a text is best described as predicting. Readers draw on clues from the story, their knowledge of how plots usually unfold, and what characters want or plan to do, then make an educated guess about future events. They read on to see if their forecast is supported or needs to be revised, which keeps them actively engaged with the plot and helps them notice foreshadowing and cause and effect patterns. Visualizing is about turning words into mental pictures, which enhances immersion but isn't specifically about forecasting. Questioning involves asking questions to deepen understanding, which can include wondering about outcomes but is a broader strategy. Retelling comes after reading to summarize what happened, not to predict what will occur next.

7. Which text feature best supports understanding a procedural text?

A. Step-by-step instructions and numbered lists

B. Prose narrative

C. Narrative dialogue

D. Captions or diagrams

Understanding procedural texts relies on clear sequencing of actions. Step-by-step instructions and numbered lists are the best feature because they lay out each action in order, showing what to do first, next, and last. This structure helps readers avoid skipping steps, understands dependencies (what needs to come before what), and can easily track progress as each step is completed. While captions or diagrams can illustrate parts of the process, and narrative passages or dialogue might convey information, they don't organize the tasks in the explicit, ordered way that a procedure needs. The numbered steps provide a guided path that makes the task straightforward to follow.

8. The National Assessment Governing Board recommendations for the percentages of literary versus informational texts increases the most through the grades for teaching which skill?

A. Decoding

B. Integrating/interpreting information

C. Fluency

D. Spelling

When students move to higher grades, they encounter more informational texts and are asked to bring together ideas from multiple sources. The ability that grows the most with this shift is integrating and interpreting information, because students must combine details from different passages, evaluate evidence, and form well-supported conclusions. This skill depends on weighing and synthesizing information across texts, not just reading words aloud or recognizing spelling patterns. Decoding and fluency are foundational, needed for smooth reading but not the focus of the move toward more informational text. Spelling is not central to reading comprehension and interpretation.

9. Which term describes a handwriting-related disability involving difficulty with fine motor skills?

A. Dysgraphia

B. Dyslexia

C. Agraphia

D. Dyspraxia

Dysgraphia is the term for a handwriting-related difficulty tied to fine motor skills. Fine motor abilities involve the small, precise movements needed to grip a pencil, form letters, control pressure, and keep consistent size and spacing. When these motor skills are difficult to coordinate for writing, letters can be poorly formed, spacing inconsistent, and writing tiring or slow—characteristics of dysgraphia. Dyslexia is about reading and decoding written language, not writing. Agraphia refers to an inability to write due to brain injury, which is not the same as developmental handwriting challenges. Dyspraxia, or developmental coordination disorder, affects broader motor planning and coordination, which can impact handwriting but isn't the specific term for a handwriting-focused motor difficulty.

10. Which term describes memory for sounds and spoken language in working memory?

A. Phonological working memory

B. Visual working memory

C. Semantic working memory

D. Procedural working memory

Phonological working memory is the part of working memory that handles sounds and spoken language. It stores auditory information briefly in a phonological store and keeps it active through an articulatory rehearsal process, like silent repetition. This helps you remember a phone number, a list of words, or new vocabulary as you try to use or learn it. Evidence comes from tasks where people rehearse aloud or subvocally; when they perform another articulatory task (like repeating a syllable) while trying to remember spoken items, recall drops, showing that rehearsal supports maintenance of verbal material. This is distinct from visual working memory, which stores images or spatial relations, and from concepts tied to meaning or to sequences of actions, which rely on different parts of memory.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://earlyliteracy321.examzify.com>

We wish you the very best on your exam journey. You've got this!

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