

IDAHO COMPREHENSIVE LITERACY ASSESSMENT (ICLA) STANDARD 3 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://iclastandard3.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

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

SAMPLE

- 1. In a persuasive or informative passage, where is the main claim most commonly located?**
 - A. Look for the thesis near the introduction
 - B. Read only the title
 - C. Focus on the last sentence
 - D. Count how many times the author uses 'I'
- 2. What is a miscue in reading?**
 - A. An error where the reader substitutes a word for another.
 - B. A correct reading of the text.
 - C. A type of punctuation error.
 - D. An instance of memorized recitation.
- 3. How can an author's use of figurative language contribute to craft and structure?**
 - A. It strengthens character backstories exclusively
 - B. It adds unnecessary complexity
 - C. It replaces factual evidence
 - D. It enhances meaning and engages readers, shaping interpretation
- 4. Preschool; 'reading'; environmental print**
 - A. Beginning Reader
 - B. Transitional Reader
 - C. Emergent Reader
 - D. Intermediate Reader
- 5. How can you infer character motivation from actions and dialogue?**
 - A. Examine the setting to deduce intent.
 - B. Consider the author's biographical information.
 - C. Examine choices, words, and consequences to deduce intent and personality.
 - D. Motivation cannot be inferred from text.

- 6. Which content area asks students to explain the central idea with supporting details?**
- A. Central Ideas and Details
 - B. Craft and Structure
 - C. Integration of Knowledge and Ideas
 - D. Vocabulary in Context
- 7. What is the main difference between the central idea and a theme?**
- A. The central idea is the main point the author makes about a topic within a single text; a theme is a broader message about life or humanity across texts.
 - B. The central idea is about form; a theme is about punctuation.
 - C. The central idea is the tone; a theme is the plot.
 - D. The central idea is a personal opinion of the reader; a theme is the author's purpose.
- 8. Which term describes general knowledge of print and book concepts?**
- A. Concepts of Print
 - B. Print Awareness
 - C. Concepts of Alphabet
 - D. Concepts of Word
- 9. Which assessment is based on a representative sampling of student work that demonstrates growth over time?**
- A. Informal reading inventory
 - B. Portfolio-based assessment
 - C. IRI
 - D. Phonemic awareness assessment
- 10. How can you compare information across two informational texts?**
- A. Read only one text and assume the other is similar.
 - B. Identify shared topics, compare details, and contrast perspectives using evidence from both texts.
 - C. Only focus on dates and authors.
 - D. Use the second text to correct the first's mistakes.

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. In a persuasive or informative passage, where is the main claim most commonly located?

- A. Look for the thesis near the introduction**
- B. Read only the title
- C. Focus on the last sentence
- D. Count how many times the author uses 'I'

In persuasive or informative writing, the main claim is usually stated early, within the introduction. The author uses that opening section to tell you the purpose and direction of the piece, and a clear thesis sentence often states the main point the author will argue or explain. Because the claim is introduced at the start, you can identify it by looking for a concise statement that makes the writer's argument or purpose explicit. Reading only the title doesn't reveal the argument or evidence that follows. The last sentence is more likely to wrap up or restate what's been said, not introduce the main point. Counting how many times the author uses "I" doesn't reliably signal the main claim, as voice and perspective vary and aren't tied to where the claim is stated.

2. What is a miscue in reading?

- A. An error where the reader substitutes a word for another.**
- B. A correct reading of the text.
- C. A type of punctuation error.
- D. An instance of memorized recitation.

A miscue in reading is an error where the reader substitutes a word for another. When you read aloud and say a different word than what's printed, you're showing a miscue. This happens because the reader's decoding, vocabulary, and expectations influence what they think should come next, which can subtly or significantly change the meaning of the sentence. A correct reading, by contrast, matches the text exactly. Punctuation errors involve marks and pauses, not word choice, and memorized recitation means repeating text from memory rather than reading it fresh, which isn't a miscue. Substituting a word for another best captures what a miscue is.

3. How can an author's use of figurative language contribute to craft and structure?

- A. It strengthens character backstories exclusively
- B. It adds unnecessary complexity
- C. It replaces factual evidence
- D. It enhances meaning and engages readers, shaping interpretation**

Figurative language lets a writer convey ideas in ways literal words can't, adding layers of meaning that readers actively interpret. Metaphors, similes, personification, and other devices create vivid imagery, set mood and tone, and often reveal themes or character traits in subtle, memorable ways. When an author repeats a symbol or motif, that figurative thread helps organize the text's ideas and pacing, guiding readers through the structure and inviting interpretation. Because of these effects on both what the text means and how readers experience it, figurative language is a powerful tool for craft and structure. It isn't limited to backstory, nor is it about making things more confusing or replacing factual evidence; used purposefully, it deepens understanding and engagement.

4. Preschool; 'reading'; environmental print

- A. Beginning Reader
- B. Transitional Reader
- C. Emergent Reader**
- D. Intermediate Reader

In this stage of literacy, preschoolers are emergent readers. They begin to see that print has meaning by noticing environmental print—signs, logos, labels, and other writing in the world around them. They may “read” these by recognizing familiar brands or words they’ve heard, use pictures to retell a story, and show understanding of basic print concepts like left-to-right direction and turning pages. They aren’t decoding full sentences yet, but they’re developing the idea that text carries meaning and that reading is about more than just pictures. That’s why emergent reader fits best. Beginning readers are already starting to decode simple words, transitional readers are moving toward longer, more independent reading, and intermediate readers are more fluent with more complex texts. The preschool context with environmental print aligns with the emergent stage.

5. How can you infer character motivation from actions and dialogue?

- A. Examine the setting to deduce intent.
- B. Consider the author’s biographical information.
- C. Examine choices, words, and consequences to deduce intent and personality.**
- D. Motivation cannot be inferred from text.

Inferring a character’s motivation comes from what the character does, says, and the effects of those actions. When you pay attention to actions, you see patterns of choices that reveal what the character values or is trying to achieve. The exact words they use in dialogue show their attitudes, priorities, and underlying desires. The consequences that follow those actions—how others respond, what changes, what gets revealed—help confirm what’s driving them. Put together, these elements provide a clear picture of intent and personality. For example, a character who steps in to help after a friend is blamed, even at personal risk, shows values like loyalty and selflessness. Their words in that moment reinforce those traits, and the positive consequences that follow reinforce the motivation. On the other hand, sharp, calculating language paired with manipulative actions tends to indicate self-interest or a need for control. Relying on the setting alone doesn’t reveal why a character acts the way they do; it provides mood or context but not the inner motive. Information about the author’s life isn’t needed to read a character’s motives, and motivation is something you can and should infer from the text itself.

6. Which content area asks students to explain the central idea with supporting details?

- A. Central Ideas and Details**
- B. Craft and Structure
- C. Integration of Knowledge and Ideas
- D. Vocabulary in Context

The main concept being tested is identifying the central idea of a text and explaining how its supporting details reinforce that idea. The correct content area is Central Ideas and Details, because it focuses on determining the main idea and showing how specific details in the passage back it up, illustrating the connection between the idea and the evidence. The other content areas cover different skills: Craft and Structure looks at how a text is built and the author’s choices; Integration of Knowledge and Ideas involves combining information from multiple sources; Vocabulary in Context centers on figuring out or using word meanings based on surrounding text. When practicing, focus on articulating the central idea in your own words and linking several details that clearly support it.

7. What is the main difference between the central idea and a theme?

- A. The central idea is the main point the author makes about a topic within a single text; a theme is a broader message about life or humanity across texts.**
- B. The central idea is about form; a theme is about punctuation.
- C. The central idea is the tone; a theme is the plot.
- D. The central idea is a personal opinion of the reader; a theme is the author's purpose.

The central idea is the main point the author makes about a topic within a single text. It focuses on what this particular text is saying about the topic and is tied to that piece itself. The theme, however, is a broader message about life or humanity that the author explores, and it can cross texts—it's the universal idea that readers can recognize in many stories, not just this one. So, in practice, identify the central idea by looking for the key point the text is making about its topic here and now. Look for the main claim or argument and how the text develops it. Then look for a theme by considering what the text suggests about life, human nature, or society that could apply beyond this story or article—an idea that feels universal and repeatable across different works. The option that captures this distinction says the central idea is the main point about a topic within a single text, while a theme is a broader message about life or humanity across texts. That's why it's the best answer. The other choices misplace central idea or theme on elements like form, punctuation, tone, plot, personal reader opinion, or author's purpose, which don't reflect the difference in scope between a text-bound main point and a universal message.

8. Which term describes general knowledge of print and book concepts?

- A. Concepts of Print
- B. Print Awareness**
- C. Concepts of Alphabet
- D. Concepts of Word

Print awareness covers the broad understanding that print is used to convey meaning and that books have a recognizable structure and reading direction. It includes knowing that we read from left to right and top to bottom, recognizing that print is separate from pictures, and understanding basic parts of a book like the cover, title, and pages. This level of general knowledge about how print and books work is exactly what the item is asking for. Concepts of print refers to more specific features of print and book parts, such as where to begin reading or identifying a title page. Concepts of alphabet focuses on letters and their functions, while concepts of word zeroes in on how words are formed and spaced.

9. Which assessment is based on a representative sampling of student work that demonstrates growth over time?

- A. Informal reading inventory
- B. Portfolio-based assessment**
- C. IRI
- D. Phonemic awareness assessment

This is about an assessment that shows how a student's learning develops over time by collecting representative samples of their work. A portfolio-based approach gathers multiple pieces across learning periods—drafts, final products, assignments, rubrics, and reflections—to illustrate growth, mastery, and the strategies a student uses. Because it draws from a range of tasks and time points, it reveals trends and progress rather than a single snapshot of ability. Informal reading inventories and reading inventories primarily provide a point-in-time or short-interval measure of reading level and behavior, not a curated series of work that demonstrates ongoing development. Phonemic awareness assessments focus on specific early literacy skills and are typically used for screening or diagnostic purposes rather than showing long-term growth through a representative collection of student work.

10. How can you compare information across two informational texts?

- A. Read only one text and assume the other is similar.
- B. Identify shared topics, compare details, and contrast perspectives using evidence from both texts.**
- C. Only focus on dates and authors.
- D. Use the second text to correct the first's mistakes.

When you compare information across two informational texts, you look for how each text treats the same topic and what each adds to your understanding. The best approach identifies shared topics, pulls out the key details each author provides about those topics, and then contrasts the perspectives or interpretations the authors offer, using evidence from both texts. This lets you see where the texts agree, where they differ, and how each presentation shapes your understanding through the data or reasoning they present. For example, if one text explains the causes of a historical event and the other describes its effects, you would map both texts to the same topic areas, compare the causes to identify common and disputed points, and then examine how the effects are framed differently. You'd cite specific details or data from each text to support the comparison. Other approaches don't provide the same depth: reading only one text misses the other's information; focusing only on dates and authors ignores the content itself; and using the second text just to "fix" the first prevents you from evaluating and integrating ideas from both texts.

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://iclastandard3.examzify.com>

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

SAMPLE