

MTTC Lower Elementary (PK-3) Education - Literacy (118) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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 of the following instructional strategies would most effectively promote kindergarten students' development of print concepts?**
 - A. Tracking Text From Left To Right And Line To Line With A Finger**
 - B. Guiding Students To Segment The Individual Sounds Of One-Syllable Words In A Text**
 - C. Previewing The Illustrations In A Text With Students Before Beginning A Read-Aloud**
 - D. Reading A Text Aloud To Students And Then Having Them Read The Text Chorally**

- 2. Which strategy best helps students understand that the plural ending -s attaches to different base forms, making plural forms consistent across words?**
 - A. Memorize irregular plural forms**
 - B. Study how the ending -s marks plurals across base words**
 - C. Practice rhyming words that end with -s**
 - D. Use a dictionary to find singular forms**

- 3. Which activity targets phonological awareness?**
 - A. Phonics-based letter-sound mapping using flashcards.**
 - B. Reading aloud to practice fluency.**
 - C. Clapping syllables and rhyming games.**
 - D. Memorizing sight words.**

- 4. Which of the following activities would best address phonemic awareness, concepts about print, letter-sound relationships, letter formation, and genre features?**
 - A. Building words phonics lesson**
 - B. An interactive writing lesson**
 - C. An interactive read-aloud**
 - D. A handwriting worksheet**

- 5. Which stage is described by decoding unknown words using chunks and known spelling patterns, rather than letter-by-letter?**
- A. Pre-alphabetic**
 - B. Partial alphabetic**
 - C. Consolidated alphabetic**
 - D. Full alphabetic**
- 6. Why is repeated read-aloud with leveled texts beneficial for PK-3 literacy?**
- A. It reduces the need for explicit instruction**
 - B. It builds fluency, prosody, vocabulary, background knowledge, and comprehension through guided, practice-based exposure to text**
 - C. It slows decoding development**
 - D. It only improves memory for stories**
- 7. Which is an example of a high-frequency irregular sight word?**
- A. Jump**
 - B. Blue**
 - C. The**
 - D. Cats**
- 8. Which practice best supports vocabulary development when introducing new words to a class?**
- A. providing repeated exposure to words in different contexts**
 - B. modeling using text structure to understand texts**
 - C. using word ladders to build words**
 - D. pairing students to read texts**
- 9. Identify a high-quality evidence-based practice for teaching word recognition in first grade.**
- A. Whole-language approach without explicit instruction**
 - B. Random activities without explicit instruction**
 - C. Silent reading only**
 - D. Systematic, explicit phonics instruction that builds decoding skills, plus guided practice with decodable texts and word-reading routines**

10. Which term is commonly used for the assessment where the teacher reads a sentence aloud and the student writes it down?

- A. Hearing and recording sounds**
- B. Silent reading inventory**
- C. Oral-to-written test**
- D. Paired reading assessment**

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Answers

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

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Explanations

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1. Which of the following instructional strategies would most effectively promote kindergarten students' development of print concepts?

A. Tracking Text From Left To Right And Line To Line With A Finger

B. Guiding Students To Segment The Individual Sounds Of One-Syllable Words In A Text

C. Previewing The Illustrations In A Text With Students Before Beginning A Read-Aloud

D. Reading A Text Aloud To Students And Then Having Them Read The Text Chorally

Understanding how print is organized on the page is essential for beginning readers. In kindergarten, students develop awareness of print concepts such as reading from left to right and from the top line to the next. Tracking the text with a finger makes the movement of text concrete, letting children see and follow the sequence of words as they read aloud. This tangible tracking helps them connect spoken language to written words and builds the discipline of moving through text in a predictable, controlled way. It also supports a smooth return sweep from end of one line to the start of the next. The other strategies target different aspects of reading. Segmenting the sounds of words develops phonemic awareness rather than print direction and text structure. Previewing illustrations supports comprehension and prediction but doesn't directly teach how print is organized. Reading aloud and then having students read chorally improves fluency and listening skills more than teaching the mechanics of print direction. So, guiding students to track text from left to right and line to line with a finger most directly promotes the development of print concepts.

2. Which strategy best helps students understand that the plural ending -s attaches to different base forms, making plural forms consistent across words?

A. Memorize irregular plural forms

B. Study how the ending -s marks plurals across base words

C. Practice rhyming words that end with -s

D. Use a dictionary to find singular forms

Understanding that a single ending -s acts as a plural marker that can attach to many different base words helps students see a consistent pattern rather than memorize each plural form. By studying how -s marks plurals across base words, students learn that most nouns form plurals by adding -s, so they can predict the plural of new words they encounter. This builds flexible word-form knowledge and helps them apply the rule broadly. It's useful to note there are exceptions—some words need -es (buses, boxes) and a few have irregular plurals that don't use -s at all (children, feet)—but focusing on the regular pattern gives a solid framework for understanding plurals across many words.

3. Which activity targets phonological awareness?

- A. Phonics-based letter-sound mapping using flashcards.
- B. Reading aloud to practice fluency.
- C. Clapping syllables and rhyming games.**
- D. Memorizing sight words.

Phonological awareness is the ability to hear, identify, and manipulate sounds in spoken language, including processes like syllable clapping and recognizing rhymes. Clapping syllables helps students segment words into their separate syllables, while rhyming games highlight how different words share the same ending sounds. These activities train the ear to notice sound patterns and structures, which is the core of phonological awareness and a crucial foundation for later decoding skills. Activities like phonics-based letter-sound mapping focus more on linking sounds to letters and decoding, not on hearing sound structures in speech. Reading aloud for fluency emphasizes speed, expression, and flow, not specifically identifying sound units. Memorizing sight words builds word recognition without engaging the sound structure of spoken language.

4. Which of the following activities would best address phonemic awareness, concepts about print, letter-sound relationships, letter formation, and genre features?

- A. Building words phonics lesson
- B. An interactive writing lesson**
- C. An interactive read-aloud
- D. A handwriting worksheet

Interactive writing brings students into the process of drafting text with teacher support, tying together how sounds map to letters, how print is read and written, how letters are formed, and how a piece fits its genre. As students participate, they hear and stretch words to hear their individual sounds, then decide which letters to write for those sounds, which strengthens phonemic awareness and letter-sound relationships in a meaningful context. The shared writing session also models print concepts—reading from left to right, top to bottom, using spaces between words, and seeing how written language carries meaning. By composing together, students practice forming letters in real writing, not just in isolation, and they can see how handwriting supports legibility and fluency. Because the teacher can select the task to reflect a specific genre (a simple narrative, a letter, a how-to, etc.), students learn genre features and appropriate language patterns within a meaningful writing activity. Other approaches touch pieces of this work—phonics-focused activities emphasize sound-letter work, read-alouds support listening and comprehension and can introduce genre, and practice with handwriting alone targets letter formation—but they don't integrate all these components in authentic writing so students experience how sound, print, letter formation, and genre come together in real written communication.

5. Which stage is described by decoding unknown words using chunks and known spelling patterns, rather than letter-by-letter?

- A. Pre-alphabetic**
- B. Partial alphabetic**
- C. Consolidated alphabetic**
- D. Full alphabetic**

Decoding by using chunks and known spelling patterns means the reader is recognizing familiar letter groups and patterns (like digraphs such as sh, th, ch, or common endings like -tion, -ing) to read unfamiliar words, instead of sounding out each individual letter one by one. This ability to group letters into meaningful units and apply pattern knowledge shows the reader has moved beyond simple letter-by-letter decoding and is using orthographic knowledge to unlock words more efficiently. This describes the consolidated alphabetic stage. At this point, readers rely on these chunks and patterns to decode new words and read multisyllabic words more easily. They can also handle more complex spellings and larger word units by recognizing common phonograms and syllable patterns. Other stages involve different approaches: the pre-alphabetic stage relies on non-letter cues or whole-word guessing, the partial alphabetic stage uses some letter-sound connections but still often decodes via partial or incomplete mappings, and the full alphabetic stage focuses on applying complete letter-sound correspondences and blending each sound more explicitly. The emphasis on using chunks and patterns specifically points to the consolidated alphabetic stage.

6. Why is repeated read-aloud with leveled texts beneficial for PK-3 literacy?

- A. It reduces the need for explicit instruction**
- B. It builds fluency, prosody, vocabulary, background knowledge, and comprehension through guided, practice-based exposure to text**
- C. It slows decoding development**
- D. It only improves memory for stories**

Repeated read-aloud with leveled texts builds literacy by giving students repeated, guided exposure to meaningful texts. Hearing the same passage multiple times helps develop fluency—the smooth, speedy pace of reading—while modeling accurate prosody, so learners hear proper rhythm, phrasing, and expression. As vocabulary is encountered again in context, students strengthen word knowledge and retention, which supports understanding. Leveled texts match a student’s current decoding and language skills and provide just-right challenge, helping them connect new ideas to prior knowledge without becoming overwhelmed. The guided nature of this approach—pre-reading goals, during-reading supports, and post-reading discussion, retelling, and questioning—teaches and strengthens comprehension strategies, leading to deeper understanding. So, this practice simultaneously enhances fluency, prosody, vocabulary, background knowledge, and comprehension through practice-based exposure to text. It isn’t about eliminating instruction, nor does it slow decoding; it supports those areas, and it goes beyond memory by building multiple literacy skills.

7. Which is an example of a high-frequency irregular sight word?

- A. Jump**
- B. Blue**
- C. The**
- D. Cats**

High-frequency irregular sight words are common words that appear often in text but don't follow the usual sound-letter rules, so students memorize them by sight. The word the is used extremely often and doesn't map cleanly to typical phonics patterns, so readers benefit from recognizing it instantly rather than decoding it. This supports fluent reading because you can recognize it on sight. The other options can usually be sounded out using standard phonics rules: jump is a simple consonant-vowel-consonant word, cats adds a regular plural ending, and blue follows common vowel patterns taught in phonics.

8. Which practice best supports vocabulary development when introducing new words to a class?

- A. providing repeated exposure to words in different contexts**
- B. modeling using text structure to understand texts**
- C. using word ladders to build words**
- D. pairing students to read texts**

Providing repeated exposure to words in different contexts builds durable word knowledge. When students see and hear a new word in multiple settings—read-alouds, shared reading, conversations, writing, and even play or games—they connect the sound, meaning, and use of the word. This variety helps them infer meaning, notice nuances, and remember how the word fits with other words, which makes it easier to recognize and use the word again later. Other options touch on related skills but don't target this core practice as directly. Modeling text structure supports understanding how a text is organized rather than expanding vocabulary, word meaning, and usage. Word ladders focus on spelling and decoding rather than providing varied, meaningful encounters with new vocabulary. Pairing students to read can aid practice, but it doesn't ensure repeated, meaningful exposure to the new word across diverse contexts.

9. Identify a high-quality evidence-based practice for teaching word recognition in first grade.

- A. Whole-language approach without explicit instruction**
- B. Random activities without explicit instruction**
- C. Silent reading only**
- D. Systematic, explicit phonics instruction that builds decoding skills, plus guided practice with decodable texts and word-reading routines**

A clear and effective approach to word recognition in first grade is systematic, explicit phonics instruction that teaches how letters correspond to sounds, how to blend those sounds to decode unfamiliar words, and how to apply these skills in reading. This focused instruction gives students a reliable map for decoding, which is essential in the early stages when they are building word-reading accuracy. Pairing this instruction with guided practice using decodable texts helps students apply decoding rules on words that align with what they've just learned, boosting fluency and confidence as they read more smoothly. Word-reading routines—regular, brief practices that reinforce decoding patterns and quick recognition of high-frequency words—create consistent habits that support automatic word recognition over time. Evidence shows that explicit, systematic phonics instruction yields stronger gains in decoding and early reading achievement than approaches that rely on immersion or unguided activities. In contrast, strategies that lack explicit instruction or rely solely on silent reading or random tasks do not provide the structured support students need to build reliable word recognition in first grade.

10. Which term is commonly used for the assessment where the teacher reads a sentence aloud and the student writes it down?

- A. Hearing and recording sounds**
- B. Silent reading inventory**
- C. Oral-to-written test**
- D. Paired reading assessment**

This task is about writing down what is heard. When the teacher reads a sentence aloud and the student transcribes it, the focus is on translating spoken language into written form—testing listening, memory, spelling, punctuation, and writing accuracy. That kind of assessment is commonly called an oral-to-written test (often described as dictation). The other options don't fit this activity: writing from dictation isn't about identifying sounds in isolation, which is what a hearing and recording sounds task would imply. It isn't a silent reading check, which measures comprehension during silent reading, nor is it a paired reading activity, which involves two readers working together to improve fluency.

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://mttc118.examzify.com>

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

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