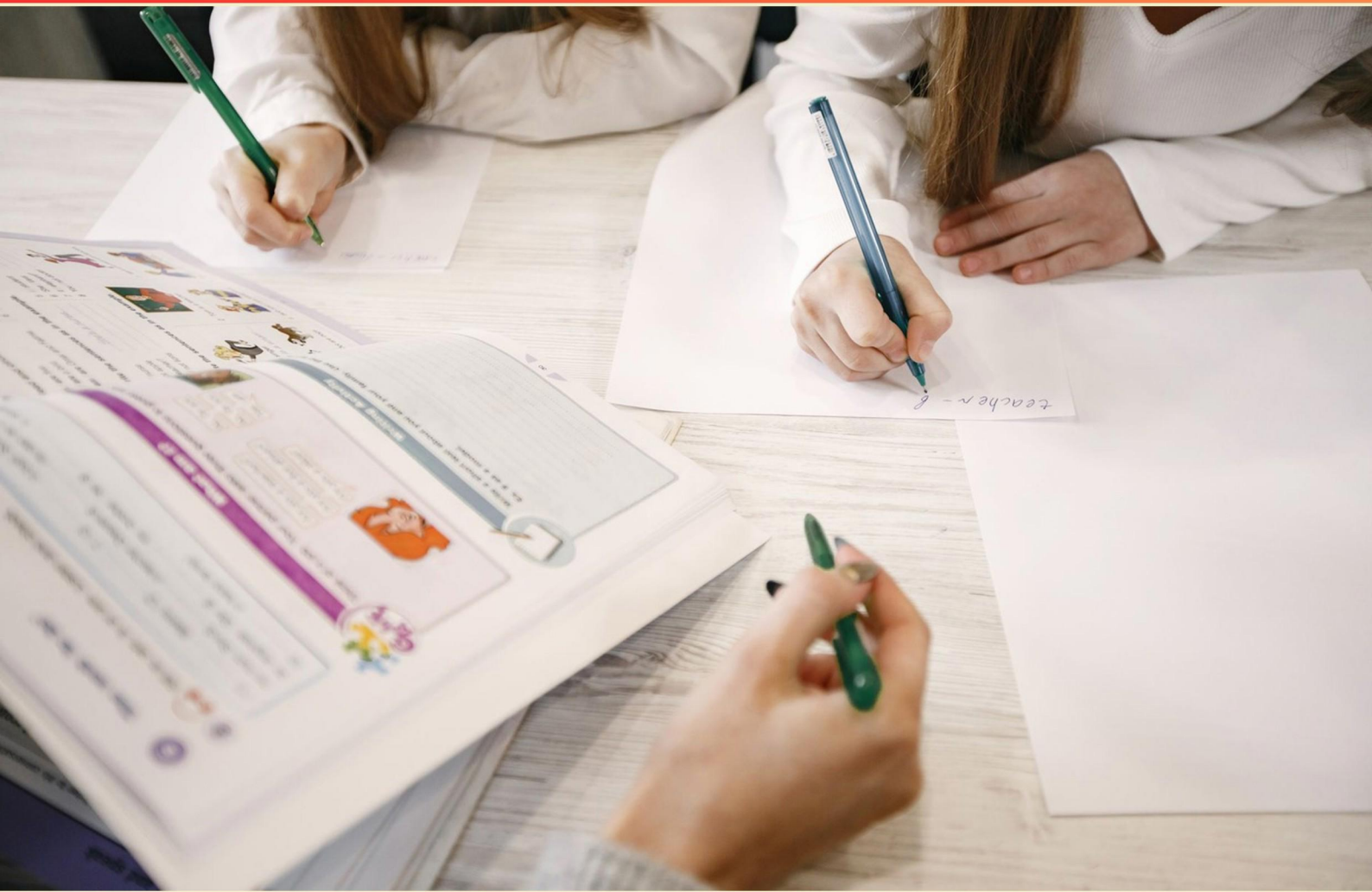


NES ELEMENTARY READING INSTRUCTION 104 PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://neselemreadinginstruction104.examzify.com>



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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 option lists the stages of writing development in order from earliest to most advanced?**
 - A. Pre literate stage: scribbles, symbols; Emergent: correctly spells high freq words, begins to understanding letter to sound; Transitional: use capital and lowercase, vocabulary builds, improved spelling stylization, genre; Fluent: correct spelling & punctuation, edit & analyze own word, craftsmen of writing
 - B. Emergent, Pre literate, Transitional, Fluent
 - C. Pre literate, Transitional, Emergent, Fluent
 - D. Fluent, Transitional, Emergent, Pre literate
- 2. Which activity involves identifying where a sound occurs in a word (beginning, middle, end)?**
 - A. Phoneme isolation
 - B. Phoneme blending
 - C. Phoneme identification
 - D. Phoneme substitution
- 3. Howard Gardner is best known for which theory?**
 - A. The theory of multiple intelligences
 - B. Traditional IQ
 - C. Learning styles
 - D. Only math and language
- 4. In reciprocal teaching, which four strategies does the teacher model?**
 - A. Predicting, summarizing, clarifying, questioning
 - B. Reading aloud, spelling, dictation, chunking
 - C. Creating questions, summarizing, clarifying, predicting
 - D. Discussing, listing, grading, handing out assignments
- 5. Which activity best supports retelling fiction by highlighting key elements and pausing for summaries?**
 - A. Preview story and pause students to summarize key elements
 - B. Draw the cover page only
 - C. Read the last paragraph first
 - D. Memorize every sentence

- 6. Which practice helps connect text with meaning through visuals?**
- A. Model picture cues
 - B. Intro to complex vocabulary
 - C. Phoneme substitution activities
 - D. Spelling patterns
- 7. In narrative writing, setting refers to which of the following?**
- A. Who tells the story
 - B. The mood
 - C. Where and when
 - D. Why events happen
- 8. Which practice helps students visually organize ideas and relationships?**
- A. To visually organize ideas and relationships
 - B. To memorize exact quotes
 - C. To replace reading
 - D. To determine page numbers
- 9. Encoding refers to which skill in literacy development?**
- A. Translating print to speech
 - B. Reading aloud to check comprehension
 - C. Translating words to pictures
 - D. Translating sounds to print
- 10. Which strategy helps learners by activating prior knowledge through cues such as bolded texts and cueing techniques?**
- A. Avoiding prior knowledge and focusing on new information
 - B. Activating prior knowledge through cues such as bolded texts and cueing techniques
 - C. Waiting to test after long delay
 - D. Using only rote memorization

Answers

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

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Explanations

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1. Which option lists the stages of writing development in order from earliest to most advanced?

- A. Pre literate stage: scribbles, symbols; Emergent: correctly spells high freq words, begins to understanding letter to sound; Transitional: use capital and lowercase, vocabulary builds, improved spelling stylization, genre; Fluent: correct spelling & punctuation, edit & analyze own word, craftsmen of writing
- B. Emergent, Pre literate, Transitional, Fluent
- C. Pre literate, Transitional, Emergent, Fluent
- D. Fluent, Transitional, Emergent, Pre literate

Understanding how writing develops from simple marks to polished text helps us see how students gain control over language on paper. The earliest stage is pre-literate, where children produce scribbles and symbols without consistent meaning or letter knowledge. Next is emergent writing, when marks begin to represent words and sounds, and children start making connections between letters and sounds; they may spell high-frequency words and show beginnings of literacy awareness. The following stage is transitional writing, where children start using uppercase and lowercase more consistently, expand their vocabulary, develop more conventional spelling, and begin to explore different writing genres. The most advanced stage is fluent writing, where writing features correct spelling and punctuation, is carefully edited, and reflects a crafted, purposeful approach to communicating ideas. This sequence—pre-literate, emergent, transitional, then fluent—best fits how writing becomes more conventional and skilled over time. Other sequences mix up the order, placing more advanced or earlier stages in the wrong place, which doesn't align with how students typically develop writing skills.

2. Which activity involves identifying where a sound occurs in a word (beginning, middle, end)?

- A. Phoneme isolation
- B. Phoneme blending
- C. Phoneme identification
- D. Phoneme substitution

Identifying where a sound occurs in a word is phoneme isolation. This activity asks you to name the position of a specific sound—whether it's at the beginning, middle, or end of the word. For example, in the word cat, the initial sound is /k/, the middle sound is /æ/, and the ending sound is /t/. Practicing this helps students connect sounds to their exact place in words, which supports skills like decoding and spelling. The other processes involve different skills: blending sounds together to form a word, recognizing the same sound across different words, or changing a sound to make a new word.

3. Howard Gardner is best known for which theory?

A. The theory of multiple intelligences

B. Traditional IQ

C. Learning styles

D. Only math and language

Howard Gardner is best known for proposing that intelligence consists of multiple independent abilities rather than a single general capacity. He outlined several distinct intelligences—linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (with some discussions including existential). This view helps explain why students can excel in one area while needing more support in others, and it guides educators to design lessons that draw on a variety of strengths. In contrast, a single IQ score represents the traditional, one-measurement view; learning styles refer to preferred ways of processing information rather than separate intelligences; and saying “Only math and language” narrows intelligence to two areas, ignoring the broader spectrum Gardner identifies.

4. In reciprocal teaching, which four strategies does the teacher model?

A. Predicting, summarizing, clarifying, questioning

B. Reading aloud, spelling, dictation, chunking

C. Creating questions, summarizing, clarifying, predicting

D. Discussing, listing, grading, handing out assignments

Reciprocal teaching centers on guiding students to understand a text by using four mental strategies in a collaborative dialogue. The teacher models predicting what might happen next, asking questions about the text to probe understanding, clarifying vocabulary or ideas that are confusing, and summarizing the main ideas in their own words. This combination helps students monitor their comprehension and practice the thinking good readers use. The best choice reflects these four strategies: creating questions, summarizing, clarifying, and predicting. “Creating questions” captures the act of questioning the text to surface understanding, and when paired with the other three strategies, it aligns with how reciprocal teaching is taught. The other options include activities not part of this strategy-based approach, such as routine reading aloud or grading and handing out assignments, which don’t model the cognitive strategies used to comprehend text.

5. Which activity best supports retelling fiction by highlighting key elements and pausing for summaries?

A. Preview story and pause students to summarize key elements

B. Draw the cover page only

C. Read the last paragraph first

D. Memorize every sentence

Retelling fiction effectively relies on grasping the main parts of the story and the sequence of events, then expressing them in your own words. Previewing the story and pausing to summarize key elements helps you focus on who the characters are, where the story takes place, what the main problem is, and what happens to move toward a resolution. By pausing at these moments, you practice concise summaries that capture the essential details and the order of events, which makes it easier to retell the story accurately. Drawing a cover page doesn’t engage with the plot or its sequence, so it misses the opportunity to practice identifying and recounting what happened. Reading the last paragraph first skips the narrative flow and makes it harder to understand how events lead to the ending. Memorizing every sentence doesn’t help you retell in your own words or highlight the important elements; it focuses on exact wording rather than understanding and paraphrasing the story.

6. Which practice helps connect text with meaning through visuals?

- A. Model picture cues**
- B. Intro to complex vocabulary
- C. Phoneme substitution activities
- D. Spelling patterns

Using visuals to connect text with meaning relies on modeling picture cues. When you model picture cues, you show students how the images in illustrations, captions, or other visuals relate to what the text is saying. You talk through what the picture conveys and how it supports understanding of setting, characters, actions, or emotions, guiding students to use the visual information to interpret meaning, make predictions, and clarify confusing parts. This makes the text more accessible by creating concrete anchors for words, helping students form mental pictures that reinforce comprehension. Other options don't center on linking text to meaning through visuals. Introducing complex vocabulary targets word meanings but doesn't teach how visuals connect to the text. Phoneme substitution activities focus on sounds, not meaning derived from images. Spelling patterns deal with letter patterns and decoding, not how visuals help readers understand the text.

7. In narrative writing, setting refers to which of the following?

- A. Who tells the story
- B. The mood
- C. Where and when**
- D. Why events happen

Setting is about where and when the story takes place, including the location, the time period, and the surrounding conditions like weather or social environment. These details create the world the characters inhabit and help shape what can happen and how characters behave. That's why the best choice is about the place and the time: it identifies the backdrop that influences events and actions in the narrative. The other elements are different: who tells the story is the narrator or point of view, mood is the atmosphere or feeling created by the writing, and why events happen points to the plot or cause of the actions. So when you think of setting, picture the exact place, the exact time, and the conditions that frame everything in the story.

8. Which practice helps students visually organize ideas and relationships?

- A. To visually organize ideas and relationships**
- B. To memorize exact quotes
- C. To replace reading
- D. To determine page numbers

Organizing ideas visually helps learners see how concepts connect and relate to one another. When students use graphic organizers—like concept maps, mind maps, Venn diagrams, or timelines—they group main ideas with supporting details and reveal relationships such as cause and effect, sequences, or comparisons. This visual structure makes meaning clearer, supports deeper understanding, and aids memory because information is captured in a connected, picture-like format rather than as isolated facts. Memorizing exact quotes focuses on remembering specific wording rather than understanding how ideas fit together, so it doesn't build the visual structure of knowledge. Replacing reading isn't a productive study approach for grasping relationships, and determining page numbers is about navigation rather than organizing ideas.

9. Encoding refers to which skill in literacy development?

- A. Translating print to speech
- B. Reading aloud to check comprehension
- C. Translating words to pictures
- D. Translating sounds to print**

Encoding is the process of turning spoken sounds into written letters, the act of spelling. It relies on knowing which sounds map to which letters or letter combinations. For example, to encode the word "cat," you map the sounds /k/ /æ/ /t/ to the letters C-A-T. That's why the option describing translating sounds to print best matches encoding. Other options describe turning print into speech (reading/decoding) or using pictures to convey meaning, or reading aloud to check understanding, which aren't encoding.

10. Which strategy helps learners by activating prior knowledge through cues such as bolded texts and cueing techniques?

- A. Avoiding prior knowledge and focusing on new information
- B. Activating prior knowledge through cues such as bolded texts and cueing techniques**
- C. Waiting to test after long delay
- D. Using only rote memorization

Activating prior knowledge through cues such as bolded texts and cueing techniques helps learners connect new information to what they already know. Bolded terms signal key concepts and prompt students to recall related ideas, while cueing techniques provide prompts that guide retrieval of relevant knowledge at the moment of learning, making the new material easier to understand and remember. This approach builds meaningful learning rather than presenting isolated facts. Relying only on new information without those anchors or using rote memorization doesn't support the same level of comprehension or long-term retention.

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://neselemreadinginstruction104.examzify.com>

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

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