

ORELA Elementary Education Subtest 1 ELA 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. In which approach does one student read silently and then aloud, while the listener offers feedback, and the reader rereads the passage?**
 - A. Echo reading**
 - B. Repeated reading**
 - C. Paired reading**
 - D. Comprehension**

- 2. Which description defines the alphabetic principle?**
 - A. The idea that pictures tell stories**
 - B. The idea that written letters and letter patterns can be used to represent speech sounds**
 - C. The idea that writing must be in uppercase**
 - D. The idea that reading is only comprehension, not decoding**

- 3. Which item is included in the 'others' category of the seven basic syllable patterns?**
 - A. sion, tion, ture, etc.**
 - B. emergent speller**
 - C. letter name-alphabetic**
 - D. table**

- 4. Fluency is described as what combination?**
 - A. Fast and accurate word identification in addition to reading in phrase-length chunks and reading with expression**
 - B. Reading with expression**
 - C. Relating to rhythms in poetry**
 - D. The study of the forms of words**

- 5. A simile is defined as**
 - A. An indirect comparison without using like or as.**
 - B. A statement that repeats for emphasis.**
 - C. A direct comparison between two unlike things, often using the words like or as.**
 - D. A type of personification.**

- 6. Which strategy involves students reading a passage several times as the teacher offers suggestions for improvement?**
- A. Repeated reading**
 - B. Echo reading**
 - C. Paired reading**
 - D. Differentiation strategies**
- 7. Which term means blending phonemes to create words?**
- A. Phoneme blending**
 - B. Phoneme deletion**
 - C. Onset**
 - D. Concepts of print**
- 8. Which term means turning one word into another by substituting one phoneme for another (initial, middle, or ending sounds)?**
- A. Phoneme deletion**
 - B. Phoneme segmentation**
 - C. Phoneme isolation**
 - D. Phoneme substitution**
- 9. Which term is the small set of speech sounds that are distinguished by the speakers of a particular language?**
- A. Phonological awareness**
 - B. Graphemes**
 - C. Orthography**
 - D. Phoneme**
- 10. Which term means forming or dividing words into syllables?**
- A. Counting syllable numbers in words**
 - B. Tracking reading pace**
 - C. Identifying punctuation marks**
 - D. Forming or dividing words into syllables**

Answers

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

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Explanations

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1. In which approach does one student read silently and then aloud, while the listener offers feedback, and the reader rereads the passage?

- A. Echo reading**
- B. Repeated reading**
- C. Paired reading**
- D. Comprehension**

Paired reading is a fluency-building approach where two students work together to practice reading with feedback. In this method, one student reads silently to process the text, then reads aloud while the partner listens and provides constructive feedback on aspects like pace, expression, and phrasing. After the feedback, the reader rereads the passage to apply the suggestions, helping improve fluency and accuracy through immediate practice and support. This matches the described scenario exactly: silent reading first, then reading aloud with feedback, followed by a reread. Echo reading would involve one person modeling and the other repeating what was read, often in a back-and-forth echo, not two peers giving feedback and rereading. Repeated reading typically centers on the same student reading a passage multiple times to build fluency, usually with a teacher or tutor providing guidance, rather than a peer. Comprehension focuses on understanding the text, not the specific partner-based fluency practice described.

2. Which description defines the alphabetic principle?

- A. The idea that pictures tell stories**
- B. The idea that written letters and letter patterns can be used to represent speech sounds**
- C. The idea that writing must be in uppercase**
- D. The idea that reading is only comprehension, not decoding**

The alphabetic principle is the understanding that written letters and letter patterns map to the sounds of spoken language, and readers use that sound-letter relationship to decode words. This describes how you can sound out a word by recognizing which sounds each letter or group of letters represents and then blend those sounds together. For example, the letters in a word stand for specific phonemes, and you can read a new word by applying those sound mappings. The other ideas don't capture this essential link between symbols and sounds—one focuses on pictures, another on uppercase writing, and another on reading as only comprehension without decoding.

3. Which item is included in the 'others' category of the seven basic syllable patterns?

A. sion, tion, ture, etc.

B. emergent speller

C. letter name-alphabetic

D. table

The main idea here is how syllables are grouped. In the common list of syllable patterns, there are several straightforward patterns (like open, closed, silent-e, vowel team, r-controlled, and consonant-le) and then an “other” category for pieces that don’t fit those standard patterns. Endings such as sion, tion, ture, and similar suffix chunks are you seeing in many words, and they form a syllable as a unit. They’re not one of the regular phonics patterns, but they consistently create a syllable when attached to a base word, so they belong in the “others” category. The other options don’t fit this idea: emergent speller describes a stage of writing development, not a syllable-type pattern; letter name-alphabetic refers to a reading development stage, not a syllable pattern; and table is just a word example, not a representation of a syllable-pattern category.

4. Fluency is described as what combination?

A. Fast and accurate word identification in addition to reading in phrase-length chunks and reading with expression

B. Reading with expression

C. Relating to rhythms in poetry

D. The study of the forms of words

Fluency in reading is about blending speed, accuracy, and expression so the text sounds natural and conveys meaning. When a reader is fluent, they recognize most words quickly and correctly, read in natural phrase-length chunks rather than word by word, and use expression that matches the tone, punctuation, and meaning of the text. This combination helps comprehension because the reader isn’t slowed down by decoding, and the phrasing and intonation cue how the ideas fit together. Reading with expression alone misses the speed and accuracy part, and just focusing on expression doesn’t guarantee easy, efficient decoding or proper phrasing. Rhythms in poetry are about meter and stress patterns, which is related to fluency but not the full description. The study of word forms (morphology) is about word structure, not how smoothly a reader translates text aloud.

5. A simile is defined as

- A. An indirect comparison without using like or as.**
- B. A statement that repeats for emphasis.**
- C. A direct comparison between two unlike things, often using the words like or as.**
- D. A type of personification.**

A simile is a direct comparison between two unlike things, often using like or as. This helps you picture or understand something by linking it to something familiar. For example, saying someone is “as brave as a lion” uses like or as to compare bravery to the lion’s reputation, making the idea clear and vivid. The description that matches this idea best is the one about two unlike things being directly compared, usually with like or as. The other options point to a metaphor (an indirect comparison without like or as), repetition for emphasis, or giving human traits to nonhuman things, which are different figures of speech.

6. Which strategy involves students reading a passage several times as the teacher offers suggestions for improvement?

- A. Repeated reading**
- B. Echo reading**
- C. Paired reading**
- D. Differentiation strategies**

Repeated reading builds fluency by having students read the same passage several times while the teacher provides feedback to improve accuracy, pace, and expression. With each reading, students become more automatic and confident readers, and the teacher’s suggestions after or during the readings help guide improvements in pronunciation, phrasing, and prosody. Echo reading centers on the teacher modeling and the student echoing what is read, which is more about imitation than repeated independent practice with targeted feedback. Paired reading uses a partner to share the reading task, offering support but not the same teacher-guided, multiple-read sequence. Differentiation strategies refer to tailoring instruction to individual needs and can include various methods, not this specific repeated-reading routine with teacher feedback.

7. Which term means blending phonemes to create words?

- A. Phoneme blending**
- B. Phoneme deletion**
- C. Onset**
- D. Concepts of print**

Blending phonemes to create words is blending sounds to form a whole word in phonemic awareness. You hear each individual sound and smoothly merge them to say the word aloud. For example, blending the sounds /c/ /a/ /t/ gives you the word “cat.” This skill helps children decode unfamiliar words by assembling sounds it hears into a recognizable spoken word, which is a foundation for reading. Phoneme deletion, by contrast, is about removing a sound from a word, not combining sounds. An onset is only the initial sound or cluster at the beginning of a syllable, not the whole act of creating a word from sounds. Concepts of print refer to understanding how printed language works, not to manipulating sounds.

8. Which term means turning one word into another by substituting one phoneme for another (initial, middle, or ending sounds)?

- A. Phoneme deletion
- B. Phoneme segmentation
- C. Phoneme isolation
- D. Phoneme substitution**

The concept being tested is phoneme substitution: turning one word into another by replacing one sound with a different one, at the beginning, middle, or end. For example, substitute the initial sound /b/ in “bat” with /k/ to produce “cat.” This shows how changing a single phoneme creates a new word while the rest of the word stays the same. Other phonemic tasks involve removing a sound (phoneme deletion), breaking a word into its individual sounds (phoneme segmentation), or identifying a single sound in a word (phoneme isolation); those do not involve substituting a sound to form a new word, so substitution is the correct term.

9. Which term is the small set of speech sounds that are distinguished by the speakers of a particular language?

- A. Phonological awareness
- B. Graphemes
- C. Orthography
- D. Phoneme**

Phonemes are the smallest units of sound in a language that can change meaning. They’re the mental categories speakers use to distinguish words, so swapping one phoneme for another creates a different word—for example, pat vs bat differ in the initial sound, which changes the meaning. This is about spoken language sounds, not how they’re written or the act of thinking about sounds. Graphemes are the letters or written symbols that represent sounds. Orthography refers to the overall writing system and spelling conventions of a language. Phonological awareness is the skill of recognizing and manipulating those sounds in speech, such as blending or segmenting sounds, but it isn’t the set of sounds itself.

10. Which term means forming or dividing words into syllables?

- A. Counting syllable numbers in words
- B. Tracking reading pace
- C. Identifying punctuation marks
- D. Forming or dividing words into syllables**

Syllabication is the process of forming or dividing words into syllables. This helps with pronunciation and decoding in reading because each syllable usually contains a vowel sound, and breaking a word into syllables shows where to pause and how to spell it. The term comes from syllable plus the suffix that means “the act of.” For example, banana splits into ba-na-na; reading splits into read-ing. The other tasks involve counting syllables, tracking reading pace, or identifying punctuation—different skills from the act of dividing words into syllables.

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://orelaelemesubtest1ela.examzify.com>

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

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