FOUNDATIONS OF READING (090) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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

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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.

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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!

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Questions

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1. What does phonology refer to?

A. The structure of written language

B. The study of speech sounds

C. The relationship between letters and their sounds

D. The semantic meaning of words

2. What are target words in a reading curriculum?

A. Words exclusively for spelling tests

B. Words to be analyzed and practiced in lessons

C. Words that are completely ignored in instruction

D. Words often used in math and science contexts

3. What age group is most likely to benefit from chunking as a reading strategy?

A. High school seniors preparing for exams

B. Middle school students transitioning to advanced texts

C. Early elementary students learning to read

D. College students studying complex theories

4. Why is the Frayer model considered effective in vocabulary instruction?

A. It promotes rote memorization

B. It allows for creative expression

C. It differentiates between examples and non-examples, enhancing understanding

D. It focuses solely on definitions

5. Why are high frequency words often called sight words?

A. They should be memorized for immediate recognition

B. They are the only words students should learn

C. They are complex words that rule out phonics

D. They are rarely found in reading materials

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6. What can diagnostic tests measure?

A. General academic performance

B. A variety of reading, language, or cognitive skills

C. The speed of reading comprehension

D. Student interest in literature

7. What type of assessment does not follow prescribed rules for administration?

A. Standardized assessment

B. Formal assessment

C. Informal assessment

D. Diagnostic assessment

8. What is the primary purpose of decoding in reading?

A. To improve reading speed

B. To translate print to speech

C. To enhance comprehension of the text

D. To summarize the main ideas

9. What does fluency in reading primarily involve?

A. The ability to read rapidly without hesitation

B. The ability to read accurately with comprehension

C. The integration of speed, accuracy, and proper expression

D. The ability to understand complex vocabulary

10. Connected text refers to:

A. Words that rhyme with each other

B. Words linked in sentences, phrases, and paragraphs

C. Words that are frequently used together

D. Words found in a dictionary entry

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Answers

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

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Explanations

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1. What does phonology refer to?

A. The structure of written language

B. The study of speech sounds

C. The relationship between letters and their sounds

D. The semantic meaning of words

Phonology refers specifically to the study of speech sounds, which encompasses how sounds function in particular languages as well as the rules governing their combination and pronunciation. It involves understanding the abstract, mental representations of sounds in our minds and how they are organized in spoken language. This concept is crucial for recognizing how different sounds can change meaning in communication. It is distinct from other areas, such as the structure of written language, which pertains to orthography and grammar, or the relationship between letters and their sounds, which falls under the umbrella of phonics. While semantics deals with the meaning of words, phonology focuses exclusively on the sounds themselves, making it vital for developing reading and pronunciation skills. Understanding phonology is essential for educators in teaching students about the sounds that form the foundation of language.

2. What are target words in a reading curriculum?

A. Words exclusively for spelling tests

B. Words to be analyzed and practiced in lessons

C. Words that are completely ignored in instruction

D. Words often used in math and science contexts

Target words in a reading curriculum refer to those specific words that students analyze, practice, and learn through various instructional strategies within lessons. These words are often carefully selected based on their relevance to the reading material, their frequency of use, or their phonetic and morphological characteristics, making them essential for vocabulary development and comprehension. By focusing on target words, educators help children build a robust vocabulary that supports their reading skills, enabling them to better understand and engage with texts. This practice promotes deeper literacy skills by ensuring that students can recognize, pronounce, and use these words in context, which is fundamental for their overall reading development.

3. What age group is most likely to benefit from chunking as a reading strategy?

A. High school seniors preparing for exams

B. Middle school students transitioning to advanced texts

C. Early elementary students learning to read

D. College students studying complex theories

Chunking is a reading strategy that involves breaking text into manageable parts or "chunks" to enhance comprehension and retention. This method is particularly beneficial for early elementary students who are in the process of learning to read. At this developmental stage, these students often face challenges with decoding, fluency, and understanding text structure. For young readers, chunking can help them focus on smaller sections of text, making it easier to decode words and comprehend meaning without becoming overwhelmed. It aligns with their developmental need for structured, concrete strategies as they learn to navigate written language. By grouping words together, these students can improve their fluency and start to recognize patterns within texts, which can be essential in building their reading skills. In contrast, the other age groups may be more proficient in reading and typically have established their reading strategies. High school seniors and college students are likely to utilize advanced comprehension skills and critical thinking, while middle school students may also be on a different developmental trajectory that includes more complex literary analysis rather than foundational strategies like chunking.

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4. Why is the Frayer model considered effective in vocabulary instruction?

A. It promotes rote memorization

B. It allows for creative expression

C. It differentiates between examples and non-examples, enhancing understanding

D. It focuses solely on definitions

The Frayer model is effective in vocabulary instruction primarily because it helps students differentiate between examples and non-examples of a word, which deepens their understanding of the word's meaning and usage. By organizing information about the target vocabulary, the model typically includes sections for defining the word, providing characteristics, offering examples, and distinguishing non-examples. This structure encourages learners to engage with the word on multiple levels: not only do they learn the definition, but they also explore how the word is used in different contexts and what it is not. This comprehensive approach fosters a deeper conceptual grasp of vocabulary, as it moves beyond surface-level memorization and promotes critical thinking about language.

5. Why are high frequency words often called sight words?

A. They should be memorized for immediate recognition

B. They are the only words students should learn

C. They are complex words that rule out phonics

D. They are rarely found in reading materials

High frequency words are often referred to as sight words because they should be memorized for immediate recognition. This recognition allows readers to quickly understand text without needing to sound out each word, facilitating fluent reading. These words typically don't follow standard phonetic rules or may have irregular spellings, making them challenging to decode through phonics alone. Being able to identify these words at a glance helps improve overall reading efficiency and comprehension. The other options suggest misconceptions about sight words. For example, suggesting that they are the only words students should learn overlooks the need for a broad vocabulary. Complex words ruling out phonics misrepresents the purpose of phonics instruction, which is helpful for understanding a wider range of words. Additionally, claiming that high frequency words are rarely found in reading materials is inaccurate, as these words are commonly used in many texts, emphasizing the importance of recognizing them quickly.

6. What can diagnostic tests measure?

A. General academic performance

B. A variety of reading, language, or cognitive skills

C. The speed of reading comprehension

D. Student interest in literature

Diagnostic tests are specifically designed to assess a range of reading, language, or cognitive skills in students. This type of testing focuses on identifying strengths and weaknesses in these areas, allowing educators to tailor instruction and interventions to meet individual learning needs. By pinpointing specific skills such as phonemic awareness, vocabulary knowledge, and comprehension strategies, diagnostic tests provide valuable insights that inform instructional decisions. In contrast, the other options do not capture the primary purpose of diagnostic tests. General academic performance encompasses a broader range of subjects and skills rather than focusing specifically on reading and language abilities. Measuring the speed of reading comprehension may be a part of evaluating reading skills but does not provide the comprehensive skill assessment that diagnostic tests aim for. Finally, assessing student interest in literature falls outside the realm of reading skill measurement, concentrating instead on personal preferences rather than cognitive or language capabilities.

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7. What type of assessment does not follow prescribed rules for administration?

A. Standardized assessment

B. Formal assessment

C. Informal assessment

D. Diagnostic assessment

Informal assessment is characterized by a flexible approach that allows educators to evaluate student understanding and skills without adhering to strict, predetermined guidelines. This type of assessment often takes place in natural, everyday classroom settings, such as through observations, conversations, and feedback on class activities. Because it is not bound by specific protocols or testing conditions, informal assessments can adapt to different contexts and individual student needs, providing a more nuanced understanding of a learner's abilities. In contrast, standardized assessments follow specific rules for administration, ensuring that they are administered consistently and scored in a uniform manner across different test takers. Formal assessments are structured and planned, often contributing to academic records. Diagnostic assessments are used to identify students' strengths and weaknesses in specific areas to inform instructional planning. Each of these other types adheres to defined procedures, whereas informal assessments prioritize a more organic and responsive approach to learning evaluation.

8. What is the primary purpose of decoding in reading?

A. To improve reading speed

B. To translate print to speech

C. To enhance comprehension of the text

D. To summarize the main ideas

The primary purpose of decoding in reading is to translate print to speech. This process involves recognizing letters and their corresponding sounds to form words, which is essential for reading fluently. Decoding enables readers to convert written symbols into vocalized language, allowing them to articulate the words on the page. Understanding this concept is foundational for developing reading skills, as successful decoding allows readers to engage with the text more effectively. While improving reading speed, enhancing comprehension of the text, and summarizing the main ideas are important aspects of reading, they are secondary to the fundamental task of decoding. Comprehension relies on a reader's ability to first decode the words accurately. Therefore, mastering decoding is crucial for achieving these other aspects of reading proficiency.

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9. What does fluency in reading primarily involve?

A. The ability to read rapidly without hesitation

B. The ability to read accurately with comprehension

C. The integration of speed, accuracy, and proper expression

D. The ability to understand complex vocabulary

Fluency in reading primarily encompasses the integration of speed, accuracy, and proper expression. This means that a fluent reader can not only read text quickly but also do so with a level of precision that ensures correct pronunciation and meaning. Additionally, fluent readers typically employ appropriate intonation and phrasing, which reflects their understanding of the text. This aspect of fluency is crucial because it allows the reader to engage with the material more effectively, facilitating comprehension and enjoyment of the reading experience. Other options focus on individual components of fluency rather than the holistic combination of these elements. For example, while the ability to read rapidly is important, it does not encompass the necessity for accuracy and expression. Similarly, reading accurately with comprehension is vital but still lacks the elements of speed and expressive reading that complete fluency. Understanding complex vocabulary, while a significant reading skill, does not directly relate to the overall concept of reading fluency itself, which is more about the fluidity and ease with which text is read.

10. Connected text refers to:

A. Words that rhyme with each other

B. Words linked in sentences, phrases, and paragraphs

C. Words that are frequently used together

D. Words found in a dictionary entry

Connected text refers to words that are linked in sentences, phrases, and paragraphs, forming coherent and meaningful units of written language. This concept is essential for developing reading fluency and comprehension, as it emphasizes the relationships between words within a larger context rather than viewing words in isolation. When students read connected text, they can better understand syntax, grammar, and the flow of ideas, all of which are crucial for extracting meaning. For instance, in a sentence, the arrangement of words affects the overall message, and recognizing these connections helps readers to grasp narrative structure, argumentation, and thematic development. Considering the other options, words that rhyme with each other focus solely on phonetic similarities rather than textual relationships. Words that are frequently used together might hint at collocations but do not provide a comprehensive view of how words function within complete texts. Words found in a dictionary entry are typically isolated definitions that do not capture the essence of how words interact in meaningful written language. Therefore, the concept of connected text centers on the broader structural and contextual links that give life to written communication.

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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://foundationsofreading090.examzify.com

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

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