NEW HAMPSHIRE FOUNDATIONS OF READING PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. Which of the following activities can help build literacy in daily routines?

A. Watching TV shows together

B. Morning meetings with written messages

C. Outdoor physical activities

D. Providing snacks during class

2. Why is decoding instruction noted to taper off around the second grade?

A. Due to the introduction of advanced texts

B. Because students are expected to master spelling

C. As students encounter more complex texts

D. To focus exclusively on comprehension skills

3. What does inferring require from the reader?

A. Creative writing skills

B. Explicit statements from the text

C. Drawing conclusions from clues and prior knowledge

D. Reading without questioning the author's intent

4. What role does technology literacy play in education?

A. It focuses only on written communication

B. It includes using tools for effective communication

C. It restricts learning to traditional methods

D. It prioritizes financial skills above all else

5. What strategy can be used when teaching decoding of multisyllabic words?

A. Ignore common spelling patterns

B. Identify syllables by clapping

C. Focus solely on vowel sounds

D. Promote silent reading for word recognition

6. What is essential for assessing reading success in both struggling and proficient students?

A. Randomized testing without observation

B. Daily phonological and phonics practice

C. Only observing struggling students

D. Eliminating phonics practice after early grades

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7. Which of the following best defines idioms?

A. Literal phrases without deeper meanings

B. Expressions with meanings different from the literal interpretation

C. Complex vocabulary words

D. Short statements of advice

8. How does phonological awareness in a reader's first language affect their second language reading?

A. It has no effect

B. It is a strong predictor of reading ability

C. It hinders learning the second language

D. It only benefits advanced readers

9. Which characteristic is likely to be absent in a preliterate writer?

A. Understanding left-to-right directionality

B. Using letter-like symbols meaningfully

C. Clarity in thought expression

D. Ability to spell words correctly

10. Which of the following is a recommended practice to help students write for different audiences?

A. Have students submit all writing to the teacher only

B. Assign writing tasks without audience consideration

C. Encourage research if prior knowledge is lacking

D. Limit writing activities to fiction only

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Answers

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

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Explanations

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1. Which of the following activities can help build literacy in daily routines?

A. Watching TV shows together

B. Morning meetings with written messages

C. Outdoor physical activities

D. Providing snacks during class

Building literacy in daily routines can be effectively achieved through activities that involve reading and writing, and morning meetings with written messages exemplify this. This activity creates an environment where students are engaged with written text, as they can read messages displayed during the meeting. It encourages the recognition of letters and words, promotes comprehension, and provides opportunities for interaction where students might respond to these messages—either orally or through writing. In contrast, while watching TV shows together may support listening skills and comprehension, it does not actively engage participants in reading or writing. Outdoor physical activities primarily focus on physical development and do not directly contribute to literacy skills, and providing snacks during class does not relate to reading and writing practice either. Therefore, morning meetings with written messages stands out as a clear avenue for enhancing literacy through consistent interaction with text in a structured, supportive environment.

2. Why is decoding instruction noted to taper off around the second grade?

A. Due to the introduction of advanced texts

B. Because students are expected to master spelling

C. As students encounter more complex texts

D. To focus exclusively on comprehension skills

The reasoning behind decoding instruction tapering off around the second grade is primarily related to the transition students experience as they move from learning to read to reading to learn. By this stage, students have typically developed their decoding skills well enough to tackle more complex texts. The focus shifts as students begin to access a wider range of literature and subjects, requiring them to apply their decoding skills more independently. As students encounter more complex texts at this stage, they engage with content that encourages them to use the comprehension strategies they've been developing. They are expected to utilize their decoding skills automatically, allowing them to concentrate on understanding and analyzing the material rather than on the mechanics of reading itself. This evolution in focus is critical for developing higher-order thinking skills that are necessary for academic success in the years ahead.

3. What does inferring require from the reader?

A. Creative writing skills

B. Explicit statements from the text

C. Drawing conclusions from clues and prior knowledge

D. Reading without questioning the author's intent

Inferring requires the reader to draw conclusions from clues and prior knowledge, which is essential for deep comprehension of a text. When readers infer, they synthesize information presented in the text with their own experiences and understanding of the world. This process allows them to uncover meanings and themes that are not directly stated. For example, a reader might encounter a passage where a character is described as being quiet and withdrawn in a lively party scene. The reader may infer that the character is feeling anxious or uncomfortable, based on both textual clues and their own life experiences related to social situations. The act of inferring enriches the reading experience, encouraging active engagement with the text and promoting critical thinking skills. It enables readers to make personal connections and insights, which enhances their overall understanding and retention of the material.

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4. What role does technology literacy play in education?

A. It focuses only on written communication

B. It includes using tools for effective communication

C. It restricts learning to traditional methods

D. It prioritizes financial skills above all else

Technology literacy plays a crucial role in education by encompassing the ability to effectively use various digital tools and platforms for communication, collaboration, and learning. This includes not just understanding how to operate technology, but also knowing how to use it to interact and share information with others in meaningful ways. In an educational context, technology literacy helps students become proficient in utilizing different media for research, presentation, and communication, fostering skills that are essential in today's digital world. By being able to navigate technology adeptly, students can engage with a wider range of resources, collaborate with peers virtually, and enhance their overall learning experience. This competency is vital as education increasingly incorporates online learning and digital communication methods. Moreover, the focus on effective communication through technology literacy prepares students for the demands of the modern workforce, where digital communication is a norm. Therefore, the emphasis on using tools for effective communication highlights the multifaceted benefits that technology literacy brings to education, allowing for richer interactions among students and educators.

5. What strategy can be used when teaching decoding of multisyllabic words?

A. Ignore common spelling patterns

B. Identify syllables by clapping

C. Focus solely on vowel sounds

D. Promote silent reading for word recognition

The strategy of identifying syllables by clapping is effective when teaching decoding of multisyllabic words because it engages students kinesthetically, reinforcing their understanding of syllable boundaries. Clapping helps learners break words down into manageable parts, allowing them to focus on each syllable individually. This technique not only aids in recognizing how many syllables a word has but also assists in associating sounds with their respective written forms. By identifying syllables through a physical action, students can improve their phonological awareness, which is crucial for decoding complex words. This understanding of structure ultimately enhances their overall reading skills and aids in their ability to tackle unfamiliar words.

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6. What is essential for assessing reading success in both struggling and proficient students?

A. Randomized testing without observation

B. Daily phonological and phonics practice

C. Only observing struggling students

D. Eliminating phonics practice after early grades

Assessing reading success in both struggling and proficient students requires consistent and focused practice, particularly in the areas of phonological awareness and phonics. Daily phonological and phonics practice allows educators to effectively monitor students' fundamental reading skills, ensuring they have the necessary foundation for comprehension and fluency. Phonological awareness involves recognizing and manipulating sounds in spoken language, while phonics ties those sounds to written letters and words. This type of practice is essential for all students, as it builds the skills needed for decoding and understanding written text, which are crucial for successful reading. By incorporating this daily practice, teachers can gather meaningful data about each student's reading development, regardless of their current ability level, and tailor instruction appropriately to support their growth. In contrast, the other options do not provide a comprehensive approach to assessing reading success. Randomized testing without observation does not account for a child's individual learning context or needs. Focusing solely on observing struggling students ignores the importance of evaluating proficient readers, while eliminating phonics practice after early grades neglects the ongoing necessity of foundational skills throughout a student's reading journey. Thus, the emphasis on daily phonological and phonics practice is vital to understanding and fostering reading success across all student levels.

7. Which of the following best defines idioms?

A. Literal phrases without deeper meanings

B. Expressions with meanings different from the literal interpretation

C. Complex vocabulary words

D. Short statements of advice

Idioms are expressions that convey meanings that are different from the literal interpretations of the individual words within them. This characteristic is what distinguishes idioms from other forms of language. For example, saying someone "kicked the bucket" does not literally mean they engaged in a physical activity involving a bucket; rather, it is an idiomatic expression meaning that the person has passed away. Recognizing that idioms can often be culturally specific and may not translate directly into other languages further highlights their unique nature. This alternative meaning is key to understanding and interpreting idioms in both spoken and written language.

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8. How does phonological awareness in a reader's first language affect their second language reading?

A. It has no effect

B. It is a strong predictor of reading ability

C. It hinders learning the second language

D. It only benefits advanced readers

Phonological awareness in a reader's first language plays a crucial role in their ability to learn to read in a second language. This foundational skill involves the ability to recognize and manipulate sounds in spoken language, which is essential for decoding words, understanding the relationship between sounds and letters, and developing overall literacy skills. When a reader possesses strong phonological awareness in their first language, this ability often transfers to their second language, facilitating greater reading comprehension and decoding abilities. As they learn new phonetic patterns, they can draw upon their existing skills to grasp unfamiliar words and sounds, making it easier to navigate the complexities of the new language. In contrast, lacking phonological awareness can significantly impair a learner's ability to master reading in a second language, leading to struggles with decoding and comprehension. Thus, the correlation between phonological awareness in the first language and reading ability in the second language is well-established, demonstrating that this skill acts as a strong predictor of reading success.

9. Which characteristic is likely to be absent in a preliterate writer?

A. Understanding left-to-right directionality

B. Using letter-like symbols meaningfully

C. Clarity in thought expression

D. Ability to spell words correctly

A preliterate writer is someone who has not yet developed the understanding and skills associated with conventional writing systems. In this context, the ability to spell words correctly would be largely absent, as spelling involves a familiarity with letter sounds, sequences, and the orthographic rules of a language that a preliterate individual has not yet acquired. For someone at this stage, the other characteristics hold different levels of significance. Understanding left-to-right directionality is a foundational concept learned early on when one begins to engage with written language, and it often develops alongside a child's first exposure to writing. Using letter-like symbols meaningfully suggests that a preliterate writer may experiment with writing by creating shapes that resemble letters, indicating some level of engagement with the concepts of writing before full literacy is achieved. Clarity in thought expression, while often associated with more advanced writing skills, can still be seen to develop in preliterate stages, as children begin to convey ideas and stories, albeit through a mix of drawings and rudimentary symbols rather than conventional writing. Overall, the absence of correct spelling stands out because it directly relates to the fundamental skills of reading and writing that are typically developed as literacy emerges, making it the most likely characteristic not present in a preliterate writer.

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10. Which of the following is a recommended practice to help students write for different audiences?

A. Have students submit all writing to the teacher only

B. Assign writing tasks without audience consideration

C. Encourage research if prior knowledge is lacking

D. Limit writing activities to fiction only

Encouraging research when prior knowledge is lacking is a vital practice that supports students in effectively writing for different audiences. Understanding the audience is essential for tailoring tone, style, and content appropriately. When students are directed to conduct research, they not only gather necessary information but also learn to consider the perspectives and expectations of various audiences. This practice fosters critical thinking and helps students articulate their ideas more clearly and effectively, leading to improved writing that resonates with diverse readers. In contrast, having students submit all writing to the teacher only can create a narrow focus and does not encourage the exploration of different audience interactions. Assigning writing tasks without audience consideration limits students' opportunities to practice adapting their writing style and content based on who will read their work. Similarly, limiting writing activities to fiction only restricts students' experiences and understanding of different genres, styles, and audiences, which are essential for developing versatile writing skills.

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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:

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

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