



The *PRAXIS*® Study Companion

Teaching Reading: K–12 (5206)



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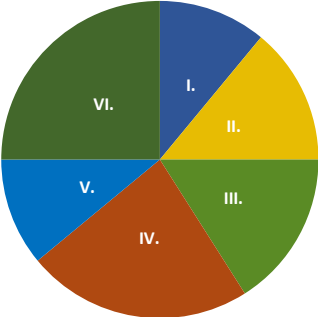
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Teaching Reading: K-12 (5206)

Test at a Glance

The *Praxis*® Teaching Reading: K-12 test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a K-12 teacher.

Test Name	Teaching Reading: K-12		
Test Code	5206		
Time	150 minutes		
Number of Questions	90 selected response; 3 constructed response questions		
Format	The selected-response questions account for approximately 75% of the total test score. The constructed-response questions account for approximately 25% of the score.		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Phonological and Phonemic Awareness and Emergent Literacy	13	11%
	II. Phonics and Decoding	16	14%
	III. Vocabulary and Fluency	20	16%
	IV. Comprehension of Literary and Informational Text	27	23%
	V. Writing	14	11%
	VI. Assessment and Instructional Decision Making (constructed response)	3	25%

About The Test

The Teaching Reading: K-12 test focuses on the knowledge and skills a beginning teacher must have to support reading and writing development in elementary and secondary school students. The test specifications are based on the Standards for the Preparation of Literacy Professionals from the International Literacy Association (2017) and the standards from the International Dyslexia Association. Built to assess the science of reading, the test is structured around the five essential components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The test also assesses the relationship between reading skills and writing instruction, since receptive and productive literacy are interrelated. Questions about assessment will be included throughout.

The test as a whole acknowledges multiple approaches to pedagogy used in tandem with content. This includes but is not limited to integrating skills and embedding student instruction within context, as well as looking at concepts in isolation in order to build upon them. Specific content addresses these skills as students' abilities shift across grade and developmental level.

Test questions call on the individual's knowledge of research-based reading instruction and the science of teaching reading, covering language, foundational skills and comprehension. Test takers must be able to apply that knowledge to specific instructional scenarios, including showing an understanding of how to differentiate instruction for diverse students. The test taker will be required to analyze and respond to situations involving both entire classes and individual students at grade levels from kindergarten through grade 12, including English learners and students with diverse needs and backgrounds.

The test includes texts from a wide range of genres and requires the candidate to be familiar with strategies for handling multiple text types with students, including print, digital, and image-based prompts.

In addition to selected-response questions, the test contains three constructed-response questions designed to allow the test taker to show understanding in the areas of elementary literacy learners, secondary literacy learners, and students with diverse needs. These questions are intended to be authentic teaching tasks that require instructional decision making about such things as choosing instructional strategies and materials based on assessment information.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. Phonological and Phonemic Awareness and Emergent Literacy

- A. Is familiar with receptive and expressive components associated with oral language development
- B. Is familiar with how to identify cultural, environmental, and linguistic factors that may have an impact on literacy development
- C. Is familiar with instructional methods for teaching phonological awareness and phonemic awareness (e.g., syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution)
- D. Knows how to recognize phonemic-awareness difficulties across ages and grades
- E. Knows instructional methods to teach beginning readers the concepts about print, such as directionality, return sweep, parts of a book, and the form and function of print
- F. Knows instructional strategies to help emergent readers fluently identify letter names and sounds
- G. Knows how to select and apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy

Discussion Questions: Phonological and Phonemic Awareness including Emergent Literacy

- What are ways that teachers can model the rules of Standard English while respecting regional and dialectal variations?

- What are some instructional strategies for teaching letter recognition?
- How can students' print awareness be assessed?

II. Phonics and Decoding

- Is familiar with the impact of decoding skills on literacy development across grade levels
- Knows instructional methods for teaching phonics and decoding systematically, explicitly, and recursively across grade levels
- Knows instructional methods for teaching common phonics patterns and rules (consonant digraphs, blends, diphthongs, schwa sound, syllable types, etc.)
- Understands instructional methods for teaching morphological analysis (i.e., affixes, roots, and base words)
- Understands instructional methods for teaching syllable types in decoding multisyllabic words
- Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (i.e., was, listen, though, the, once)
- Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for phonics and decoding

Discussion Questions: Phonics and Decoding

- At which age ranges should the various phonological skills be acquired?

- What does the term "phonemic awareness" mean?
- How is phonemic awareness related to phonological awareness?
- What is the relationship between phonemic awareness and the development of decoding and encoding skills?
- What is the difference between phonics and phonological awareness?
- What role do decodable text, writing practice, and spelling practice play in reinforcing specific phonics skills?

III. Vocabulary and Fluency

- Understands instructional methods to foster students' fluency (accuracy, automaticity, prosody, and self-efficacy)
- Knows methods of supporting fluent reading behaviors at the letter name/sound, word, phrase, sentence, and passage level
- Understands instructional methods to build, expand, and use expressive and receptive vocabulary systematically, explicitly, and through repeated exposures in multiple contexts
- Knows multiple approaches to teach word-solving and structural analysis
- Knows how to guide students to understand a wide variety of words (common, content-specific) through direct instruction
- Is familiar with multiple instructional methods for vocabulary instruction (e.g., cognates, figurative language, idioms) of second-language learners

- G. Understands how grammatical functions and punctuation affect fluency and meaning of text
- H. Understands how fluency, vocabulary, and comprehension are interrelated
- I. Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for vocabulary and fluency

Discussion Questions: Fluency and Vocabulary

- What criteria should be used when selecting words for vocabulary instruction?
- What strategies can students use to acquire and use effectively to learn academic and domain-specific words and phrases?
- How can students apply their knowledge of morphology, by using root words, prefixes, and suffixes, to derive meaning from unknown words?
- What strategies can teachers use to teach multiple meanings of words?
- What is the purpose of using a semantic gradient during vocabulary instruction?
- How do common prefixes, suffixes, and roots affect the meaning of English words?
- How can writing activities be used to support reading comprehension?
- In what ways do students' cultural and linguistic backgrounds affect comprehension?
- What factors should be taken into account when choosing texts for students?

- What instructional strategies can be used to improve oral reading fluency?

IV. Comprehension of Literary and Informational Text

- A. Understands how to support students' listening comprehension and how it relates to reading comprehension
- B. Knows how to apply knowledge of child and adolescent development to the teaching of literary and informational texts
- C. Is familiar with how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners
- D. Is familiar with how to use measures (i.e., qualitative, quantitative, reader and task) of text complexity to select appropriate texts for instruction and to guide students in self-selecting texts to increase motivation and engagement in literacy development
- E. Knows how to use technology to support students' ability to critically examine online resources and knows how to foster digital literacy to support active learning and research across content areas
- F. Knows how to integrate speaking and active- listening skills into the reading process to scaffold understanding (e.g., probing, discussions, questioning, and responding)

- G. Understands how to activate and scaffold students' background knowledge to increase comprehension and how students' experiences influence the way they interpret a text
- H. Knows how to use various approaches to develop comprehension skills from simple to complex (e.g., retelling, summarizing, understanding thesis, and complex arguments)
- I. Knows how to direct students to draw inferences from text(s) and cite relevant textual evidence to support comprehension and text analysis
- J. Understands how to apply the data from formal and informal assessments to guide and differentiate instruction, monitor student progress, and select teaching strategies that support readers as they construct literal and inferential meaning, including the author's use of language
- K. Understands the role of language structures of text (i.e., sentence, phrase, paragraph) in comprehension
- L. Knows how to model metacognitive strategies that support students to self-monitor their understanding of text (e.g., analyze, synthesize, evaluate)
- M. Understands how to teach the use of graphic and semantic organizers to support comprehension
- N. Knows how to teach the recognition and understanding of literary (e.g., poetry, prose, drama, biography, how-to) and informational text, including genre text structure (e.g., story elements, description, cause and effect) and text features (e.g., text boxes, graphs, technical language)
- O. Knows how to teach the recognition and understanding of literary devices (e.g., figurative language, connotation, nuance of words, rhetoric, appositives, and alliteration) and author's word choices, format/style, text structure, and visual representations to create a desired effect (e.g., meaning, tone, mood)
- P. Knows ways to demonstrate how source material can be represented in multiple mediums and can have more than one interpretation or version

Discussion Questions:
Comprehension and Informational Text

- What are the strands of the Reading Rope by Scarborough?
- What are Ehri's four phases of reading development?
- In what ways do students' cultural and linguistic backgrounds affect comprehension?
- What factors should be taken into account when choosing texts for students?
- What instructional strategies can be used to improve oral reading fluency?
- What is the relationship between fluency and comprehension?

V. Writing

- A. Understands how to teach writing as a recursive process that supports self-evaluation, expression, analysis, and inquiry
- B. Knows systematic, explicit, and responsive instructional methods to build students' understanding and use of writing (e.g., Simple View of Writing, Not So Simple View of Writing)
- C. Knows instructional methods for integrating reading and writing in varied contexts and across grade levels and disciplinary domains
- D. Is familiar with instructional methods to support writing development for English learners
- E. Is familiar with instructional methods to support student use of multiple print and digital tools for communication, collaboration, research, and writing (including the use of credible and accurate sources)
- F. Is familiar with the defining characteristics, purpose, appropriate audience, and instructional methods for teaching various types of writing (e.g., informational/expository, argument/persuasive/opinion, and narrative)
- G. Knows how to model author's use of craft for effect to develop written language across grade levels
- H. Is familiar with using mentor texts to motivate and support students throughout writing

- I. Knows how to model editing and revising to refine a piece of writing and how to teach the structure of written language, including conventions of grammar and mechanics (parallel structure, phrases, clauses, punctuation)
- J. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills
- K. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development
- L. Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for written expression

Discussion Questions: Written Expression

- What is the theoretical framework for the Simple View of Writing?
- What is the Not So Simple View of Writing?
- What is structured literacy?
- What criteria should be evaluated when choosing a mentor text?
- What instructional strategies can be used to support writing development?
- What is the relationship between learning to read and learning to write?

VI. Assessment and Instructional Decision Making (Constructed-Response Items)

- A. Elementary Literacy Learners
- B. Secondary Literacy Learners
- C. Diverse Literacy Learners (i.e., gifted, English learners, struggling readers and writers, and students with learning disabilities)

Discussion Questions: Assessment and Instructional Decision Making

- How can teachers use assessment data to inform their instruction?
- What are effective ways to communicate students' reading progress to stakeholders (i.e., parents and administration)?

Teaching Reading: K-12 (5206) Sample Test Question

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. As part of a reading class, a teacher requires students to keep a response journal for the texts they have read. The teacher's purpose in having the students write their response is that writing can
 - (A) help students increase their reading fluency
 - (B) make students keep track of the books they read and share them
 - (C) help students discover more of what they think and feel about a text
 - (D) focus students' attention on facts rather than on their feelings
2. Students have been assigned the task of evaluating character motivations in order to ascribe personality traits to the characters in a text they are reading. Which of the following activities would be most effective in achieving this goal?
 - (A) Teaching students to track key events in the text and make inferences to enhance understanding
 - (B) Having students perform a timed reading of the same passage multiple times to monitor fluency
 - (C) Requiring students to recognize specific text organization and style used by the author
 - (D) Allowing readers to create storyboards using the main events in chronological order
3. A teacher aims to boost English learners' knowledge of new vocabulary by teaching them how to look for cognates. Which of the following methods will best help the teacher accomplish the goal?
 - (A) Teaching students to rely on words and phrases in the text to expand vocabulary and find clues to grasp the meaning of the passage
 - (B) Training students to search for organizational cues within a text while comparing it to a similar text in their native language
 - (C) Encouraging students to interact with real-life objects that they can touch, feel, smell, or taste in order to effectively learn new vocabulary and usage
 - (D) Asking students to raise their hand when they encounter a word that shares a similar meaning, spelling, or pronunciation with a word from their native language

4. Which of the following words is most difficult for a second-grade student to decode?
- (A) Bend
 - (B) Road
 - (C) Circus
 - (D) Told
5. A middle school teacher works with a small group of struggling readers who do not understand important information they read in dense content-specific texts because they cannot decode unfamiliar words. Which of the following activities is best to help students comprehend while reading?
- (A) Participating in whole-class choral reading and together examining unknown vocabulary when finished
 - (B) Collaborating with a partner in a think- pair-share format to use context to discuss unknown vocabulary
 - (C) Taking turns reading in small groups from a passage and then highlighting unknown vocabulary
 - (D) Learning word affixes through direct instruction and applying that knowledge to decipher unknown vocabulary in context
6. Administering an oral reading fluency assessment best evaluates a student in which of the following areas?
- (A) Word-attack skills
 - (B) Grade-appropriate level
 - (C) Stage of spelling development
 - (D) Preferences in genres and topics of books
7. Match each writing assignment with the type of writing that would be most appropriate to use for that assignment.

Develop a detailed guide on how to animate a still picture using a photo-editing program.
Develop a position statement on the topic of reducing the amount of plastic that enters the ocean.

Develop a plot with dialogue about a humorous character's adventures at the beach.

Expository	<input type="text"/>
Narrative	<input type="text"/>
Persuasive	<input type="text"/>

8. Which of the following actions best reflects an understanding of the research on teaching the alphabetic principle to young students?
- (A) Teaching students the letters and their corresponding sounds in alphabetical order
 - (B) Introducing students to similar-sounding or similar-looking letters in close succession
 - (C) Introducing students to the long vowel sounds before introducing them to the short vowel sounds
 - (D) Teaching students the continuous consonant and vowel sounds before teaching them the stop sounds
9. A fourth-grade class is using a fiction text during small-group instruction. One student has shown tremendous growth in decoding multisyllabic words but is struggling with understanding and explaining the most important events of the text. Which instructional activity will most likely support this student's ability to read for meaning?
- (A) Illustrating and writing captions for their favorite part of each text
 - (B) Focusing on the story elements of characters and setting while rereading each text
 - (C) Using resources such as a dictionary and thesaurus to expand the understanding of each text
 - (D) Focusing on dialogue, text structure, and punctuation during the rereading of each text
10. While analyzing an author's craft in a partner text, the teacher asks the following questions.
- What does the author choose to include?
 - What does the author imply?
 - What does the author choose to exclude?
 - What are the connotations of these choices?

The questions will help the students focus on which of the following elements of the author's craft?

- (A) Diction
- (B) Imagery
- (C) Details
- (D) Syntax

11. Which of the following strategies will best support first-grade students who are learning to use intonation to improve reading fluency?
- (A) Asking students to imitate the voices on audio-recorded readings of the same text
 - (B) Having students independently calculate words per minute and set goals for improvement
 - (C) Encouraging students to take turns reading new books aloud with a peer
 - (D) Having students mark with their fingers the words they are reading so that their eyes move forward across the page
12. During which of the following instructional activities is a middle school language arts teacher most likely to determine that a student with a severe learning disability experiences difficulty with a phonemic awareness skill?
- (A) Asking the student to write a list of one-syllable words that rhyme with the word “him”
 - (B) Having the student make a list of similarities and differences among words in a word family
 - (C) Having the student underline and identify each syllable type in a two-syllable word
 - (D) Asking the student to repeat and then segment the individual sounds in a spoken word
13. Which of the following activities will best support kindergarten students' understanding of concepts of print?
- (A) Teaching students to recognize high-frequency words in isolation
 - (B) Requiring students to practice reading independently using large-print picture books
 - (C) Modeling the organization of large-print picture books during read alouds
 - (D) Providing students with direct instruction on how to use punctuation for intonation when reading
14. After administering an oral reading fluency assessment, a third-grade teacher determines that a small group of students are struggling to decode multisyllabic words. Which of the following teaching strategies will best support the students who are struggling?
- (A) Having the students work together in a group and take turns reading aloud to one another
 - (B) Demonstrating how to use syllable types to decode multisyllabic words
 - (C) Demonstrating for parents how to engage in partner reading at home with the students
 - (D) Creating an illustrated sound wall that focuses students' attention on common high-frequency words

15. During small-group instruction, a teacher notices that a student is unable to answer basic comprehension questions about a book after reading it. Which of the following actions is best for the teacher to take first?
- (A) Preparing an outline of the plot to assist the student in recalling important details
 - (B) Encouraging the student to reread the parts of the book that were difficult to understand
 - (C) Conducting a lesson on active reading strategies the student can use while reading
 - (D) Administering a formative assessment to identify the skills with which the student is struggling
16. A kindergarten teacher works with a small group of students who cannot name uppercase and lowercase letters of the alphabet. Which of the following instructional strategies will best help the students master the skill?
- (A) Reading environmental print in the classroom
 - (B) Singing along with the alphabet song multiple times each day
 - (C) Practicing the identification of letter names and sounds daily
 - (D) Completing work sheets on each letter of the alphabet
17. Before writing narratives, fifth-grade students use reference materials to create semantic gradients like the one shown. The semantic gradients are posted around the classroom so that students can refer to them while writing.



The primary objective of the lesson is for students to effectively use reference materials during writing as tools for

- (A) selecting precise language
- (B) spelling words correctly
- (C) generating imaginative ideas
- (D) avoiding repetitive phrases

18. A teacher is designing a lesson for students who are having difficulty decoding unfamiliar multisyllabic words that they frequently encounter while reading historical fiction texts. Which of the following actions will best accomplish the teacher's goal?
- (A) Having students perform sound- substitution tasks in which they substitute one phoneme for another to make a new word
 - (B) Instructing students to decode word parts (prefixes, roots, suffixes) in presented multisyllabic words
 - (C) Creating a syllable challenge game where students roll fair four-sided cubes and call out a word containing the same number of syllables
 - (D) Providing students with a word list containing multisyllabic words they will often encounter while reading different genres
19. In planning a class writing activity, a teacher decides that students will create a digital product. Which of the following activities best allows the students to use the digital product to review and reflect on the growth of their writing skills?
- (A) Reviewing, revising, and editing earlier rough drafts of documents in a writing journal
 - (B) Recording and producing a video trailer of their favorite book of the year
 - (C) Creating a digital graphic organizer for upcoming writing projects
 - (D) Creating a blog detailing their reflections on daily lessons learned for the year
20. A high school social studies teacher wants to differentiate instruction in the classroom to increase comprehension. Which of the following best differentiates instruction for a mixed-ability class?
- (A) Giving students short quizzes after each reading assignment
 - (B) Using flexible grouping to allow students to use technology with multimedia supports throughout the lesson
 - (C) Partnering students for choral reading of self-selected texts throughout the lesson
 - (D) Providing students with explicit instruction on the rules of phonics to aid them in decoding unfamiliar words
21. A teacher is modeling for students how to use a simile to help bring their own narrative writing to life by creating a clearer picture of characters and setting for their audience. Which of the following student writing samples contains the correct use of a simile?
- (A) "I jiggled, jagged, and jerked my tooth until it jumped out of my mouth."
 - (B) "Click, bang, boom—her shoes screamed as she tried to sneak into the room."
 - (C) "Sitting in math class felt like watching the grass grow on a spring day."
 - (D) "The falling leaves sighed one last time as they gave up their grip on life."

22. During progress monitoring, a student continues to demonstrate weaknesses in word-reading accuracy. Which of the following strategies should the teacher implement to best help the student?
- (A) Using decodable texts to instruct the student in letter-sound relationships
 - (B) Allowing time for the student to select and independently read a grade-level text
 - (C) Supplying diverse materials to encourage the student to read a variety of texts
 - (D) Providing the student with direct instruction in vocabulary words from texts
23. A fifth-grade teacher has designed a miniunit focusing on teaching students to recognize common text structures to help them monitor and strengthen their comprehension. Which of the following activities will best help students develop the skills?
- (A) Asking students to read aloud short text passages (50–200 words) until they reach a criterion level of success and accuracy
 - (B) Introducing signal words and phrases that identify patterns and then providing students with a graphic organizer for each pattern
 - (C) Engaging students in a picture walk while asking them to make predictions, activate prior knowledge, and set a purpose for reading
 - (D) Allowing students to use magazines to cut out headings, diagrams, captions, and bold words and glue them onto anchor charts for the class

Answers

1. Option (C) is correct. Response journals offer students an opportunity to connect their lives to and deepen their understanding of the text.
2. Option (A) is correct. Tracking key events and making inferences involves using schema and background knowledge in order to infer what personality a character possesses by evaluating their actions.
3. Option (D) is correct. This strategy refers to recognizing cognates that share similar meaning, spelling, or pronunciation with words from one's native language.
4. Option (C) is correct. "Circus" is the most difficult word to decode because it contains two different consonant sounds, /k/ and /s/, both of which are represented by the letter "c."
5. Option (D) is correct. Learning the meanings of various prefixes, suffixes, and root words can help students to decode and pronounce unknown words with better accuracy. It is a high-yield strategy to help both fluency and comprehension.
6. Option (A) is correct. An oral reading fluency assessment is designed to evaluate various aspects of students' reading performance, including word-attack skills.
7. Options (A), (C), (B) is the correct order. Each essay described matches the definition for the type of writing associated with that type of content. Expository writing is used to develop a detailed description of how to animate a still picture using a photo-editing program. Narrative writing is used to develop character, dialogue, and a discernible plot about a humorous adventure at the beach. Persuasive writing is used to develop a position statement, supporting evidence, and rhetoric on the topic of pollution in rivers.
8. Option (D) is correct. Continuous vowel or consonant sounds can be prolonged or stretched out when they are pronounced and are easier to say without distortion. Voiced stop sounds are not as easy to pronounce in isolation without a vowel sound.
9. Option (D) is correct. Focusing on dialogue, text structure, and punctuation during the rereading of each text provides instruction that supports improved fluency, which widens the student's opportunity to read for meaning. It also helps the student transition from what the text says to what it means through understanding how words and punctuation work.
10. Option (C) is correct. The questions focus on what details are included or excluded from the text and how they shape what the reader sees.
11. Option (A) is correct. Asking students to match their intonation to an audio-recorded reading of the same text is a research-based recommended strategy.

12. Option (D) is correct. Asking a student to segment the phonemes in an orally presented word is an example of a phonemic awareness skill.
13. Option (C) is correct. Modeling the organization of large-print picture books helps kindergarten students develop awareness of concepts of print.
14. Option (B) is correct. Demonstrating how to use syllable types will help students who are struggling to decode multisyllabic words.
15. Option (D) is correct. Administering a formative assessment to identify the skills with which the student is struggling is the best first step to help the teacher provide guided instruction in the area the student needs most.
16. Option (C) is correct. Practicing the identification of letter names and sounds daily helps students to identify the letters independently. Once students are able to identify letters, they can attempt to reproduce them.
17. Option (A) is correct. Teaching semantic gradients supports student understanding of shades of meaning and how to select precise vocabulary to convey an intended message.
18. Option (B) is correct. Current and past research states that the most appropriate way to help students decode multisyllabic words is to teach them to recognize prefixes, roots, and suffixes.
19. Option (D) is correct. Students can easily view previous blog posts and see how their writing has changed over time.
20. Option (B) is correct. Using flexible grouping and technology will best support students reading comprehension. Technology such as online reference materials and multimedia supports including video, animated illustrations, and other visuals are useful tools for building background knowledge, especially for English learners (ELs).
21. Option (C) is correct. This sentence contains the correct use of a simile. A simile is a figure of speech that makes a comparison, showing similarities between two different things. Words such as "like" and "as" help to draw the resemblance between two different things.
22. Option (A) is correct. Decodable texts require students to notice each letter-sound in a word and use phonological processing skills with print. They require the student to practice attacking unknown words by matching symbol to sound.
23. Option (B) is correct. Using signal words and phrases is a common method to help students recognize text and assist them with comprehension.

About the Constructed-Response Questions

The Teaching Reading: K-12 test consists of three constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and theory of reading to specific students' needs and classroom scenarios.

Each task will be scored on a 0–3 scale using the following general scoring guide:

General Scoring Guide for Constructed- Response Questions

Score of 3

The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
- Provides strong supporting evidence and rationales.

Score of 2

The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology do not detract from the general understanding shown.
- Provides adequate supporting evidence and rationales.

Score of 1

The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
 - Fails to answer most parts of the question and/ or fails to address crucial aspects of the instructional situation described
 - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
 - Any evidence or rationales provided are weak or limited.

Score of 0

The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.

Constructed-Response Question with Sample Responses and Annotations

Directions

High School English

Directions: Read the scenario and then respond to all parts of the task. The suggested time to spend on this question is 10 minutes.

Scenario: A high school English language arts teacher decides to further the students' development as readers by using authentic literacy materials that include a technology component in their instruction.

Tasks: Be sure to respond to both of the following.

Using the information provided in the scenario, do the following:

- Describe **ONE** piece of literature that the teachers could use to support the students' development as readers. Provide a rationale for why the selection of this material would support this objective.
- Briefly describe **ONE** example of how the teacher can integrate technology to support this focus on reading.

Sample Response that Received a Score of 3

One piece of literature teachers could use to support students' development as readers is by using tradebooks. Incorporating tradebooks over various genres, ability levels, and formats will help students become more proficient readers. Tradebooks are reading materials from the students' everyday lives and include maps, biographies, fiction, poetry, historical fiction, and graphic novels, amongst others. Students can choose what to read based on their ability, interest, and/or readiness. When students can choose books based on a variety of criteria, their interest and motivation increases.

Students can have abundant opportunities to read texts at grade-appropriate levels over topics of high interest, which helps develop students reading development and abilities. One technology component teachers can integrate to support this focus on reading is by using WebQuests. WebQuests are a great way to expose students to a variety of topics and text formats. Students can visit multiple websites about specific content area subjects, learn more about authors, or read a variety of informational texts, amongst others. WebQuests are a great way to expose students to a variety of authentic materials while developing their reading skills. Embedded in these WebQuests are questions or activities students need to complete. When students read materials with a purpose in mind, their reading development increases.

Commentary on a Response with a Score of 3

Task 1: rated as Thorough: The response demonstrates a thorough description of a piece of literature (trade books) to support students' reading development and provides a rationale for why the material would support this objective. A rationale for why this material would support the objective is provided and thoroughly explained.

Task 2: rated as Thorough: The response provides a thorough description of one example of how web teachers can integrate technology (WebQuests) to support the focus on reading. A rationale for why this material would support the objective is provided and thoroughly explained.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 3 because: the response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question. The response clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described. The response shows a strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question.

Sample Response that Received a Score of 2

The teacher could use a book from a current movie to support their development as readers. Vocabulary would be familiar to them and the subject matter would be of interest to them. Students could focus in on the elements of the story without having to struggle with unfamiliar words and would have considerable background knowledge since it is a subject they are interested in and familiar with. The teacher could set up a web-based book club that would respond to certain elements of the book. For example, the teacher could ask the students to blog about certain character traits that may lead to the motivation of the character(s) in the book. A guideline for acceptable writing responses that has been outlined and modeled by the teacher would help facilitate the objective.

Commentary on a Response with a Score of 2

Task 1: rated as Basic: The response demonstrates a basic understanding of how to support the development of students as readers. The response describes one piece of literature (use a book from a current movie) the teacher could use to support the development of students as readers. A rationale for why this material was chosen is listed, but not elaborated on.

Task 2: rated as Basic: The response demonstrates a basic understanding of how to integrate technology (a web-based book club) to support the focus on reading. A rationale for why this material was chosen is provided.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 2 because the response adequately answers most or all parts of the question in a way that is appropriate for the instructional situation. The response shows basic or general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.

Sample Response that Received a Score of 1

The English language arts teacher can provide books for the students that are of interest to them. In high school, students are beginning to drive, fashion, and relationships. The teacher can provide books on the topic of fashion. Once the students have read about fashion, the teacher can have them get on the Internet and research different companies and people who deal with fashion. The students can type a paper using their findings as well as send letters to the different companies asking different questions that may help them acquire a job in the future if fashion is the field they want to go into. This project can turn into a career opportunity.

Commentary on a Response with a Score of 1

Task 1: rated as Limited. The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

The response describes one piece of literature (books) the teacher could use to support the development of students as readers. The candidate does not indicate the type of books that will be used. The candidate fails to connect this support to reading instruction.

Task 2: rated as Limited. The response demonstrates a weak or limited understanding of how to integrate technology (use of Internet) to support the focus on reading. The candidate does not specify how to use of the Internet.

Application of General Scoring Guide: Evaluate the overall response with respect to the General Scoring Guide

This was scored a 1 because the response adequately answers some part (or parts) of the question at a basic level.

The response fails to answer most parts of the question and/or fails to address the crucial aspects of the instructional situation described

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following.

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown v. Board of Education of Topeka*
 “We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”
 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question.

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.
5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs and to purchase official test prep made by the creators of the Praxis tests, visit:

www.praxis.ets.org/storehome



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