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The *PRAXIS*® Study Companion

Teaching Reading: Elementary (5205)

ETS. Professional Educator PROGRAMS

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Teaching Reading: Elementary (5205)

Test at a Glance

The *Praxis®* Teaching Reading: Elementary test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as an elementary teacher.

Test Name	Teaching Reading: Elementary
Test Code	5205
Time	150 minutes
Number of Questions	90 selected-response and 3 constructed-response questions
Format	The test consists of a variety of selected-response questions that account for approximately 75% of the total test score. The constructed-response questions account for about 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	14	11%
II. Phonics and Decoding	18	15%
III. Vocabulary and Fluency	21	18%
IV. Comprehension of Literary and Informational Text	21	18%
V. Written Expression	16	13%
VI. Assessment and Instructional Decision Making (constructed response)	3	25%

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About The Test

The Teaching Reading: Elementary test focuses on the knowledge and skills a beginning teacher must have to support reading and writing development in kindergarten through sixth-grade 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.

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 six, 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 developing emergent literacy learners, supporting independent literacy learners, and responding to diverse learners. 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. Understands methods for teaching phonological awareness (recognition of rhyme and alliteration; segmenting, blending, manipulation of syllables as well as onset and rime)

B. Understands instructional methods for teaching phonemic awareness, both basic (e.g., segmenting and blending) and advanced (e.g., deletion, substitution)

C. Knows ways to develop students' expressive and receptive language components associated with oral language development

D. 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

E. Understands instructional strategies to help emergent readers fluently identify upper- and lowercase letters

F. 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 and Emergent Literacy

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

• What are some instructional strategies for teaching letter recognition?

• How can students' print awareness be assessed?

• 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?

II. Phonics and Decoding

A. Understands how to teach phoneme-grapheme correspondence

B. Understands methods for teaching phonics systematically, explicitly, and recursively

C. Knows instructional methods for common phonics patterns and rules (consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.)

D. Knows how to teach morphological analysis (i.e., affixes, roots, and base words)

E. Knows how to teach syllable types in decoding multisyllabic words

F. Is familiar with multisensory approaches for supporting student recognition of nondecodable/irregularly spelled words (i.e., was, listen, though, the, once)

G. 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

• What does it mean for instruction to be explicit, systematic, and recursive?

• What are some of the common phonics patterns beginning readers need to learn?

• What are the syllable types?

• 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

A. Understands ways to build, expand, and use expressive and receptive vocabulary

B. Understands methods for teaching vocabulary systematically, explicitly, and repeatedly

C. Knows how to match an instructional method to word complexity

D. Knows multiple approaches to teaching word solving and structural analysis

E. Knows how to guide students to understand a wide variety of words (common and content-specific) through direct instruction and independent vocabulary learning

F. Understands instructional methods to foster students' automaticity through accuracy, appropriate rate, and prosody

G. Knows methods of supporting fluent reading behaviors at the phoneme, word, and passage level

H. Knows 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: Vocabulary and Fluency

• What criteria should be used when selecting words for vocabulary instruction?

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

• What is the relationship between fluency and comprehension?

• 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?

IV. Comprehension of Literary and Informational Text

A. Understands how to support students' listening comprehension and its relationship to reading comprehension

B. Knows how to support students' speaking and listening skills as they discuss texts

C. Understands how to activate and build all students' background knowledge to increase comprehension

D. Is familiar with methods for teaching comprehension systematically and explicitly to all learners

E. Knows how metacognition guides students' development of monitoring their own comprehension and analysis of different types of text

F. Is familiar with strategies to guide students' self- selection of appropriate texts to increase motivation and engagement

G. Knows how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners

H. Understands how to teach the use of graphic and semantic organizers to support comprehension

I. Knows how to teach the genres (i.e., poetry, prose, drama), structures (i.e., story elements), and features of literary texts

J. Knows how to teach literary devices (i.e., figurative language, nuance of words, and alliteration)

K. 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

L. Understands how to teach the types (i.e., biography, how-to), structures (i.e., description, cause and effect, sequence), and features of informational texts

M. Knows how to use technology to support students' ability to critically examine online resources and foster digital literacy, to personalize learning experiences for students of different needs, and to support active learning across content areas

Discussion Questions: Comprehension and Informational Text

- 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 is the relationship between listening and reading comprehension?

- What is metacognition? Why is it important for strategic reading?

- Why does the explicit teaching of the structures and features of texts support comprehension?

- What are the strands of the Reading Rope by Scarborough?

- What are the four phases of Ehri's word reading?

- What are Ehri's phases of reading development?

V. Written Expression

A. Understands how to teach writing as a recursive process that supports self-evaluation and expression

B. Knows systematic and explicit methods to teach writing to all learners (i.e., Simple View of Writing, Not So Simple View of Writing)

C. Knows strategies for integrating reading and writing (i.e., summarizing, annotation)

D. Knows methods to use digital tools for communication, writing, collaboration, and publishing

E. Is familiar with the defining characteristics and appropriate instructional methods for teaching the various types of writing: informational/ expository, argument/ persuasive/opinion, and narrative

F. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills

G. Knows how to take a systematic, explicit, multisensory, and recursive approach to spelling development

H. Understands methods for teaching the structure of written language, including the rules of grammar and mechanics

I. 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 does it mean that writing is a recursive process?

• How does writing support reading development?

• What are the defining characteristics of , informational/expository, argument/persuasive/ opinion, and narrative writing?

• What are some ways teachers can use technology and digital tools to support student writing?

• What is the theoretical framework for the Simple View of Writing?

• What is the Not So Simple View of Writing?

• What is structured literacy?

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

A. Developing emergent literacy learners (phonological and phonemic awareness, phonics, and decoding/encoding)

B. Supporting independent literacy learners (fluency, vocabulary, comprehension, writing)

C. Responding to diverse learners (i.e., gifted, English learners, struggling readers and writers, and students with learning disabilities)

Included in ALL Categories:

Assessment—statement tying the purpose of assessment to driving instruction

A. Understands how to use data to guide both individual instruction and create flexible groups

B. Knows how to apply informal and formal methods (i.e., formative and summative) for assessing all essential elements of beginning literacy instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing

C. Knows how to monitor student progress by analyzing and interpreting formative assessment data to inform instruction

D. Is familiar with the decision-making process that leads to the modification or accommodation of assessments based on the needs of diverse learners (i.e., gifted, English learners, struggling readers and writers, and students with learning disabilities)

E. Is familiar with ways to integrate digital tools into the assessment process

Discussion Questions: Assessment and Instructional Decision Making

- How can teachers use assessment data to inform their instruction?

- What are some ways teachers can modify instruction for students with diverse learning profiles?

Teaching Reading: Elementary (5205)

Sample Questions

The sample questions that follow illustrate the kinds of questions 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. A sixth-grade teacher selects several domain-specific vocabulary words from a textbook before starting a new chapter. In planning an instructional strategy, the teacher chooses the new vocabulary words because they are essential to understanding the new topic. An instructional technique that requires students to gain the deepest level of vocabulary knowledge is the most appropriate instructional technique for the teacher to select.

   Based on the teacher's goal, which of the following research-based techniques is best for the teacher to include in the instructional plan?

   (A) Having students create original sentences using the words and apply word meanings across contexts

   (B) Creating activities in which students categorize words and generate multiple meanings for each word

   (C) Presenting new vocabulary in an authentic context by asking students to use the words to complete framed sentences

   (D) Telling students to associate an unfamiliar word with a definition and a synonym or an antonym

2. A first-grade teacher has completed a spelling inventory in which a student was able to successfully represent only beginning and ending consonants in all CVC-pattern words. Which of the following is the best instructional focus for the student?

   (A) Digraphs

   (B) Short vowels

   (C) Word-attack skills

   (D) Long vowels

3. Which of the following scenarios best depicts a teacher providing direct instruction in the use of morphological analysis as a word-learning strategy?

    (A) On index cards, a teacher writes sets of two-syllable words that follow the syllabication rule of dividing a word with double consonants between the consonants. Students then work in pairs to read aloud the words in a set and to practice explaining where to separate the word units.

    (B) During a math lesson on shapes, the teacher writes "triangle" on a whiteboard. The teacher explains that "tri" is a word part that means three and then adds the words "tricycle," "triplet," and "tripod" to the list. A class discussion follows about how the letter combination "tri" contributes to the meaning of each word.

    (C) A teacher writes a common rime pattern such as "ate" on a poster board. The teacher cuts a slit in the poster board in front of the rime and inserts a strip containing a list of initial consonants. The students move the strip in the slot and form new words, blending each initial sound with the rime.

    (D) Following explicit instruction in how to locate and mark vowels in multisyllabic words with the correct sound that is heard, students apply newly learned knowledge to decode and pronounce a list of words they will encounter while reading a content-area text.

4. Place the reading strategies in the list in order according to when the strategy is used: before, during, or after reading. Place the reading strategies in the list in order according to when the strategy is used: before, during, or after reading. Select and drag each strategy to the appropriately labeled box.

    <div align="center">

    Summarizing

    Self-monitoring

    Setting a purpose

    </div>

    1. Before reading ☐
    2. During reading ☐
    3. After reading ☐

5. Which of the following is the best way for a teacher to assess students' phonological awareness?

    (A) Saying the word "lamp" and asking students to come up with rhyming words

    (B) Asking students to identify the letter at the beginning of the word "desk"

    (C) Distributing the letter cards "b," "a," and "t" and asking students to order the letters to create a word

    (D) Displaying the written word "cat" and asking students to sound it out as they tap each letter

6. A sixth-grade teacher engages students in an activity that integrates reading and writing in a social studies unit of study. In the note-taking format shown, students take notes on the right side of the organizer as they read part of a chapter in the textbook. When the reading is complete, the students summarize the main ideas and read the notes they have recorded to develop questions that the notes would answer.

Questions Answered by the Notes	Notes
Summary of Notes	

Which of the following best identifies the long-range goal of the instructional technique used to support students' learning?

(A) Providing direct instruction to help students learn the conventions of formal academic writing

(B) Supporting students' ability to paraphrase a variety of facts that can be later used as a source in other writing assignments

(C) Fostering students' critical-thinking skills and processing of key concepts and ideas in a content area

(D) Showing students that writing can be used to initiate oral discussions and generate a diversity of views about an author's purpose

7. Which of the following text-dependent questions best focuses students to think about the craft and structure of a text?

    (A) What did the main character do when he saw the letter? Why?

    (B) Have you ever read another story like this? How are they similar?

    (C) How has Ma and Karin's relationship changed over the course of the story? What changed it?

    (D) How did the author describe Bradley's uncle? Why did the author choose to describe him that way?

8. A dialogue between a teacher and a student follows.

    Teacher: What is a nocturnal animal?

    Student: An animal that stays awake at night.

    Which of the following probing questions best ensures that the student understands the vocabulary with no misconceptions?

    (A) Can you give me an example of a nocturnal animal?

    (B) Does a nocturnal animal have any special characteristics?

    (C) What is a diurnal animal?

    (D) Where do nocturnal animals live?

9. A fourth-grade teacher presents the word "mobile" to students when discussing cell phones and states that sometimes a cell phone is called a "mobile phone." The teacher then presents the class with the words "automobile" and "mobilize" and asks them to explain, based on their knowledge of these two words, why it makes sense to refer to a cell phone as a "mobile phone." The teacher is focusing instruction on which of the following?

    (A) Context clues

    (B) Letter-sound correspondence

    (C) Morphology

    (D) Syntactic knowledge

10. 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

11. A fourth-grade teacher works with a group of English learners (ELs) on academic vocabulary words. The students discuss the words "house," "bill," and "state," which appear in a social studies text. Before the students read the text, the teacher asks them to write down the definition they already know for each word. Which of the following strategies will best help the students determine the meaning of the vocabulary words while reading?

   (A) Underlining the vocabulary words as they read and using the text around the words to figure out the alternate definitions

   (B) Looking up the vocabulary words in a dictionary and writing down the definitions on a piece of paper to refer to while reading

   (C) Locating synonyms for the vocabulary words in a thesaurus and replacing them in the text with similar terms

   (D) Examining the part of speech for each vocabulary word and using it to help determine its meaning in context

12. A class prepares to read a science text about an unfamiliar, complex process. The best way the teacher can support students' successful reading of the text is to

   (A) guide students to continue reading when they come to an unfamiliar word in order to search for context clues

   (B) assign a small portion of text, and then pause for discussion and student questions before moving on

   (C) make dictionaries available to students so that they can look up the meanings of challenging vocabulary words before reading each section of the text

   (D) ask students to do a quick write-up about the process using their background knowledge, and then ask them to share their writing with a partner

13. A student demonstrates mastery in spelling CVC-pattern words. The next word pattern to learn is the CCVC pattern. Which of the following activities best supports direct instruction on the CCVC pattern?

    (A) Picture sorts

    (B) Phoneme-grapheme mapping

    (C) Open-word sorts

    (D) Phoneme blending with Elkonin boxes

14. After reading a short story with the class, a teacher asks students to write about two ways that Coyote is clever. A student, Devon, responds as follows.

    The ferst way hes clever is that he can Shot bowinerows The Next way hes clever is that He noes howto get to the moon

    Which of the following best describes Devin's writing skill?

    (A) Devon uses evidence from the text and knows that each syllable of a word contains a vowel sound.

    (B) Devon spells most high-frequency words correctly and inserts spaces between individual words.

    (C) Devon understands one-to-one letter- sound correspondence and knows how to apply capitalization and punctuation rules.

    (D) Devon shows an understanding of story structure and knows how an author uses details to portray characters.

15. Which **THREE** of the following characteristics most strongly suggest that an elementary student has dyslexia?

    (A) Problems following spoken directions and asking that speakers repeat what they have said

    (B) Inability to make sense of unfamiliar words by looking for previously learned smaller words contained in the unfamiliar words

    (C) Having friends and wandering around the classroom to chat about ideas while they work on assignments

    (D) Reporting visual disturbances when reading, such as letters and words appearing blurred or seeming to move around

    (E) Difficulty spelling, organizing ideas, and putting ideas into written language

16. Example #1

    a. Dylan ate lunch ate Joe's Pizzeria.

    b. Joe's Pizzeria is Dylan's favorite restaurant to go to on weekends.

    Dylan ate lunch at Joe's Pizzeria, his favorite restaurant to go to on weekends.

Example # 2

    a. Ms. Tyler is Sally's favorite teacher.

    b. Ms. Tyler is kind and always fair to everyone in the class.

    Ms. Tyler, Sally's favorite teacher, is kind and always fair to everyone in the class.

16. A teacher engages students in a discussion of how the two sentences in each of the preceding examples are combined into one sentence. The teacher's goal can best be identified as providing instruction in which of the following rules of grammar?

(A) Complete sentences contain a subject, a verb, and a stand-alone idea.

(B) Appositives are modifying nouns or phrases that eliminate wordiness and redundancy.

(C) Dangling modifiers can be avoided by writing in the active rather than the passive voice.

(D) Parallelism means that phrases in the same sentence have the same grammatical structure.

17. A teacher sets up an intervention lesson using a three-pocket chart holder for a student struggling with spelling. The teacher chooses the word "fog" because it appears in a picture book that is familiar to the student. The teacher then places an alphabet card representing individual letters of the word in each pocket and flips the cards over so the letters do not show. The teacher then asks the student to find the correct sound-letter placement of the word by pronouncing a sound and asking questions such as "Where is the /g/ in fog?"

The activity primarily targets the student's understanding of which of the following?

(A) High-frequency irregular words

(B) Short vowel sounds

(C) Initial consonant sounds

(D) Phoneme-grapheme correspondence

18. As students read a complex piece of text, a teacher asks them to record their reactions in the margin, including their questions, summaries, and personal connections. The primary purpose of the activity is to ensure that students

    (A) develop strong sequencing skills

    (B) apply word-analysis strategies effectively

    (C) identify the organizational structure of the text

    (D) think strategically about what and why they are reading

19. 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

20. A student spells the following words correctly: "chat," "fish," "shape," and "church." Which of the following spelling patterns has the student mastered?

    (A) Digraphs

    (B) Blends

    (C) Short vowels

    (D) Long vowels

21. Which of the following instructional strategies best completes the chart?

Reading Comprehension	Reading Fluency	Writing	Vocabulary
Think-aloud	Read-aloud	Sentence combining	Word hunts
Inquiry chart	Partner reading	Paragraph hamburger	Possible sentences
Think pair-share	?	Revising	Multiple-meaning webs

(A) Semantic feature analysis

(B) Brainstorming

(C) Readers' theater

(D) Anticipation guide

22. During a lesson on how to conduct online research, a teacher introduces guidelines to students about how to determine whether information is credible. Which of the following statements describes the most important guiding principle of assessing the reliability of sources?

(A) Using only primary sources for research

(B) Evaluating sources based on their authority, relevance, and accuracy

(C) Examining the information to ensure it is thorough enough for the topic

(D) Incorporating resources that are blogs or wikis, no matter the type of research

23. A first-grade teacher engages students in phonemic awareness activities. Students have worked on segmenting and blending words and are now working on phoneme deletion. Which of the following activities best incorporates the target concept?

(A) Asking students to guess which classmate's name will be said by enunciating the first phoneme only and repeating several times

(B) Directing students to look at picture cards and telling them to identify one word in a series of four containing a different vowel sound

(C) Presenting students with a colored tile that represents one phoneme and adding a different colored tile representing a new sound

(D) Showing students a word made of three different colored tiles containing three phonemes and removing one colored tile to create a new word

Answers

1. Option (A) is correct. When students create their own sentences using domain-specific vocabulary and then apply the word meanings in multiple contexts, they have achieved the deepest level of understanding a word.

2. Option (B) is correct. The student misread three short-vowel words during the spelling inventory and was able to correctly identify beginning and ending consonants in CVC-pattern.

3. Option (B) is correct. Morphological analysis refers to segmenting words into root words and affixes and using this information to construct word meaning. The strategy described in this option is an example of how a teacher provides such instruction.

4. Options (3), (2), and (1) are the correct responses. 1. Before Reading: (3) Setting a purpose for reading is a before-reading strategy. 2. During Reading: (2) Self- monitoring is a strategy that is used while reading. 3. After Reading: (1) Summarizing is a strategy that occurs after reading has taken place.

5. Option (A) is correct. Phonological awareness refers to the recognition that words are comprised of sound units, phonemes, and can be broken down into syllables.

6. Option (C) is correct. The activity described is known as the Cornell note-taking system, which is a system for taking, organizing, and reviewing notes. The activity asks students to take notes on important information in a text, develop questions that may be asked related to the notes, and then write a summary of the content. The teacher's primary goal in engaging students in the activity that integrates reading and writing is to help students develop critical-thinking skills and engage in the processing of key ideas and concepts.

7. Option (D) is correct. Asking about the author's word choices encourages students to think about the author's intentions and about how those choices affect the reading experience.

8. Option (B) is correct. Asking about special characteristics will uncover any misconceptions in understanding the term "nocturnal." The characteristics the student gives will lead the teacher into further clarification or allow the teacher to move on to other vocabulary.

9. Option (C) is correct. Morphology allows students to use word roots and their knowledge of the given words 'automobile' and 'mobilize,' which contain the root 'mobile.'

10. 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.

11. Option (A) is correct. By first brainstorming the familiar definitions of the words and then using the context of the piece of academic writing to learn another definition for each word, students are assimilating the idea that many words in English have more than one meaning. If they are reading and a word doesn't quite make sense as they know it, they need to seek out alternate definitions to help the text make sense, and using context clues is an excellent strategy for this purpose.

12. Option (B) is correct. By assigning the class a small section of a complex science text and pausing for discussion, the teacher will allow students to monitor their own comprehension and employ fix-up strategies to clarify any misunderstandings.

13. Option (D) is correct. Phoneme blending with Elkonin boxes is a teacher-directed activity that supports students' word-pattern learning. The teacher-provided boxes represent words and introduce students to the spelling pattern that is being focused on during the unit.

14. Option (A) is correct. The writing sample shows that the student draws on the text for evidence of Coyote's cleverness, and an examination of the sample supports the claim that the student understands that each syllable in a word needs to contain at least one vowel.

15. Options (B), (D), and (E) are correct. Dyslexia is a learning disorder that involves difficulty reading because of problems identifying speech sounds (phonemes) and learning how they relate to letters (graphemes) and words. The inability to make sense of unfamiliar words; reporting visual disturbances when reading; and difficulty spelling, organizing ideas, and putting ideas into written language are all signs of dyslexia in a young student.

16. Option (B) is correct. In the combined sentence in each example, an appositive is used as a modifier, thereby reducing the repetition and wordiness of the two short sentences.

17. Option (D) is correct. The activity focuses on phoneme-grapheme correspondence, an aspect of phonemic awareness. Phoneme-grapheme correspondence requires students to understand the relationship between sounds and the letters that represent those sounds.

18. Option (D) is correct. Good readers are extremely active as they read. When students reading a complex piece of text respond in writing by asking questions, summarizing, and making personal connections, they are thinking strategically about what and why they are reading. Through annotation, students create a visual record of their thoughts while making sense of the text.

19. 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.

20. Option (A) is correct. Each of the words contains a digraph either at the beginning or end of the word.

21. Option (C) is correct. Facilitating a readers' theater is an effective strategy for improving fluency skills.

22. Option (B) is correct. Students must determine who created the Web site and whether it gives them useful and accurate information before they can use the source as an effective means of research

23. Option (D) is correct. By looking at a series of three colored tiles and removing one of them to form a new word, the teacher is instructing students on the skill of deletion.

About the Constructed-Response Questions

The Teaching Reading: Elementary 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

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

Mr. Jimenez, a sixth-grade science teacher, teaches a diverse group of 24 students. Eight of Mr. Jimenez' students read at a fourth-grade level and often need instructional support in reading informational materials. Six students are proficient in fluently reading and comprehending the science text and curriculum-based printed materials. The remaining 10 students are reading more than two years below grade level and have significant difficulty in reading the science textbook with fluency. These students struggle in particular with decoding, understanding the meaning of unfamiliar content-specific words, and recalling what they have read.

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

Task 1: Based on information given in the scenario, identify and describe **TWO** specific ways that Mr. Jimenez can group students that would best address their specific needs. Be sure to include in your response the benefit of each grouping practice in further developing students' literacy skills related to science instruction.

Task 2: Identify and describe the purpose of **TWO** differentiated instructional strategies that Mr. Jimenez can use to improve students' learning of print-based materials related to science.

Sample Response that Received a Score of 3

Task 1: One grouping practice that Mr. Jimenez can implement in the classroom is to create several heterogeneous small groups of 4 to 6 students, each of which are comprised of a mix of the eight students reading at the fourth-grade level and the six students who are proficient at reading materials in science. The students in each small mixed-ability group can work cooperatively as a team in completing a content-based assignment with guided support from Mr. Jimenez. In this grouping structure, all students can benefit from having shared responsibility in coordinating the work, completing a task together, and learning from each other.

A second grouping structure that Mr. Jimenez can use to meet the needs of diverse students in his classroom is through implementing a jigsaw model. In this grouping practice for example, Mr. Jimenez can select a current scientific article with a readability level slightly higher than students' reading level, break the information into sections, and ask each of the six students with proficient reading skills in the group to learn a section and then teach the information to other group members. This grouping strategy allows each group member to be challenged, become an "expert" in certain areas, assume responsibility for teaching others, and improve the listening and communication skills of all group members.

Task 2: To differentiate instruction by supporting the ten students who are having difficulty decoding and understanding content-specific words, Mr. Jimenez can make a list of Tier 3 words in a text students are expected to read before instruction in the material begins. He can use the Frayer Model as a technique to develop students' understanding of the difficult words. The Frayer Model is a graphic organizer with four sections that requires a student to write a definition for each word, its characteristics, and examples and nonexamples of how the word is used in context. This preteaching strategy is likely to be very helpful to students' comprehension when they see the difficult vocabulary in sustained reading activities.

A second way to differentiate instruction for students who need support in comprehending science-based materials is for Mr. Jimenez to use an anticipation guide as a prereading activity. An anticipation guide is a series of questions (statements) related to a text that ask students to either agree or disagree with each idea based on their prior knowledge of the topic. As students read a text, they return to the anticipation guide to either confirm or change their original evaluation of the statement. The purpose of engaging students in this activity is to focus their attention on what they think they already know about a particular topic and then remain focused on the information as they read and determine the extent to which they can verify or change their ideas as they learn new content.

Commentary on a Response with a Score of 3

This sample received a score of 3 because every part of both tasks is clearly and specifically addressed. In task 1, the test taker identifies and thoroughly describes two grouping practices intended to meet the needs of a diverse student population: forming heterogeneous groups and grouping students through the use of a jigsaw model. The benefits of each grouping structure is also appropriately and clearly identified in the response. In task 2, the test taker identifies and clearly describes two strategies and the purposes of each that Mr. Jimenez can use to differentiate instruction: using the Frayer Model to provide explicit instruction in content-based vocabulary and using an anticipation guide as a way to support students with comprehension difficulties when engaged in reading curriculum-based materials in science. This response demonstrates a thorough understanding of the elements of reading and reading instruction.

Sample Response that Received a Score of 2

Mr. Jimenez teaches a class with a wide range of student strengths and weaknesses.

One strategy he can use to group students for instruction is to implement peer tutoring groups. In this technique, the teacher can assign a student with problems comprehending scientific concepts with a higher-performing student. Together the pair can work together to successfully complete an assigned task. This strategy gives extra support and guidance to the lower-performing student in learning difficult content, and it helps the higher-performing student in reinforcing his or her learning and assuming responsibility for aiding a peer.

Mr. Jimenez can also use flexible grouping to meet his students' specific learning needs. Based on current classroom assessments, he can organize students into small groups on a temporary basis.

There are many techniques Mr. Jimenez can use in the classroom to differentiate instruction that will most appropriately meet students' needs. For example, one strategy could be to form small groups based on student interest in a particular aspect of science instruction. This technique would be very motivating to students and increase their engagement in reading science materials.

Also, Mr. Jimenez can use the concept of curriculum compacting to meet the needs of several of his more capable students.

Commentary on a Response with a Score of 2

This sample received a score of 2 because most parts of the question are addressed but at a general level. In task 1, the test taker identifies two ways Mr. Jimenez can group students for instruction based on their specific needs: peer tutoring groups and flexible grouping. The sample provides a description of each technique but does not provide an explanation of the benefit of flexible grouping. In task 2, the test taker gives two differentiated-instruction strategies: forming groups based on individual student interest and using curriculum compacting as ways to provide instruction. The test taker does not provide a clear description or the purpose of the concept of curriculum compacting. This response demonstrates a general understanding of the elements of reading and reading instruction relevant to the question.

Sample Response that Received a Score of 1

Mr. Jimenez has many students who are reading at different levels. He should teach skills students need to read science materials to the whole class. Mr. Jimenez should talk to other teachers in his school to get new ideas about how to teach students who don't have the same reading skills. Mr. Jimenez can write different lesson plans to meet the needs of different students. Some may need help with decoding words and others may have trouble comprehending what they read since science has many ideas that a lot of students don't have knowledge of at the beginning of a lesson.

Commentary on a Response with a Score of 1

This response received a score of 1 because some parts of the question were answered at a weak or limited level. The response does not address any part of task 1, i.e. that is, two ways of grouping students to meet their specific needs in reading science-based information. Task 2 is partially addressed. The test taker identifies the need for the teacher to develop different lesson plans based on specific student needs, e.g. for example, word recognition and comprehension. This response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

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.*

  o Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  o 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."*

  o 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:

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