



PRAXIS STUDY COMPANION

Elementary Education Fundamentals: Reading and Language Arts

8002

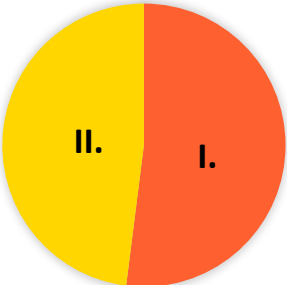


Table of Contents

Elementary Education Fundamentals: Reading and Language Arts (8002)	3
Test at a Glance	3
About The Test	4
Content Topics	5
Discussion Questions	5
Elementary Education Fundamentals: Reading and Language Arts (8002) Sample Questions ...	11
Answers	18
Understanding Question Types	22
Understanding Selected-Response and Numeric-Entry Questions	22
Understanding Constructed-Response Questions	23
General Assistance For The Test.....	25
Praxis Interactive Practice Test.....	25
Doing Your Best	25
Helpful Links	25

Elementary Education Fundamentals: Reading and Language Arts (8002)

Test at a Glance

Test Name	Elementary Education Fundamentals: Reading and Language Arts			
Test Code	8002			
Time	100 minutes *Beginning September 1, 2026, each Category will be separately timed when taking the full test.			
Number of Questions	80 selected-response questions			
Format	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.			
Test Delivery	Computer Delivered			
	Content Categories	*Category Time	Approximate Number of Questions	Approximate Percentage of Examination
	I. Reading	50 minutes	42	52%
	II. Writing, Speaking, and Listening	50 minutes	38	48%
	<i>Approximately 10-15% of the questions integrate Tasks of Teaching Reading and Language Arts</i>			

About The Test

The Elementary Education Fundamentals tests are designed to assess whether the entry-level elementary teacher has the content knowledge that is important, necessary, and needed at time of entry to the profession to teach reading, mathematics, social studies, and science at the elementary level. Each state may require one or more of the subject tests to support a generalist elementary school license.

The **Elementary Education Fundamentals: Reading and Language Arts** test measures the knowledge and skills in reading and language arts necessary for a beginning teacher of children in primary through upper elementary school grades. The 80 selected-response questions are based on material commonly covered in a bachelor's degree program in elementary education. The test content is grounded in the Council for the Accreditation of Educator Preparation (CAEP) standards and Standards for the Preparation of Literacy Professionals from the International Literacy Association.

Test takers will also find that approximately ten to fifteen percent of questions call for application of reading and language arts (RLA) content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of RLA knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate RLA content questions in tasks critical for teaching. In the Tasks of Teaching Reading and Language Arts section, the list of tasks reflect the routine components of RLA instruction. These tasks, identified based on research on reading instruction, have been confirmed by a national committee of teachers and teacher educators as important for effective teaching of elementary RLA.

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

Praxis Steps: This test is available with Praxis Steps modular testing features, which offers flexible pathways for candidates to demonstrate content mastery. If your State has adopted the Elementary Education Fundamentals tests with Praxis Steps, you can take a full test in one sitting or take or retake a single “Step” at the content category level. Check your [State Requirements](#) to see what your state allows.

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 that 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. Reading

A. Foundational Knowledge

1. Phonological and Phonemic Awareness
 - a. Understands instructional methods of systematically and explicitly teaching phonological awareness skills (e.g., recognition of rhyme and alliteration, segmenting of syllables and phonemes, manipulation of onsets and rimes)
 - b. Understands instructional methods to systematically and explicitly teach phonemic awareness skills (e.g., blending, segmenting, substituting, deleting)
 - c. Understands instructional methods for systematically and explicitly teaching concepts about print (e.g., directionality of text, print awareness, recognition of uppercase and lowercase letters, parts of a book and their functions)
 - d. Demonstrates knowledge of the alphabetic principle in early literacy instruction
 - e. Understands how to use the classroom environment and materials (e.g., sound wall, visuals) to increase students' phonological and phonemic awareness skills
 - f. Understands various approaches to fostering students' expressive and receptive language skills to improve their oral language development

2. Phonics and Word Analysis

- a. Understands how to decode unfamiliar words and apply word analysis skills to appropriate grade levels
- b. Understands instructional strategies for teaching common phonics patterns and rules (e.g., vowel teams, consonant clusters, r-controlled vowels, syllabication, orthography)
- c. Knows how to teach morphemic analysis, including identifying roots and affixes and understanding meanings of prefixes (e.g., re-, un-, pre-) and suffixes (e.g., -ing, -ed, -ness)
- d. Knows how to utilize instructional techniques (e.g., multisensory learning, repeated exposure) to aid students in expanding their sight word recognition
- e. Demonstrates an understanding of high-frequency words
- f. Understands common letter-sound correspondences and spelling conventions

3. Fluency and Vocabulary

- a. Knows how fluency and vocabulary contribute to reading comprehension
- b. Knows instructional methods to teach students how to read orally with accuracy, rate, and prosody
- c. Knows how to help students acquire a wide range of both common and content-specific words through direct instruction and independent learning

4. Assessment and Evaluation

- a. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of foundational literacy development (e.g., phonological awareness, phonemic awareness, phonics, decoding, and fluency) while considering the diverse needs of all students

B. Literature and Informational Text

1. Comprehension

- a. Knows how to identify the central idea and key details of a text (e.g., literary and informational) by citing specific evidence (e.g., summarizing and retelling)
- b. Understands how to draw inferences from a text
- c. Knows how to analyze characters, setting, and plot of a literary text
- d. Knows how to determine the theme of a story or poem by using key details from the text
- e. Knows how to foster students' listening-comprehension skills to improve their reading comprehension skills through research-based approaches
- f. Knows how to provide differentiated instruction (e.g., graphic organizers, scaffolding, choice of text) to diverse learners with varying abilities and backgrounds to improve comprehension

2. Text Features and Structures Across Genres

- a. Knows how structural elements (e.g., character development, setting) of literature across various genres (e.g., drama, poetry) contribute to the overall meaning and impact of the text

- b. Understands how to use text features (e.g., headings, table of contents, glossary) to locate information in a printed or digital informational text
 - c. Understands the organizational structures of an informational text (e.g., cause and effect, problem and solution)
 - d. Knows how to compare two or more texts (informational or literary) to address the same theme
 - e. Identifies how point of view affects the overall structure of a literary or an informational text
3. Multimedia Sources
- a. Understands how visual and oral elements enhance the meaning and effect of a literary text (e.g., picture book, graphic novel, multimedia presentation of a folktale)
4. Text Complexity and Reading Development
- a. Understands the quantitative measures (e.g., word length and sentence structure), qualitative measures (e.g., text structure and language conventions), and reader and task factors (e.g., prior knowledge and reader motivation and engagement) that influence text complexity
 - b. Knows how to provide support for complex texts by preteaching vocabulary, discussing key concepts, and using reading strategies (e.g., questioning, predicting, and summarizing)

5. Assessment and Evaluation

- a. Knows how to apply a variety of assessment methods, including formal and informal approaches, to guide and differentiate instruction and monitor student progress to support readers as they comprehend and construct meaning from a text while considering the diverse needs and experiences of all students

Discussion Questions: Reading

- What are some effective instructional methods for systematically and explicitly teaching phonological and phonemic awareness skills (e.g., blending, segmenting, substituting, deleting)?
- How can concepts about print be taught and integrated into early literacy instruction?
- Explain the alphabetic principle and its importance in early literacy instruction.
- How can classroom environments and materials (e.g., sound walls, visuals, manipulatives) be used to enhance phonological, phonemic, and oral language skills?
- Which techniques can be used to help students decode unfamiliar words and apply word analysis skills appropriate to the students' grade level?
- What are some instructional methods that can be used to teach phoneme-grapheme correspondence?
- How can morphemic analysis be taught to help students understand word meanings?
- What are some effective instructional techniques to aid students in expanding their sight word recognition?

- How are fluency and vocabulary skills critical for reading comprehension? How can fluency and vocabulary instructional methods be adapted to meet the diverse learning needs of students?
- Which techniques can be used to help students analyze a passage of literature or informational text and identify its features and structures?
- How can differentiated instruction and various strategies improve students' comprehension skills?
- What strategies can help support students in reading complex texts?
- Which formal and informal assessment methods can be used to determine students' phonological, phonemic, and word recognition skills?

II. Writing, Speaking, and Listening

A. Writing

1. Types of Writing and Purposes
 - a. Identifies and distinguishes common types of writing (e.g., narrative, informative/explanatory, opinion/argumentative, and descriptive writing)
 - 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 how to evaluate the appropriateness of a particular piece of writing for a specific task, purpose, and audience
 - d. Identifies the different developmental stages (e.g., emergent, transitional, and proficient) of writing

2. Organization and Style
 - a. Knows how to evaluate the development, organization, or style of a piece of writing
 - b. Knows how to identify appropriate revisions to strengthen a piece of writing
 - c. Knows instructional methods to assist students in writing clearly and coherently
 - d. Understands methods of teaching the structure of written language, including the rules of grammar and mechanics
3. Digital Tools for Producing and Publishing Writing
 - a. Understands how digital tools can enhance writing by providing platforms (e.g., online software and collaborative tools) for drafting, editing, and revising written work
4. Research Process
 - a. Identifies the steps (e.g., choosing a topic, gathering resources, and drafting) in the research process
 - b. Knows how to distinguish between primary and secondary sources and their uses
 - c. Knows how to distinguish between credible print and digital sources, locate information within the sources, and cite the sources
 - d. Knows how to distinguish between paraphrasing and plagiarizing

5. Assessment and Evaluation

- a. Knows how to apply a variety of assessment methods, including formal and informal approaches, to guide and differentiate instruction and monitor student progress to support writers as they develop and refine their writing skills

B. Language

1. Conventions of Standard English Grammar, Usage, and Mechanics

- a. Knows how to explain the functions of different parts of speech
- b. Knows how to correct errors in usage, mechanics, and spelling
- c. Knows how to identify examples of different sentence types (e.g., simple, compound, and compound-complex)

2. Determining Meanings of Words and Phrases

- a. Determines the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes
- b. Identifies and interprets different types of figurative language (e.g., simile, metaphor, idiom)
- c. Knows how to analyze the relationship between word choice and tone in a text

3. Conversational, Academic and Domain-Specific Vocabulary

- a. Knows how to differentiate among the three tiers of vocabulary

- b. Understands relevant features of language such as word choice, order, and punctuation

C. Speaking and Listening

1. Effective Collaboration to Promote Comprehension

- a. Understands how to implement techniques to communicate for a variety of purposes with diverse learners
- b. Identifies characteristics of active listening

2. Engaging Oral Presentation Skills

- a. Understands effective techniques for delivering engaging oral presentations, including using appropriate tone, pace, and body language, as well as incorporating visual aids and storytelling elements to capture and maintain the audience's attention

Discussion Questions: Writing, Speaking, and Listening

- Identify and distinguish among common types of writing. How can each type of writing be taught systematically and explicitly to students, including approaches such as the Simple View of Writing and the Not So Simple View of Writing?
- Which instructional methods can assist students in writing clearly and coherently?
- How can instruction in grammar and mechanics strengthen students' reading and writing proficiency?
- How can digital tools facilitate interaction and collaboration among students?
- Identify the steps in the research process and determine how students can be guided through each step.

- How can students distinguish between primary and secondary sources and evaluate the credibility of print and digital materials for effective use in research projects?
- Explain the functions of different parts of speech and how they can be taught in a clear and engaging manner.
- How can figurative language, word choice, and tone be taught to enhance students' writing and speaking skills?
- Which techniques can be implemented to promote effective communication for various purposes with diverse learners?
- Which formal and informal assessment methods can be used to guide differentiated writing instruction and track student progress?

Tasks of Teaching Reading and Language Arts

A. Planning and Facilitating Instruction

1. Evaluates texts, examples, and graphic representations for their support of particular Reading and Language Arts instructional goals
2. Creates and modifies texts, examples, and graphic representations to support Reading and Language Arts instructional goals, including differentiation for particular learners
3. Analyzes language and language systems
4. Explains, defines, and demonstrates Reading and Language Arts processes and concepts for students

5. Facilitates class discussions and conversations with individual students to elicit or develop their thinking about particular Reading and Language Arts content
6. Evaluates instructional strategies and activities to elicit, develop, or assess students' thinking about particular Reading and Language Arts content or to develop or assess their facility with particular Reading and Language Arts processes

B. Analyzing Student Learning

1. Evaluates student reading, writing, speaking, and listening to identify specific strengths and/or areas for improvement or instructional focus
2. Evaluates student reading, writing, speaking, or listening to classify students' level of literacy development
3. Analyzes student reading, writing, speaking, or listening to identify patterns of thinking, misconceptions, and partial conceptions
4. Responds to student reading, writing, speaking, or listening to target the particular Reading and Language Arts concept in need of attention

Elementary Education Fundamentals: Reading and Language Arts (8002)

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. Which of the following correctly segments the word “spider” by its onset?
 - (A) S-pider
 - (B) Spid-er
 - (C) Sp-ider
 - (D) Spide-r

2. Which of the following is the best example of a qualitative measure of text complexity?
 - (A) Word length
 - (B) Text cohesion
 - (C) Text structure
 - (D) Prior knowledge

3. A teacher uses the think-pair-share technique to have students discuss a question about the text they are reading.

Which of the following student actions best demonstrates active listening during this activity?

 - (A) Asking a partner to clarify a point from their answer
 - (B) Writing down key points from the discussion
 - (C) Sharing their own opinions about the text
 - (D) Taking turns reading aloud with their partner

4. Which of the following activities best enables a fourth-grade teacher to assess students' ability to use descriptive language effectively in narrative writing?
- (A) Having students summarize a chapter from their favorite book
 - (B) Prompting students to write a letter to a friend about their summer vacation
 - (C) Asking students to write a story about a day at the carnival using sensory details
 - (D) Instructing students to explain the detailed steps for making their favorite sandwich

Questions 5 and 6 refer to the following passage.

The following passage is an excerpt from the story *The Other Side* by Jacqueline Woodson.

Someplace in the middle of the summer, the rain stopped. When I walked outside, the grass was damp and the sun was already high up in the sky. And I stood there with my hands up in the air. I felt brave that day. I felt free.

I got close to the fence and that girl asked me my name.

"Clover," I said.

"My name's Annie," she said. "Annie Paul. I live over yonder," she said, "by where you see the laundry. That's my blouse hanging on the line."

She smiled then. She had a pretty smile.

And then I smiled. And we stood there looking at each other, smiling.

"It's nice up on this fence," Annie said. "You can see all over."

I ran my hand along the fence. I reached up and touched the top of it.

"A fence like this was made for sitting on," Annie said. She looked at me sideways.

"My mama says I shouldn't go on the other side," I said.

"My mama says the same thing. But she never said nothing about sitting on it."

"Neither did mine," I said.

5. Which of the following inferences is best supported by the narrator, Clover, thinking, “I felt brave that day. I felt free”?
- (A) Clover is sometimes bored during summer vacation from school.
 - (B) Clover thinks the rain is a bad omen.
 - (C) Clover is experiencing an emotional change in her life.
 - (D) Clover wonders about the activities on the other side of the fence.
6. Which of the following themes is revealed by the interaction between Clover and Annie?
- (A) Finding common ground can lead to friendship.
 - (B) Following parental rules shows maturity.
 - (C) Seeking adventure leads to happiness and independence.
 - (D) Searching for identity is a common experience.
7. Which of the following strategies should a teacher use to best support a student who is struggling to decode words that contain a vowel team?
- (A) Modeling how the student can finger stretch the phonemes in vowel team words such as “play” and “day”
 - (B) Encouraging the student to sound out each vowel separately, as they represent multiple phonemes
 - (C) Having the student identify words with silent vowels and practice spelling them
 - (D) Introducing the student to vowel teams that also serve as diphthongs, such as “toy” and “boy”
8. Which of the following is an example of a secondary source?
- (A) An original letter from a soldier in the Second World War
 - (B) A biography of a famous artist
 - (C) A government report written during a historical event
 - (D) A video recording of a scientific experiment

9. Which of the following is most effective for assessing students' prior knowledge of a topic?
- (A) Assigning small groups to sort texts by level of complexity
 - (B) Asking students to list common text structure elements
 - (C) Having students complete the first two columns of a KWL chart
 - (D) Administering reader interest surveys to the whole class

10. During a writing activity, a first-grade student writes several simple sentences that are easy to understand and have mostly correct spelling and basic punctuation.

Which of the following stages of writing development is this student most likely in?

- (A) Preliterate
 - (B) Emergent
 - (C) Transitional
 - (D) Proficient
11. Ms. Wright asks her class to identify different types of sentences. She writes the following on the board: "Although it was raining, we decided to go for a walk."

Which of the following correctly identifies the type of sentence that the teacher wrote?

- (A) Simple
 - (B) Compound
 - (C) Complex
 - (D) Compound-complex
12. Which of the following first-grade student activities is most appropriate for reinforcing letter-sound correspondence?
- (A) Writing a sentence that uses a spelling word contextually
 - (B) Grouping spelling words into families based on phoneme patterns
 - (C) Sorting letters in spelling words as vowels or consonants
 - (D) Recording commonly misspelled words in a word study notebook

13. During a writing lesson, a teacher asks students to write a paragraph to convince their classmates to read their favorite book and give reasons why the book is worth reading.

Which of the following types of writing are the students practicing?

- (A) Narrative
- (B) Descriptive
- (C) Argumentative
- (D) Informative

14. Carlos is writing a report on the weather patterns of different regions. He needs to find definitions of specific meteorological terms.

When consulting reference books, which **THREE** of the following text features will best help Carlos locate definitions most efficiently?

- (A) Headings
- (B) Glossary
- (C) Table of contents
- (D) Labels
- (E) Footnotes

15. Which of the following best describes the advantage of using multiple assessment methods to monitor students' literacy development?

- (A) Multiple assessments provide immediate insight into students' literacy development.
- (B) Multiple assessments offer students different opportunities to demonstrate their literacy development.
- (C) Multiple assessments allow for making comparisons of students' reading achievement with other students' literacy development.
- (D) Multiple assessments reduce time required to evaluate and interpret students' literacy development.

16. Which of the following digital tools would best help sixth-grade students work together to draft, edit, and revise a group writing project?

- (A) A grammar checker program
- (B) A class blog
- (C) A shared online document
- (D) A desktop presentation application

17. Mr. Thorton found an error in this sentence: "Their going to the park after school."

Which of the following instruction topics would best help the student who made this error?

- (A) Reviewing the definition of a simple sentence
- (B) Practicing sentence writing and identifying conjunctions
- (C) Learning about homophones and their correct usage
- (D) Distinguishing between subjects and predicates

18. A teacher points to each word while reading aloud to a kindergarten class.

Which of the following concepts is best represented with this technique?

- (A) Recognizing uppercase letters
- (B) Understanding punctuation marks
- (C) Demonstrating directionality of text
- (D) Developing spelling knowledge

Galileo Galilei, born in 1564, was an Italian astronomer and physicist. He made significant contributions to science, including developing the telescope to observe celestial bodies. Galileo's discoveries, such as the moons of Jupiter and the phases of Venus, supported the heliocentric theory, which stated that Earth revolves around the Sun. Despite facing opposition from the Catholic Church, Galileo's work laid the foundation for modern astronomy and physics. His influence remains profound in scientific communities.

19. Which of the following statements best describes the central idea of the passage?
- (A) Galileo was born in 1564.
 - (B) Galileo developed the telescope.
 - (C) Galileo's discoveries supported the heliocentric theory.
 - (D) Galileo's work laid the foundation for modern astronomy.
20. Which of the following would best improve the organization of a student's persuasive essay?
- (A) Adding transition words to show how ideas are connected between paragraphs
 - (B) Restating the thesis statement at the beginning of each paragraph to remind the reader of the argument
 - (C) Using the same evidence and description for most of the support paragraphs to reinforce the message
 - (D) Introducing a new point in the conclusion paragraph to strengthen the overall argument

Answers

1. Option (C) is correct. The onset of the word “spider” is correctly segmented as “sp,” showing the initial consonant blend.

Topic	I. Reading
Subtopic	A. Foundational Knowledge

2. Option (C) is correct. Text structure is a qualitative measure of text complexity because it involves evaluating how the text is organized and presented, including the clarity, predictability, and logical flow.

Topic	I. Reading
Subtopic	B. Literature and Informational Text

3. Option (A) is correct. Asking a partner to clarify a point from their answer shows engagement and effort to understand the discussion, thereby exhibiting active listening.

Topic	II. Writing, Speaking, and Listening
Subtopic	C. Speaking and Listening

4. Option (C) is correct. Having students use sensory details to describe a day at the carnival requires them to pay close attention to descriptive elements, which helps assess their ability to use descriptive language effectively in narrative writing.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

5. Option (C) is correct. Clover’s statement about feeling brave and free suggests an emotional change, showing that she is beginning to think and act differently.

Topic	I. Reading
Subtopic	B. Literature and Informational Text

6. Option (A) is correct. The passage suggests that finding common ground can lead to friendship, as Clover and Annie talk, smile, and start to connect.

Topic	I. Reading
Subtopic	B. Literature and Informational Text

7. Option (A) is correct. Modeling how to finger stretch and blend phonemes in words with vowel teams, like “play” and “day,” is the most effective strategy because it directly teaches the student how the two vowels work together to form one sound, which supports accurate decoding.

Task of Teaching	3. Analyzes language and language systems
Topic	I. Reading
Subtopic	A. Foundational Knowledge

8. Option (B) is correct. A biography is a secondary source because it interprets and analyzes the life of the subject using primary sources and other secondary sources.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

9. Option (C) is correct. Conducting KWL charts helps activate prior knowledge, making it easier to assess students’ understanding before reading.

Topic	I. Reading
Subtopic	B. Literature and Informational Text

10. Option (D) is correct. The student’s writing includes simple sentences that are easy to understand, mostly correct spelling, and basic punctuation, which are characteristics of the proficient, or fluent, stage. At this stage, children write words and sentences confidently, with common words spelled correctly and basic punctuation used appropriately.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

11. Option (C) is correct. The sentence is a complex sentence because it has one independent clause and one dependent clause.

Topic	II. Writing, Speaking, and Listening
Subtopic	B. Language

12. Option (B) is correct. Phoneme patterns are recurring combinations of sounds that help students recognize consistent spelling rules. Grouping words into families based on similar sounds and spelling patterns helps reinforce letter-sound correspondences.

Task of Teaching	3. Analyzes language and language systems
Topic	I. Reading
Subtopic	A. Foundational Knowledge

13. Option (C) is correct. Writing a paragraph to convince classmates to read their favorite book and giving reasons falls under argumentative writing, as it involves persuading others through logical reasoning.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

14. Options (B), (D), and (E) are correct. To efficiently locate definitions of specific meteorological terms in reference books, the student should use the glossary, labels, and footnotes. A glossary provides direct access to definitions of terms used in the text, making important vocabulary easily accessible. Labels often include further information and definitions alongside visuals, helping to clarify complex terms. Footnotes offer additional information and definitions within the text, providing context and enhancing understanding of the terminology. These text features collectively ensure the student can quickly and accurately find and understand the necessary definitions.

Topic	I. Reading
Subtopic	B. Literature and Informational Text

15. Option (B) is correct. Using multiple assessment methods allows the teacher to gain a comprehensive understanding of the students' individual reading abilities and address their diverse learning needs.

Topic	I. Reading
Subtopic	A. Foundational Knowledge

16. Option (C) is correct. Shared online documents allow students to draft, edit, and revise their writing collaboratively in real time, providing a platform for multiple users to contribute and make changes simultaneously.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

17. Option (C) is correct. Learning about homophones such as "their," "there," and "they're" will help the student avoid this type of error in the future.

Topic	II. Writing, Speaking, and Listening
Subtopic	B. Language

18. Option (C) is correct. Demonstrating the directionality of text involves pointing to each word as it is read, which shows students the direction in which text is read.

Topic	I. Reading
Subtopic	A. Foundational Knowledge

19. Option (D) is correct. The central idea of a text is the main point or message that an author conveys through the entire text. In this passage, the central idea is that Galileo's work laid the foundation for modern astronomy, significantly influencing scientific communities despite opposition and revolutionizing our understanding of the universe.

Task of Teaching	1. Evaluates texts, examples, and graphic representations for their support of particular Reading and Language Arts instructional goals
Topic	I. Reading
Subtopic	B. Literature and Informational Text

20. Option (A) is correct. Transition words help guide readers smoothly from one idea to the next, improving the logical flow and overall organization of the essay.

Topic	II. Writing, Speaking, and Listening
Subtopic	A. Writing

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.



Visit our website to find test prep resources and
preparation materials to build confidence for test day:

<https://praxis.ets.org>



Copyright © 2026 by ETS. ETS and Praxis are registered trademarks of ETS in the United States and other countries. The Eight-Point logo is a trademark of ETS.