praxis®

PRAXIS STUDY COMPANION

Elementary Education Fundamentals: Teaching Reading

8006



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Elementary Education Fundamentals: Teaching Reading (8006)

Test at a Glance

<table>
<tr><td>Test Name</td><td colspan="4">Elementary Education Fundamentals: Teaching Reading</td></tr>
<tr><td>Test Code</td><td colspan="4">8006</td></tr>
<tr><td>Time</td><td colspan="4">100 minutes
*Beginning September 1, 2026, each Category will be separately timed when taking the full test.</td></tr>
<tr><td>Number of Questions</td><td colspan="4">80 selected-response questions</td></tr>
<tr><td>Format</td><td colspan="4">The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.</td></tr>
<tr><td>Test Delivery</td><td colspan="4">Computer Delivered</td></tr>
<tr><td rowspan="5">
</td><td>Content Categories</td><td>*Category Time</td><td>Approximate Number of Questions</td><td>Approximate Percentage of Examination</td></tr>
<tr><td>I. Foundational Literacy Skills</td><td>40 minutes</td><td>32</td><td>40%</td></tr>
<tr><td>II. Fluency and Vocabulary</td><td>30 minutes</td><td>24</td><td>30%</td></tr>
<tr><td>III. Comprehension and Written Expression</td><td>30 minutes</td><td>24</td><td>30%</td></tr>
<tr><td colspan="4">Approximately 10-15% of the questions integrate Tasks of Teaching Reading</td></tr>
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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: Teaching Reading** test measures the knowledge and skills in teaching reading necessary for a beginning teacher of children in primary through upper elementary school grades in alignment of the Science of Reading principles. The 80 selected-response questions reflect material typically covered in a bachelor's degree program in elementary education. They focus on the broad knowledge of evidence-based literacy practices, covering the five components of reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, along with essential writing components. 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 content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of reading knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate reading content questions in tasks critical for teaching. In the Tasks of Teaching Reading section, the list of tasks reflect the routine components of reading 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 reading.

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

Praxis Steps: This test will be Praxis Steps enabled shortly after launch. States that have adopted Praxis Steps for Elementary Education Fundamentals will allow you to take or retake individual content categories or "steps" so you have greater flexibility. 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. Foundational Literacy Skills

A. Phonological and Phonemic Awareness

1. 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)
2. Understands instructional methods and evidence-based strategies (e.g., Simple View of Reading) to systematically and explicitly teach phonemic awareness skills (e.g., blending, segmenting, substituting, deleting)
3. 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)
4. Demonstrates knowledge of the alphabetic principle in early literacy instruction
5. Understands how to use the classroom environment and materials (e.g., sound wall, visuals) to increase students' phonological and phonemic awareness skills
6. Understands various approaches to fostering students' expressive and receptive language skills to improve their oral language development
7. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of phonological and phonemic awareness skills while considering the diverse needs and experiences of all students

B. Phonics and Decoding

1. Understands how to decode unfamiliar words and apply word analysis skills to appropriate grade levels
2. Understands instructional strategies for teaching common phonics patterns and rules (e.g., vowel teams, consonant clusters, r-controlled vowels, syllabication, orthography)
3. Knows how to teach syllable types (e.g., open, closed, silent "e") in multisyllabic words
4. 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)
5. Demonstrates an understanding of high-frequency words
6. Knows how to utilize instructional techniques (e.g., multisensory learning, repeated exposure) to aid students in expanding their sight word recognition
7. Understands common letter-sound correspondences and spelling conventions
8. 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, and decoding) while considering the diverse needs of all students

Discussion Questions: Foundational Literacy Skills

- 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?
- Which formal and informal assessment methods can be used to determine students' phonological, phonemic, and word recognition skills?

II. Fluency and Vocabulary

A. Fluency and Vocabulary

1. Knows how fluency and vocabulary contribute to reading comprehension
2. Knows instructional methods to teach students how to read orally with accuracy, rate, and prosody
3. Knows how to help students acquire a wide range of both common and content-specific words through direct instruction and independent learning
4. Knows how to determine the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes
5. Understands the importance of robust vocabulary knowledge for reading comprehension and how to implement strategies (e.g., preteaching vocabulary) to expand students' academic and content-specific vocabulary
6. Understands how to teach strategies for supporting fluent reading at the phoneme, word, and passage levels
7. Understands methods of teaching the structure of written language, including the rules of grammar and mechanics
8. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of fluency and vocabulary skills while considering the diverse needs and experiences of all students

Discussion Questions: Fluency and Vocabulary

- 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?
- How can students acquire knowledge of tiered vocabulary words through direct instruction and independent learning methods?
- How can instruction in grammar and mechanics strengthen students' overall literacy development?
- Which assessment methods can be used to inform instruction to enhance fluency and vocabulary skills?

III. Comprehension and Written Expression

A. Comprehension and Written Expression

1. Knows how to foster students' listening-comprehension skills to improve their reading comprehension skills through research-based approaches
2. Knows instructional strategies (e.g., drawing inferences, making predictions, and questioning) to enhance students' knowledge and understanding of texts
3. Knows how to support students in identifying the central idea and key details of a text (e.g., literary and informational) by citing specific evidence (e.g., summarizing and retelling)
4. 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

5. Knows ways to model and guide students' metacognition to check their understanding as they read a variety of texts
6. Knows how to teach literary devices (e.g., figurative language, point of view) to increase students' understanding of texts
7. Understands how structural elements (e.g., character development, setting) of various genres of literature (e.g., drama, poetry) contribute to the overall meaning and impact of texts
8. Knows instructional methods to provide support for complex texts by preteaching vocabulary, discussing key concepts, and using reading strategies (e.g., questioning, predicting, and summarizing)
9. Knows systematic and explicit methods to teach writing to all learners (i.e., Simple View of Writing, Not So Simple View of Writing)
10. Understands how to teach writing as a recursive process that encourages ongoing revision, self-evaluation, and expression
11. Knows instructional methods to teach common types of writing (e.g., narrative, informative/explanatory, opinion/argumentative, and descriptive writing)
12. Understands instructional methods for connecting the teaching of decoding and encoding as reciprocal skills that support the development of reading and writing
13. 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: Comprehension and Written Expression

- What strategies can foster students' listening comprehension skills to improve their overall reading comprehension?
- Which techniques can teachers employ to help students identify key elements of literary and informational texts?
- How can differentiated instruction (e.g., scaffolds, choice of text, graphic organizers) improve comprehension for diverse learners?
- What instructional approaches can provide a model to guide students' metacognition while reading?
- How can literary devices (e.g., figurative language, point of view) be taught to students to enhance their text understanding?
- What strategies can help support students in reading complex texts?
- How can writing be taught systematically to all learners, using approaches such as the Simple View of Writing and the Not So Simple View of Writing?
- How can instruction connect decoding and encoding as reciprocal skills supporting reading and writing?
- Which techniques can be implemented to promote effective communication for various purposes with diverse learners?

- Which assessment methods can guide and differentiate instruction, monitor progress, and support students as they comprehend and construct meaning from texts?
- Which assessment methods can guide differentiated writing instruction and track student progress?

Tasks of Teaching Reading

A. Planning and Facilitating Instruction

1. Incorporates systematic and explicit instruction to support students' reading abilities
2. Evaluates texts, examples, and graphic representations for their support of particular Reading instructional goals
3. Creates and modifies texts, examples, and graphic representations to support Reading instructional goals, including differentiation for particular learners
4. Analyzes language and language systems
5. Explains, defines, and demonstrates Reading processes and concepts for students
6. Facilitates class discussions and conversations with individual students to elicit or develop their thinking about particular Reading content
7. Promotes vocabulary development through direct instruction to enhance reading comprehension
8. Evaluates instructional strategies and activities to elicit, develop, or assess students' thinking about particular Reading content or to develop or assess their facility with particular Reading 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 concept in need of attention

Elementary Education Fundamentals: Teaching Reading (8006) 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 **THREE** of the following activities are most effective for helping students apply their knowledge of breaking words into individual sounds?

   (A) Using counters as manipulatives to segment phonemes
   (B) Playing games that involve isolating phonemes in words
   (C) Identifying assorted phonemes when reading aloud
   (D) Tapping out each phoneme in words
   (E) Blending phonemes to form whole words

2. In a lesson on phonological awareness, which of the following activities will best support first-grade students in blending individual sounds to form words?

   (A) Asking students to clap out syllables in multisyllable words
   (B) Instructing students to say the word “cat” and then change the first sound to /b/
   (C) Having students use letter tiles to combine sounds into words like “hat” and “bat”
   (D) Asking students to identify the first sound in each word in a list of spoken words

3. While reading a book aloud to a group of first-grade students, a teacher wants to help reinforce their understanding of basic concepts about print.

   Which of the following strategies will best achieve this goal?

   (A) Asking students to raise their hand when they hear words that rhyme in the book
   (B) Identifying the information on the cover of the book and pointing to each word as it is read aloud
   (C) Encouraging students to reread the same book independently after reading it as a class
   (D) Modeling how to make a prediction about the book based on the picture on the cover

4. Which of the following activities best supports the initial development of phonemic awareness in early literacy instruction?

   (A) Asking students to write sentences using familiar letter-sound correspondences
   (B) Teaching students to identify and produce individual speech sounds
   (C) Using magnetic letters to build and manipulate words
   (D) Having students look at pictures and name the objects

5. During a small-group activity, a teacher observes that several first-grade students are struggling to combine individual sounds into words. The teacher wants to use an informal assessment method to better understand each student's needs.

   Which of the following approaches will best support this goal?

   (A) Conducting weekly phonemic-awareness probes to analyze students' blending skills
   (B) Administering a screening test to assess students' phonological-awareness skills
   (C) Observing and recording students' performance during segmenting and blending tasks
   (D) Scheduling standardized literacy assessments and comparing student performance on the assessment to benchmarks

6. Which of the following best develops students' sight word recognition by using a multisensory instructional strategy?

   (A) Having students map a sight word's letters and sounds with Elkonin boxes

   (B) Asking students to write sight words while staying silent at their desks

   (C) Displaying sight words on flash cards for students to read aloud

   (D) Assigning sight word lists for students to review for homework

7. A teacher writes the following words on cards: "made," "hide," and "cute." The teacher folds each card to cover the final letter of each word and asks students to read the words. The teacher then unfolds each card and has students read the words again.

   Which of the following is the primary purpose of the activity?

   (A) Comparing simple and complex syllables

   (B) Identifying the number of syllables in a word

   (C) Decoding the vowel in syllables with a silent "e"

   (D) Reviewing how to decode vowel teams in a syllable

8. During small-group instruction, Ms. Chavez notices that a student struggles to separate spoken words into individual sounds. She decides to use an assessment to confirm her observation.

   Which of the following is the most appropriate way for Ms. Chavez to assess the student?

   (A) Asking the student to separate onsets and rimes

   (B) Administering a phonemic segmentation test

   (C) Having the student build CVC words using magnetic letters

   (D) Conducting a fluency probe with a timed reading passage

9. Which of the following instructional activities would most effectively help third-grade students approach unfamiliar words and therefore support their reading comprehension?

   (A) Teaching students the meaning of common prefixes and suffixes

   (B) Instructing students to use new vocabulary in sentences

   (C) Encouraging students to look up definitions in a dictionary

   (D) Asking students to identify synonyms and antonyms for new vocabulary

10. A second-grade student encounters the word “untie” while reading a passage. To determine the meaning of the word, the student figures that “un-” means “not” while “tie” means to fasten into a knot. The student states that the meaning must be to not have a knot or to undo a knot.

    Which of the following best describes the strategy the student is employing to understand the meaning of the word?

   (A) Using context clues from the passage

   (B) Dividing the word into a known affix and root

   (C) Finding the meaning of the word based on its origin

   (D) Establishing the word’s meaning based on similar words

11. A fourth-grade teacher reads a passage aloud to the class and wants students to learn how to identify the main idea. Which of the following approaches will best help the teacher achieve this goal?

   (A) Asking students to create multiple illustrations of the passage

   (B) Having students highlight key terms used in the passage

   (C) Asking students to locate supporting details from the passage

   (D) Having students create an outline of the passage

12. A fourth-grade student reads a narrative text out loud in a monotone voice. Which of the following will most effectively improve the student's prosody while reading aloud?

(A) Encouraging the student to read the text again while recording a timed reading of the text

(B) Highlighting the subject, verb, and ending punctuation in each sentence throughout the text

(C) Directing the student to practice oral reading with informational texts

(D) Modeling different expressions and intonation while reading the text to the student

13. Which of the following activities will best help develop second-grade students' listening-comprehension skills to enhance their understanding of a story?

(A) Asking students to predict what might happen based on a book's cover and title

(B) Reading aloud a story and discussing with students the main events in the plot

(C) Showing students pictures from the book and asking them to describe the pictures

(D) Writing words from the book on cards and giving one to each student to use in a sentence

14. During a writing lesson, a fourth-grade teacher wants to help students improve their use of commas in complex sentences.

Which of the following introductory strategies will best assist the teacher in achieving this goal?

(A) Asking students to underline all the commas in an exemplary text

(B) Providing direct instruction on comma placement with guided practice

(C) Encouraging students to use a checklist to guide appropriate comma use in writing

(D) Having students read a list of comma rules and determine which rule to use in their writing

15. Which of the following strategies can a teacher use to best help students improve their reading fluency in a passage?

(A) Asking students to practice reading the passage silently before reading it aloud

(B) Encouraging students to read the passage slowly with extended pauses for punctuation

(C) Having students read the passage aloud and then rotating to a new passage

(D) Providing students with guidance in chunking phrases within the passage

16. Which of the following assessments will best provide a third-grade teacher with information about a student's reading fluency skills to identify areas needing improvement?

(A) Administering a comprehension test after having the student read a passage silently

(B) Conducting a one-on-one oral reading assessment of a passage

(C) Using a timed silent reading assessment of a passage

(D) Evaluating the student's oral retelling of a passage

17. Which of the following strategies should a fifth-grade teacher use to support students with varying skill levels in understanding a complex chapter from a history textbook?

(A) Pairing students to answer comprehension questions about the chapter

(B) Providing students with graphic organizers highlighting the chapter's key ideas

(C) Having small groups create a presentation of the chapter's main ideas

(D) Giving students a list of key terms from the chapter to define

18. During a reading activity, students encounter the following sentence in a story: "The singer had a voice that was smooth and sweet as honey."

Which of the following instructional strategies would be most effective in helping students understand the figurative language used in the sentence?

(A) Encouraging students to find rhyming words in the sentence

(B) Showing students how the word "as" compares two different things in the sentence

(C) Asking students to identify any repetition of consonant sounds in the sentence

(D) Having students identify the exaggerated words used in the sentence

19. A small group of fourth-grade students has read two chapters in a fiction book. The teacher asks students to imagine what the main character will do next in the story and to think about why the character will choose those actions.

    The primary strategy that the teacher is using to support reading comprehension is

    (A) identifying the major events in the plot
    (B) summarizing the character's development
    (C) drawing inferences and making predictions
    (D) discussing the setting, characters, and problems

20. Which of the following instructional approaches would best help third-grade students with diverse reading abilities improve their comprehension of a science news magazine article?

    (A) Giving students the magazine article to read independently
    (B) Pairing advanced readers with peers who need extra support
    (C) Providing small-group support with the integration of visual aids
    (D) Assigning students to complete questions about the magazine article for homework

Answers

1. Options (A), (B), and (D) are correct. Using counters as manipulatives to segment sounds helps students break words into individual sounds. Playing games that involve isolating phonemes supports the identification of individual phonemes. Tapping out each phoneme is an effective method for teaching phoneme segmentation.

Topic	I. Foundational Literacy Skills
Subtopic	A. Phonological and Phonemic Awareness

2. Option (C) is correct. Providing manipulatives such as letter tiles provides a multisensory instructional tool for students to blend the sounds of individual letters to form words such as “hat” and “bat.”

Topic	I. Foundational Literacy Skills
Subtopic	A. Phonological and Phonemic Awareness

3. Option (B) is correct. When preparing to read a story aloud to students, a teacher can emphasize concepts of print by stating the title on the cover of the book and looking at any pictures on the front of the book. During the reading of the book, a teacher can point to each word as it is read aloud to support understanding of the difference between letters, words, and sentences.

Topic	I. Foundational Literacy Skills
Subtopic	A. Phonological and Phonemic Awareness

4. Option (B) is correct. Teaching students to recognize and produce speech sounds in isolation is a key component of initial phonemic awareness training.

Topic	I. Foundational Literacy Skills
Subtopic	A. Phonological and Phonemic Awareness

5. Option (C) is correct. Observing and recording students’ performance during segmenting and blending tasks provides direct insight into their phonemic-awareness skills and allows for tailored support based on the students’ individual needs.

Topic	I. Foundational Literacy Skills
Subtopic	A. Phonological and Phonemic Awareness

6. Option (A) is correct. Using Elkonin boxes to map a word's letters and sounds is an instructional strategy for learning sight words, which provides multisensory engagement. Students are engaged with reading letters, attaching sounds, and movement using the sound boxes as manipulatives.

Topic	I. Foundational Literacy Skills
Subtopic	B. Phonics and Decoding

7. Option (C) is correct. Identifying the final "e" helps students recognize the syllable type as "silent e," aiding in accurate decoding.

Task of Teaching	1.Incorporates systematic and explicit instruction to support students' reading abilities
Topic	I. Foundational Literacy Skills
Subtopic	B. Phonics and Decoding

8. Option (B) is correct. A phonemic segmentation test directly assesses the ability to segment spoken words into individual sounds.

Topic	I. Foundational Literacy Skills
Subtopic	B. Phonics and Decoding

9. Option (A) is correct. Teaching students to recognize and understand common prefixes and suffixes helps them decode the meaning of unfamiliar vocabulary words, which improves their reading comprehension.

Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

10. Option (B) is correct. The student is dividing the word into the known prefix "un-" and root "tie" to find the meaning of the word. Teaching students morphological analysis of words helps them break down words by roots and affixes and build the words together again.

Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

11. Option (C) is correct. Asking students to locate supporting details from the passage might include finding examples, excerpts, and data that reinforce the text's key details; a pattern of repeated information or themes from the supporting details can then lead students to the text's main idea. Students can then apply this method to determine a text's main idea when they read independently.

Topic	III. Comprehension and Written Expression
Subtopic	A. Comprehension and Written Expression

12. Option (D) is correct. Having the teacher model reading the text with different tones improves the student's expressive reading skills by helping the student understand that different tones change the meaning of the text.

Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

13. Option (B) is correct. Reading aloud a story and discussing its main events will help build listening comprehension and engage students in understanding story structure and key details, which is essential for reading comprehension.

Topic	III. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

14. Option (B) is correct. Explicit instruction on comma placement followed by guided practice helps students understand and apply the rules correctly.

Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

15. Option (D) is correct. Providing students with guidance in chunking phrases within a passage will support students by strengthening their prosody and expression, which supports fluency.

Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

16. Option (B) is correct. Conducting one-on-one oral reading assessments allows teachers to directly observe students' reading fluency, including their accuracy, rate, and expression in real time.

Task of Teaching	2. Evaluates student reading, writing, speaking, or listening to classify students' level of literacy development
Topic	II. Fluency and Vocabulary
Subtopic	A. Fluency and Vocabulary

17. Option (B) is correct. Graphic organizers help students of varying abilities organize information from the chapter and understand key ideas, facilitating better comprehension.

Topic	III. Comprehension and Written Expression
Subtopic	A. Comprehension and Written Expression

18. Option (B) is correct. Showing students how the word "as" compares two different things in the sentence and explaining the comparison between "smooth and sweet" and "honey" will help students understand the use of a simile. It shows how the author uses a simile to convey a specific trait about the singer's voice.

Topic	III. Comprehension and Written Expression
Subtopic	A. Comprehension and Written Expression

19. Option (C) is correct. The teacher's approach involves making predictions of future actions and inferences about a character's motivations, both of which help deepen students' comprehension of the text.

Topic	III. Comprehension and Written Expression
Subtopic	A. Comprehension and Written Expression

20. Option (C) is correct. Providing small-group instructional support with the integration of visual aids tailors the learning experience to each student's needs, enhancing comprehension for learners with diverse reading abilities.

Topic	III. Comprehension and Written Expression
Subtopic	A. Comprehension and Written Expression

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

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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.



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