

Praxis Elementary Education: Teaching Reading (7002) Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

- 1. A teacher says the word "sand" aloud and asks students to remove the /s/ sound. What is the new word?**
 - A. And**
 - B. Hand**
 - C. Sad**
 - D. Stand**
- 2. Which example would be most effective in helping students understand how compound words are formed?**
 - A. Sunshine, homework, butterfly**
 - B. Cat, dog, fish**
 - C. Jump, run, play**
 - D. Teacher, student, school**
- 3. Which genre of text is likely to focus on informing the reader?**
 - A. Fiction**
 - B. Poetry**
 - C. Expository**
 - D. Fantasy**
- 4. How does text-to-world connection enhance comprehension?**
 - A. It relates the text to real-life experiences, making it more relevant to students**
 - B. It encourages students to focus on fantasy themes**
 - C. It limits understanding to the author's life only**
 - D. It promotes memorization of historical facts**
- 5. A child hears the sounds /s/ /n/ /a/ /p/ and is asked to put them together to form a word. What skill is being targeted?**
 - A. Phoneme blending**
 - B. Phoneme segmentation**
 - C. Phoneme recognition**
 - D. Phoneme substitution**

- 6. Why is self-monitoring critical for readers?**
- A. It allows them to read faster**
 - B. It helps them recognize comprehension issues**
 - C. It eliminates the need for context clues**
 - D. It encourages silent reading**
- 7. What is the difference between fictional and informational texts?**
- A. Fictional texts are always shorter than informational texts**
 - B. Fictional texts tell stories, while informational texts provide factual information**
 - C. Fictional texts are illustrated, while informational texts are not**
 - D. Fictional texts are for entertainment, while informational texts are for academic purposes only**
- 8. Why is it important to activate students' prior knowledge before introducing a new text?**
- A. It helps students focus on fluency**
 - B. It allows students to predict vocabulary words**
 - C. It prepares students to make connections with the new material**
 - D. It encourages students to memorize key details**
- 9. What does the term "decoding" refer to in reading instruction?**
- A. The ability to summarize a passage**
 - B. The ability to apply knowledge of letter-sound relationships to read words**
 - C. The ability to memorize texts**
 - D. The ability to infer meaning from illustrations**
- 10. What is a characteristic of narrative texts?**
- A. They present statistical data**
 - B. They tell a story with a clear sequence of events**
 - C. They include arguments and counterarguments**
 - D. They focus on procedural instructions**

Answers

SAMPLE

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

SAMPLE

Explanations

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1. A teacher says the word "sand" aloud and asks students to remove the /s/ sound. What is the new word?

- A. And**
- B. Hand**
- C. Sad**
- D. Stand**

When the teacher asks the students to remove the /s/ sound from the word "sand," they are essentially engaging in a phonemic manipulation exercise. Phonemic manipulation involves altering sound segments within words to create new words. By removing the /s/ sound from "sand," only the remaining sounds /æ/ and /n/ are left. When these sounds are combined, they form the new word "and." This exercise helps students recognize the importance of individual sounds within words, enhancing their phonemic awareness, which is critical for developing reading skills. The other options involve adding or changing sounds rather than simply removing the /s/, making them incorrect in this context. Understanding how sounds can be manipulated within words is a foundational skill in reading development.

2. Which example would be most effective in helping students understand how compound words are formed?

- A. Sunshine, homework, butterfly**
- B. Cat, dog, fish**
- C. Jump, run, play**
- D. Teacher, student, school**

The most effective example for helping students understand how compound words are formed is the one that includes words like "sunshine," "homework," and "butterfly." Each of these words is created by combining two separate words, which illustrates the concept of compound words clearly. For instance, "sunshine" consists of "sun" and "shine," "homework" combines "home" and "work," and "butterfly" merges "butter" and "fly." By providing these specific examples, students can visually and conceptually grasp how two distinct words come together to form a new idea or meaning, thereby reinforcing their understanding of compound words. In contrast, the other options consist of words that do not highlight the formation of compound words effectively. The second option lists singular nouns that do not combine to create new meanings, while the third consists of action verbs, which also do not form compounds. Lastly, the fourth option contains words that are all individual nouns that do not illustrate the concept of combining two different words with distinct meanings. Overall, the first option serves as the best model for teaching the concept.

3. Which genre of text is likely to focus on informing the reader?

- A. Fiction**
- B. Poetry**
- C. Expository**
- D. Fantasy**

The genre of text that is likely to focus on informing the reader is expository writing. Expository texts are designed specifically to convey information, explain concepts, and provide clarity on a specific topic. This genre typically includes features such as clear and concise language, factual content, and organized structures that help the reader understand the information being presented. Examples of expository texts include textbooks, articles, and instructional manuals, all of which aim to educate the reader. In contrast, fiction primarily involves storytelling, imagination, and creative narratives, while poetry often employs artistic language, symbolism, and emotional expression, which may not necessarily be intended for factual communication. Fantasy, as a subset of fiction, also emphasizes imaginative elements and world-building rather than the transmission of factual information. Therefore, the purpose of expository writing aligns directly with the goal of informing the reader, making it the correct choice for this question.

4. How does text-to-world connection enhance comprehension?

- A. It relates the text to real-life experiences, making it more relevant to students**
- B. It encourages students to focus on fantasy themes**
- C. It limits understanding to the author's life only**
- D. It promotes memorization of historical facts**

Text-to-world connections enhance comprehension by linking the material being read to real-life experiences and broader societal contexts, which increases the relevance of the text for students. When learners can relate what they read to their own lives, societal issues, or current events, they are more likely to engage with the content meaningfully. This connection fosters critical thinking and allows students to draw parallels between the text and the world around them, deepening their understanding of themes, characters, and narratives. Such relevance not only motivates students to read but also helps them retain and apply information learned from the text in diverse situations.

5. A child hears the sounds /s/ /n/ /a/ /p/ and is asked to put them together to form a word. What skill is being targeted?

- A. Phoneme blending**
- B. Phoneme segmentation**
- C. Phoneme recognition**
- D. Phoneme substitution**

The skill being targeted is phoneme blending. This process involves combining individual sounds, or phonemes, to form a complete word. In this scenario, where a child is prompted to hear the distinct sounds /s/, /n/, /a/, and /p/ and then merge them to say the word "snap," it illustrates the child's ability to blend those sounds seamlessly. Phoneme blending is a fundamental literacy skill crucial for reading development, as it directly influences a child's ability to decode words. Recognizing how to blend individual sounds into coherent words supports the child's overall reading fluency and comprehension. The other potential options focus on slightly different aspects of phonological processing. Phoneme segmentation involves breaking down a word into its individual sounds, phoneme recognition pertains to identifying and distinguishing between different sounds, and phoneme substitution refers to replacing one phoneme with another in a word. However, none of these skills is being applied in the specific context of combining sounds into a word as presented in this question.

6. Why is self-monitoring critical for readers?

- A. It allows them to read faster**
- B. It helps them recognize comprehension issues**
- C. It eliminates the need for context clues**
- D. It encourages silent reading**

Self-monitoring is critical for readers because it enables them to recognize comprehension issues as they read. This process involves being aware of their understanding and engaging with the text actively. When readers self-monitor, they can identify when they are confused, when a passage doesn't make sense, or when they are missing important information. This awareness prompts them to take corrective actions, such as rereading a section, adjusting their reading speed, or utilizing strategies to clarify meaning, which ultimately enhances their overall comprehension. The practice of self-monitoring builds metacognitive skills, allowing readers to evaluate their understanding and regulate their reading strategies effectively. As a result, they can become more independent and effective readers, capable of navigating complex texts with enhanced comprehension.

7. What is the difference between fictional and informational texts?

- A. Fictional texts are always shorter than informational texts**
- B. Fictional texts tell stories, while informational texts provide factual information**
- C. Fictional texts are illustrated, while informational texts are not**
- D. Fictional texts are for entertainment, while informational texts are for academic purposes only**

The distinction between fictional and informational texts lies in their purpose and content. Fictional texts focus on storytelling and are characterized by imaginative elements, including characters, settings, and plots that may not be based on real events. They aim to engage readers emotionally and creatively, enabling them to explore different experiences and viewpoints. On the other hand, informational texts are designed to convey factual information and educate readers about specific topics. These texts, such as articles, how-to guides, and biographies, prioritize accuracy and clarity to inform or instruct the audience about real-world subjects. This understanding of the differences illustrates that while fictional texts entertain through narrative, informational texts serve a practical function by providing knowledge based on facts and evidence.

8. Why is it important to activate students' prior knowledge before introducing a new text?

- A. It helps students focus on fluency**
- B. It allows students to predict vocabulary words**
- C. It prepares students to make connections with the new material**
- D. It encourages students to memorize key details**

Activating students' prior knowledge is crucial because it creates a framework for new information, allowing students to make meaningful connections with the material they are about to learn. This process enhances comprehension by linking new concepts to what they already know, thereby fostering deeper understanding and engagement. When students relate their existing knowledge to the new text, they are better equipped to grasp the themes, characters, and ideas presented, making the learning experience more relevant and effective. This connection not only aids in retention but also builds confidence as students recognize how their previous experiences can inform new learning. While focusing on fluency, predicting vocabulary words, and memorizing key details might support a comprehensive reading strategy, they do not directly address the foundational cognitive process of relating past knowledge to new content, which is most effectively accomplished through activating prior knowledge.

9. What does the term "decoding" refer to in reading instruction?

- A. The ability to summarize a passage**
- B. The ability to apply knowledge of letter-sound relationships to read words**
- C. The ability to memorize texts**
- D. The ability to infer meaning from illustrations**

The term "decoding" in reading instruction specifically refers to the process of applying knowledge of letter-sound relationships to read words. This involves recognizing that letters represent sounds and using this understanding to sound out words. Decoding is a critical skill for beginning readers, as it enables them to translate written language into spoken language. Mastery of decoding allows students to read unfamiliar words independently and develop their overall reading fluency, which is essential for comprehension and further literacy development. In contrast, summarizing a passage pertains to a higher-level comprehension skill that requires understanding the main ideas and details of a text, rather than simply recognizing how to read the words. Memorizing texts does not involve the application of phonetic knowledge; instead, it focuses on rote learning without contributing to a deeper understanding of the language. Lastly, inferring meaning from illustrations involves interpreting visual information rather than engaging with the text itself, which is not related to decoding words. Thus, decoding is fundamentally about translating text into spoken language using letter-sound knowledge.

10. What is a characteristic of narrative texts?

- A. They present statistical data**
- B. They tell a story with a clear sequence of events**
- C. They include arguments and counterarguments**
- D. They focus on procedural instructions**

A characteristic of narrative texts is that they tell a story with a clear sequence of events. This means that narrative texts typically have a structured format that includes elements such as characters, a setting, a plot, and a conflict that is resolved, leading to a conclusion. This storytelling aspect distinguishes narrative texts from other types of writing, as they are designed to engage readers through the unfolding of events and the development of characters over time. In essence, narratives draw readers in by inviting them to experience and connect with the story being told, making the sequence of events critical to the narrative form.