

# TEXES Science of Teaching Reading Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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- 1. What assessment strategy is most effective for assessing a student's phonics knowledge in spelling?**
  - A. The teacher embeds misspelled words in a paragraph, and students identify the misspellings**
  - B. Students use their knowledge of phonics rules to pronounce a set of nonsense words prepared by the teacher**
  - C. The teacher dictates a set of words for the student to write and then the teacher analyzes how the students encode different sounds**
  - D. Students are given a set of words that follow common spelling patterns and substitute new initial letters to make new words**
  
- 2. Which approach is the best for encouraging students to read new words with letter-sound associations?**
  - A. Using color-coded letters for distinction**
  - B. Highlighting sight words in texts**
  - C. Encouraging the exploration of letter-sound relationships**
  - D. Promoting reading through multimedia resources**
  
- 3. What type of words primarily make up a child's vocabulary in early literacy?**
  - A. Academic and specialized words**
  - B. Complex mathematical terms**
  - C. Commonly used and frequently encountered words**
  - D. Only rare and difficult words**
  
- 4. What is the primary purpose of phonics instruction in the reading process?**
  - A. To help students learn the relationships between letters and sounds**
  - B. To teach students how to memorize words**
  - C. To encourage students to guess the meaning of the text**
  - D. To improve students' handwriting skills**

- 5. What is a likely result of engaging in a paragraph-building activity for students?**
- A. Students will develop a broader vocabulary.**
  - B. Students will enhance their skills in oral language and written language.**
  - C. Students will memorize grammar rules.**
  - D. Students will learn to work independently without assistance.**
- 6. When should a teacher move on to an independent lesson about morphemes?**
- A. A student struggles during a group assignment**
  - B. A student struggles during an oral lecture**
  - C. A student successfully completes a group assignment on roots and affixes**
  - D. A student struggles to complete an assignment with peer assistance**
- 7. What is the difference between decoding and fluency in reading?**
- A. Decoding involves understanding the content, fluency involves reading speed**
  - B. Decoding is reading with expression, fluency is reading smoothly**
  - C. Decoding involves translating text into spoken words, fluency is reading accurately and expressively**
  - D. Decoding is the first step in reading, fluency is the final step**
- 8. Which strategy is effective in promoting comprehension for informational texts?**
- A. Promoting competition among students**
  - B. Using storytelling to convey facts**
  - C. Asking interactive questions during reading sessions**
  - D. Limiting discussions about the text**

- 9. Which of the following assessments would NOT be recommended for evaluating student fluency issues?**
- A. Vocabulary knowledge assessment**
  - B. Word analysis measure**
  - C. Text readability**
  - D. Oral reading rate measure**
- 10. Which activity is most effective for promoting awareness of phonemes?**
- A. Reading a storybook to the class**
  - B. Playing a game that identifies beginning sounds of words**
  - C. Discussing the theme of a passage**
  - D. Summarizing a read-aloud session**

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## Answers

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

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## **Explanations**

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- 1. What assessment strategy is most effective for assessing a student's phonics knowledge in spelling?**
  - A. The teacher embeds misspelled words in a paragraph, and students identify the misspellings**
  - B. Students use their knowledge of phonics rules to pronounce a set of nonsense words prepared by the teacher**
  - C. The teacher dictates a set of words for the student to write and then the teacher analyzes how the students encode different sounds**
  - D. Students are given a set of words that follow common spelling patterns and substitute new initial letters to make new words**

The rationale behind selecting the strategy where the teacher dictates a set of words for the student to write, followed by an analysis of how the students encode different sounds, lies in its direct assessment of phonics knowledge in spelling. This approach allows the teacher to gather insights into how well students understand letter-sound relationships and spelling patterns as they apply their phonics skills to encode spoken words into written form. When students are dictating words, they must actively engage their phonological awareness, linking the sounds they hear with corresponding letters or letter combinations. This method illuminates their understanding of phonics rules and their ability to apply those rules to spell real words. Furthermore, analyzing the students' written responses provides detailed information about their specific phonics strengths and weaknesses, enabling targeted instruction moving forward. This approach is more effective compared to the other strategies, which may assess related skills but do not focus as specifically on the application of phonics in spelling. For instance, embedding misspelled words in a paragraph primarily measures a student's ability to identify errors rather than how they construct words themselves. Using nonsense words emphasizes pronunciation over practical spelling skills, while substituting initial letters in a set of words focuses more on manipulation than on their encoding capabilities during the spelling process. Thus, the

**2. Which approach is the best for encouraging students to read new words with letter-sound associations?**

- A. Using color-coded letters for distinction**
- B. Highlighting sight words in texts**
- C. Encouraging the exploration of letter-sound relationships**
- D. Promoting reading through multimedia resources**

Encouraging the exploration of letter-sound relationships is the most effective approach for helping students read new words because it focuses on the foundational principle of phonics. By learning how letters correspond to sounds, students develop the ability to decode unfamiliar words independently. This approach fosters a deeper understanding of the structure of language and equips students with the skills to sound out new words, facilitating both reading fluency and comprehension. When students actively explore letter-sound relationships, they engage in practices such as blending sounds, segmenting words, and manipulating phonemes. This hands-on engagement cements their ability to tackle new vocabulary as they encounter it in various texts. Other methods such as using color-coded letters, highlighting sight words, or promoting reading through multimedia resources serve distinct purposes within literacy development. Color-coded letters can aid in visual distinction but do not directly teach letter-sound connections. Highlighting sight words helps with recognition but focuses primarily on memorization rather than phonological awareness. Multimedia resources can enhance engagement and motivation but do not specifically teach decoding skills as effectively as exploring letter-sound relationships. Therefore, the exploration of these associations remains the best option for encouraging students to read new words.

**3. What type of words primarily make up a child's vocabulary in early literacy?**

- A. Academic and specialized words**
- B. Complex mathematical terms**
- C. Commonly used and frequently encountered words**
- D. Only rare and difficult words**

The vocabulary of a child in early literacy primarily consists of commonly used and frequently encountered words. This focus on familiar language is essential for young learners as it aligns with their everyday experiences and interactions. At this stage, children are often exposed to words that they hear in conversations, read in age-appropriate books, and see in their environment. These words include basic nouns, verbs, and adjectives that enable them to communicate effectively and understand their surroundings. Using familiar vocabulary supports comprehension, as children can relate these words to their experiences. It also helps in building a foundation for more advanced language skills as they grow older. The use of these everyday words promotes fluency and confidence in reading and speaking, which is critical as they develop their literacy skills. In contrast, academic and specialized words, complex mathematical terms, and rare or difficult words are less relevant for early literacy, as children are typically not introduced to these types of vocabulary until they reach a more advanced stage in their education. Focused exposure to commonly used words during formative years is key to fostering a strong literacy foundation.

**4. What is the primary purpose of phonics instruction in the reading process?**

- A. To help students learn the relationships between letters and sounds**
- B. To teach students how to memorize words**
- C. To encourage students to guess the meaning of the text**
- D. To improve students' handwriting skills**

The primary purpose of phonics instruction in the reading process is to help students learn the relationships between letters and sounds. Phonics is essential for developing reading skills as it enables students to decode words, understand the sound structure of language, and recognize how letters correspond to specific sounds. This foundational skill is critical as it empowers students to read new words independently and enhances their overall literacy development. In contrast, memorizing words may aid in developing sight word recognition, but it does not provide the foundational skills necessary for decoding unfamiliar words. Guessing the meaning of text may lead to misunderstandings, as it relies on context rather than sound-letter relationships. Lastly, while handwriting skills are important for writing development, they do not directly contribute to reading skills or comprehension in the same way that phonics does. Thus, phonics instruction focuses intently on the crucial link between letters and sounds, supporting effective reading strategies.

**5. What is a likely result of engaging in a paragraph-building activity for students?**

- A. Students will develop a broader vocabulary.**
- B. Students will enhance their skills in oral language and written language.**
- C. Students will memorize grammar rules.**
- D. Students will learn to work independently without assistance.**

Engaging in a paragraph-building activity primarily enhances students' skills in both oral and written language. This type of activity requires students to think critically about how to structure their ideas cohesively and express them clearly. As they practice constructing paragraphs, they gain experience in organizing thoughts logically, using appropriate transitions, and employing a variety of sentence structures—all essential components of effective communication. Additionally, paragraph building encourages collaboration and discussion among peers, which further strengthens oral language skills. Students often share their ideas and receive feedback during these activities, promoting an understanding of how ideas can be articulated verbally, as well as in written form. This dual focus on oral and written expression is vital for overall language development, making this option the most effective result of such an activity. The other options, while they may reflect some benefits, do not capture the primary focus and outcome of engaging in paragraph-building tasks. For instance, developing a broader vocabulary can occur, but it is a secondary benefit rather than the main skill being practiced in this context. Memorizing grammar rules may happen in broader educational contexts but is not the primary outcome of paragraph building, which emphasizes application rather than rote memorization. Learning to work independently without assistance is a valuable skill but does not directly relate to the interactive nature

**6. When should a teacher move on to an independent lesson about morphemes?**

- A. A student struggles during a group assignment**
- B. A student struggles during an oral lecture**
- C. A student successfully completes a group assignment on roots and affixes**
- D. A student struggles to complete an assignment with peer assistance**

Moving on to an independent lesson about morphemes is appropriate when a student successfully completes a group assignment on roots and affixes. This indicates that the student has demonstrated a solid understanding of the foundational concepts related to morphemes, such as prefixes, suffixes, and root words. Mastery of these elements is essential before diving deeper into morphemes, as they form the building blocks of word construction and comprehension. Successfully completing the group assignment suggests that the student can apply their knowledge collaboratively and can likely transfer that understanding to independent work. This readiness reflects both confidence and proficiency in the material, signaling that the student is prepared to tackle the next level of learning regarding morphemes independently. In contrast, the other situations provided—struggling during group assignment, struggling during an oral lecture, or struggling with peer assistance—highlight moments where the student has not yet fully grasped the concepts being taught and would likely benefit more from additional support or guided practice rather than transitioning to independent work.

**7. What is the difference between decoding and fluency in reading?**

- A. Decoding involves understanding the content, fluency involves reading speed**
- B. Decoding is reading with expression, fluency is reading smoothly**
- C. Decoding involves translating text into spoken words, fluency is reading accurately and expressively**
- D. Decoding is the first step in reading, fluency is the final step**

Decoding and fluency are two distinct but interrelated components of the reading process. Decoding refers specifically to the ability to translate written text into spoken words; it involves recognizing letter patterns, understanding letter-sound relationships (phonics), and sounding out words. This skill is crucial for beginners, as it lays the foundational ability to read words accurately, even if comprehension is still being developed. On the other hand, fluency encompasses the ability to read with speed, accuracy, and expression. A fluent reader can recognize words automatically and group them into meaningful phrases, allowing for a smoother and more engaging reading experience. This includes not just reading quickly, but also conveying the emotions and intentions behind the text through voice modulation and phrasing. The correct answer highlights this distinction seamlessly. Decoding specifically deals with the mechanical aspect of reading—turning print into spoken language—while fluency involves how well a reader can perform this task in a way that maintains the flow and engagement of reading. Understanding this distinction is crucial for educators as it informs their approach to teaching reading skills.

**8. Which strategy is effective in promoting comprehension for informational texts?**

- A. Promoting competition among students**
- B. Using storytelling to convey facts**
- C. Asking interactive questions during reading sessions**
- D. Limiting discussions about the text**

Asking interactive questions during reading sessions is a highly effective strategy for promoting comprehension of informational texts. This approach encourages active engagement with the material, prompting students to think critically about the content. By interacting with the text through questions, students are more likely to clarify their understanding, make connections to prior knowledge, and integrate new information. This process helps to solidify their comprehension and retention of the material. In contrast, promoting competition among students can create a high-stakes environment that might detract from focused learning and comprehension. Using storytelling to convey facts, while beneficial in some contexts, may not effectively suit all informational texts, which often require straightforward presentation of data and information. Lastly, limiting discussions about the text can hinder opportunities for students to explore ideas and clarify misunderstandings, which are critical for deep comprehension.

**9. Which of the following assessments would NOT be recommended for evaluating student fluency issues?**

- A. Vocabulary knowledge assessment**
- B. Word analysis measure**
- C. Text readability**
- D. Oral reading rate measure**

Evaluating student fluency issues relies on assessments that directly measure reading performance and the ability to read smoothly and with expression. Vocabulary knowledge assessments focus primarily on a student's understanding of word meanings and their ability to use vocabulary appropriately in context. While vocabulary is an important component of overall reading comprehension and can indirectly affect fluency, it does not directly measure how fluently a student reads text. In contrast, measures such as word analysis, text readability, and oral reading rate specifically assess aspects of reading fluency. Word analysis measures can evaluate decoding skills, which are crucial for fluent reading. Text readability assessments examine how easily a student can read and comprehend a given text, which relates closely to fluency. Oral reading rate measures directly assess how quickly and clearly a student reads aloud, providing critical insights into their fluency abilities. Thus, the most appropriate assessment types for evaluating fluency are those that directly focus on the mechanics and expression of reading, making the vocabulary knowledge assessment the least relevant for this specific purpose.

**10. Which activity is most effective for promoting awareness of phonemes?**

**A. Reading a storybook to the class**

**B. Playing a game that identifies beginning sounds of words**

**C. Discussing the theme of a passage**

**D. Summarizing a read-aloud session**

Promoting awareness of phonemes is crucial for developing reading skills, particularly in early literacy. Playing a game that focuses on identifying the beginning sounds of words directly targets phonemic awareness, which involves the ability to recognize and manipulate individual sounds in spoken language. This activity encourages students to listen carefully and distinguish different sounds, laying the foundation for decoding skills necessary for reading. In contrast, reading a storybook to the class provides exposure to words and language but does not specifically highlight the individual sounds within those words. Discussing the theme of a passage and summarizing a read-aloud session engage higher-level thinking and comprehension skills, rather than focusing on the sound structure of language. These activities do not specifically target the phonemic awareness necessary for early reading development. Therefore, engaging students in a game that emphasizes beginning sounds is the most effective approach for fostering phoneme awareness.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://texas-scienceofteachingreading.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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