



Praxis 5205: Teaching Reading Elementary

Sample Test Questions & Answers

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1. Which of the following statements is not true about rhyme and alliteration?

- A. They are skills used in reading and writing.
- B. They are skills used in listening and speaking.
- C. They are taught to students before mastering letters.
- D. They are precursors to learning to read.

2. What is the best practice to start teaching segmenting and blending?

- A. Start with individual phonemes first.
- B. Start with breaking down syllables.
- C. Always start with blending before segmenting.
- D. Break down sentences, then words, then syllables.

3. What is the first basic step in the instructional sequence for phonemic awareness?

- A. Teaching deletion.
- B. Teaching substitution.
- C. Teaching sound discrimination.
- D. Teaching segmenting.

4. At what age do children learn the more complex tasks of deletion and substitution?

- A. In second grade.
- B. In third grade.
- C. Between 5-6 years of age.
- D. Between 3-4 years of age.

5. Which of the following are examples of receptive language skills in the emergent reader?

- A. Making eye contact, following directions, understanding gestures.
- B. Answering and asking questions, imitating someone, using gestures.
- C. Reading silently, focusing attention, ability to concentrate.
- D. Focusing attention, ability to concentrate, ability to write letters.

6. Which of the following are expressive activities to use in teaching emergent readers?

- A. Make direct eye and face contact.
- B. Encourage use of words; teach simple phrases.
- C. Point and use gestures.
- D. Play music.

7. What is meant by concepts of print?

- A. It is the ability to identify pictures.
- B. It means that children understand grammar.
- C. It means children have mastered the letters of the alphabet.
- D. It is print awareness and the recognition that print has meaning.

8. Which of the following does not teach children about concepts of print?

- A. Reading aloud from a Big Book.
- B. Showing how to hold a book and the parts of a book.
- C. Teaching children how to spell their names.
- D. Labeling objects in the classroom.

9. What is the most important factor for why children need to have alphabet knowledge?

- A. It helps them to develop the alphabetic principle.
- B. They must have alphabet knowledge by the end of kindergarten.
- C. They must have alphabet knowledge by the beginning of first grade.
- D. It helps them to write letters.

10. Why do we need to teach children letters in different fonts?

- A. Because children need to recognize different fonts.
- B. Because children need to know there are different fonts.
- C. Because children need to read in different fonts.
- D. Because children need to recognize different shapes of the same letter.

11. If there are 44 phonemes in the English language, how many graphemes correspond?

- A. There is one grapheme for every phoneme.
- B. Graphemes can be 1-4 letters.
- C. There are two graphemes for every phoneme.
- D. Graphemes do not correspond to sounds.

12. Which of the following are ways to teach phoneme grapheme correspondence?

- A. Sound walls, word mapping.
- B. Vocabulary words, word mapping.
- C. Read aloud, word mapping.
- D. Spelling lists, word mapping.

13. Why is it important to teach phonics systematically, explicitly, and recursively?

- A. It is the only way students can learn to read.
- B. It helps students develop word recognition and become better readers.
- C. It helps struggling students.
- D. It teaches students the structure of reading.

14. The practice component of direct instruction should include which of the following?

- A. Practice should include the "I do, We do, You do" approach.
- B. Practice should include rote memorization.
- C. Practice should only be done as homework.
- D. Practice should only be done independently.

15. What is the difference between a consonant digraph and a consonant blend?

- A. A digraph is followed by a silent /e/ and a blend does not.
- B. A digraph can be at the beginning and end of a word and a blend is not.
- C. A digraph makes one sound and a blend keeps both sounds.
- D. A digraph makes two sounds and a blend makes one sound.

16. At what grade level are students usually ready for diphthongs to be taught?

- A. Students are usually ready for diphthongs in kindergarten.
- B. Students are usually ready for diphthongs in second grade.
- C. Students are usually ready for diphthongs in first grade.
- D. Students are usually ready for diphthongs in third grade.

17. What is the difference between a base word and root word?

- A. Root words form the basis of all words.
- B. Root words change the meaning of words.
- C. Base words may not stand on their own; root words do.
- D. Base words stand on their own; root words may not.

18. How does teaching affixes help students' understanding of words?

- A. Students need to learn affixes to be better spellers.
- B. Knowledge of affixes does not really help students understand words.
- C. Knowledge of affixes helps students become better readers and writers.
- D. Teaching affixes can be useful but is unnecessary.

19. What is the importance of teaching syllable types to students?

- A. It gives students strategies to decode multisyllabic words on their own.
- B. It allows English learners to better understand English.
- C. It is not research based, but is still helpful for spelling and pronunciation.
- D. It is not important, because students figure out syllables as they read.

20. Which syllable type is the easiest for students to master and should be taught first?

- A. Open syllables with short vowel sound.
- B. Open syllables with long vowel sound.
- C. Closed syllables with long vowel sound.
- D. Closed syllables with short vowel sound.

21. What do irregularly spelled words, high frequency words, sight words have in common?

- A. They are words used most often in reading.
- B. They are non-decodable words that do not follow the phonics rules.
- C. They are words that do not have anything in common.
- D. They are words that are taught at the upper grade levels.

22. Which of the following are multi-sensory approaches to teaching irregular words?

- A. Read it, spell it, trace it, air write it.
- B. Timed drills on tabled worksheets.
- C. Testing students' ability to say the word.
- D. Testing students' ability to recognize the word.

23. Which are effective methods for teaching speaking (expressive) vocabulary?

- A. Writing lists on the board.
- B. Having students name words on the board.
- C. Modeling, choral speaking, singing songs.
- D. Repeated reading to students.

24. Effective reading (receptive) vocabulary includes which of the following?

- A. Having one student at a time read a passage.
- B. Explicit discussion before, during, and after reading.
- C. Telling students to look up words in the dictionary.
- D. Sending home vocabulary lists.

25. What is meant by systematically teaching vocabulary?

- A. Teaching vocabulary every morning during calendar time.
- B. Sending home vocabulary lists every week.
- C. Teaching vocabulary every week of the school year.
- D. A school-wide plan for explicit instruction and word learning strategies.

26. What is meant by repetitive vocabulary instruction?

- A. Having students repeat vocabulary words.
- B. Having students learn new vocabulary words weekly.
- C. Providing students with opportunities to encounter words across contexts.
- D. Teaching students important science and math terminology.

27. Which of the following is considered an explicit text with sophisticated language?

- A. An encyclopedia with an article on photosynthesis.
- B. A political discourse on the Preamble.
- C. A scientific article debating the use of cloning techniques.
- D. An excerpt from a news article relating the latest research on climate.

28. Should students always be given reading materials at their instruction level?

- A. Yes, students only learn at their direct instructional level.
- B. No, they should be given challenging materials most of the time.
- C. Yes, it is appropriate for students to read only at their particular level.
- D. No, the materials can be sometimes varied to challenge students.

29. Which is an example of helping students increase vocabulary in a specific subject?

- A. The use of concept or semantic mapping.
- B. Sending home vocabulary lists for that subject.
- C. Having students memorize subject terms.
- D. Having students complete cloze worksheets.

30. How does cognate awareness help students to figure out words?

- A. It teaches them high frequency words.
- B. It helps them be aware of their own skills for learning words.
- C. It's a cognitive exercise to help them memorize words.
- D. It teaches them English words that are the same in their first language.

Answers:

1. A	21. B
2. D	22. A
3. C	23. C
4. C	24. B
5. A	25. D
6. B	26. C
7. D	27. A
8. C	28. D
9. A	29. A
10. D	30. D
11. B	
12. A	
13. B	
14. A	
15. C	
16. B	
17. D	
18. C	
19. A	
20. D	