



# TE<sub>x</sub>ES Science of Teaching Reading (STR 293)



- These slides overview information for each domain within the STR 293 Exam. Questions from this exam range from PK-6.



# TutoringEZ



The following information is available at [www.TutoringEZ.com](http://www.TutoringEZ.com). All resources provided through TutoringEZ are for the purposes of helping teachers pass their teacher certification exams. However, all resources provided through TutoringEZ should not be uploaded and shared for public use.



# Table of Contents

1. Test Overview
2. Domain I
3. Domain II
4. Domain III
5. Domain IV





# STR 293 Test Overview Grades PK-6

**01.** Domains I-IV

**02.** 5 hours

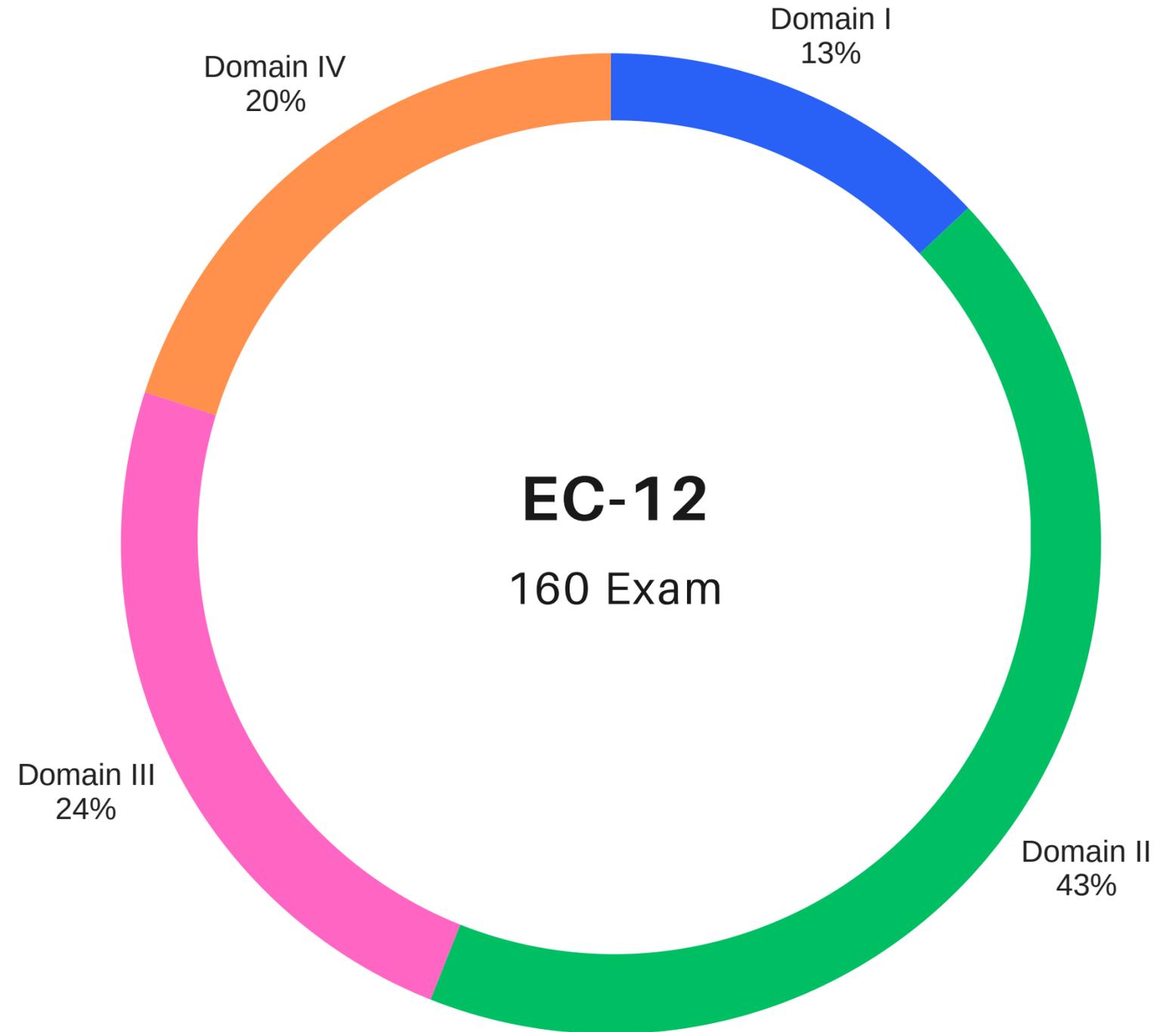
**03.** 90 selected-response  
& 1 constructed-  
response question



- I Reading Pedagogy**
- II Reading Development: Foundational Skills**
- III Reading Development: Comprehension**
- IV Analysis & Response**

## Science of Teaching Reading

Each section is made up of a number of competencies. Explore each section to learn the breakdown of the competencies and understand the type of questions in that section.



Domain I



# Reading Pedagogy

## Domain I Competencies

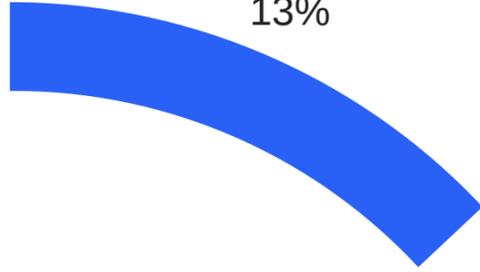
1.

FOUNDATIONS OF TEACHING  
READING

2.

FOUNDATIONS OF READING  
ASSESSMENT

13%



**DOMAIN I**

2 Competencies

## Reading Pedagogy

This domain focuses on the foundational language and literacy skills including oral language, phonological awareness, and phonics that underlie students' ability to develop accurate and automatic word reading.

# Foundations of Teaching Reading

Understand foundational concepts, principles, and best practices related to the science of teaching reading.



## Overview



- Demonstrate knowledge of scientifically based reading research including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3
- Demonstrate knowledge of the *Texas Prekindergarten Guidelines* related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 6)
- Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy
- Demonstrate knowledge of the characteristics of students at various stages of reading development
- Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development

# Foundations of Teaching Reading

## Overview

- Demonstrate knowledge of factors that can affect students' reading development including the amount of time they spend daily engaged in reading, the amount of screen time they engage in daily, and a reading curriculum that emphasizes the development of productive reading and vocabulary skills
- Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students
- Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping
- Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia; and demonstrate familiarity with best practices for students with identified delays in decoding and spelling
- Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody)
- Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support students' reading development, reading engagement, and motivation to read

# Foundations of Teaching Reading

## Sample Question

A kindergarten teacher notices that several students can accurately identify letters and their sounds but struggle to understand stories read aloud and have difficulty expressing their ideas during discussions. Which instructional approach would be most effective for supporting these students' overall reading development?

- A. Increasing daily phonics drills focused on letter-sound correspondence
- B. Providing repeated practice with decodable texts to build word-reading automaticity
- C. Use interactive read-alouds that emphasize vocabulary, questioning, and oral discussion
- D. Assigning independent silent reading time using leveled texts



# Foundations of Teaching Reading

**Answer: C**

Competency 1 emphasizes that oral language development and vocabulary are foundational to reading comprehension. Interactive read-alouds with intentional discussion and vocabulary instruction directly support listening comprehension and expressive language, which are necessary for later reading success.



# Foundations of Reading Assessment

Understand foundational concepts, principles, and best practices related to reading assessment

## Overview

- Demonstrate knowledge of the role of assessment in standards-based reading instruction and using data from ongoing reading assessments to inform instruction and plan differentiated instruction
- Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments
- Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning
- Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a variety of genres, perspectives, and time periods



# Foundations of Reading Assessment

## Overview

- Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties
- Demonstrate knowledge of techniques for determining students' reading levels and how to use the results for various purposes
- Apply knowledge of strategies for providing feedback to students that encourages, supports, and motivates their continued growth in reading
- Recognize that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS



# Foundations of Reading Assessment

## Sample Question

A first-grade teacher notices that a group of students can correctly identify letter names and sounds but consistently struggle to blend sounds together when reading simple CVC words (e.g., /c/ /a/ /t/). Which instructional strategy would be most directly aligned with addressing these students' needs?

- A. Providing additional practice with sight word memorization to reduce decoding demands
- B. Engaging students in oral phoneme-blending activities using spoken words before introducing print
- C. Increasing exposure to rich read-alouds to strengthen listening comprehension
- D. Focusing instruction on irregular high-frequency words to build reading fluency



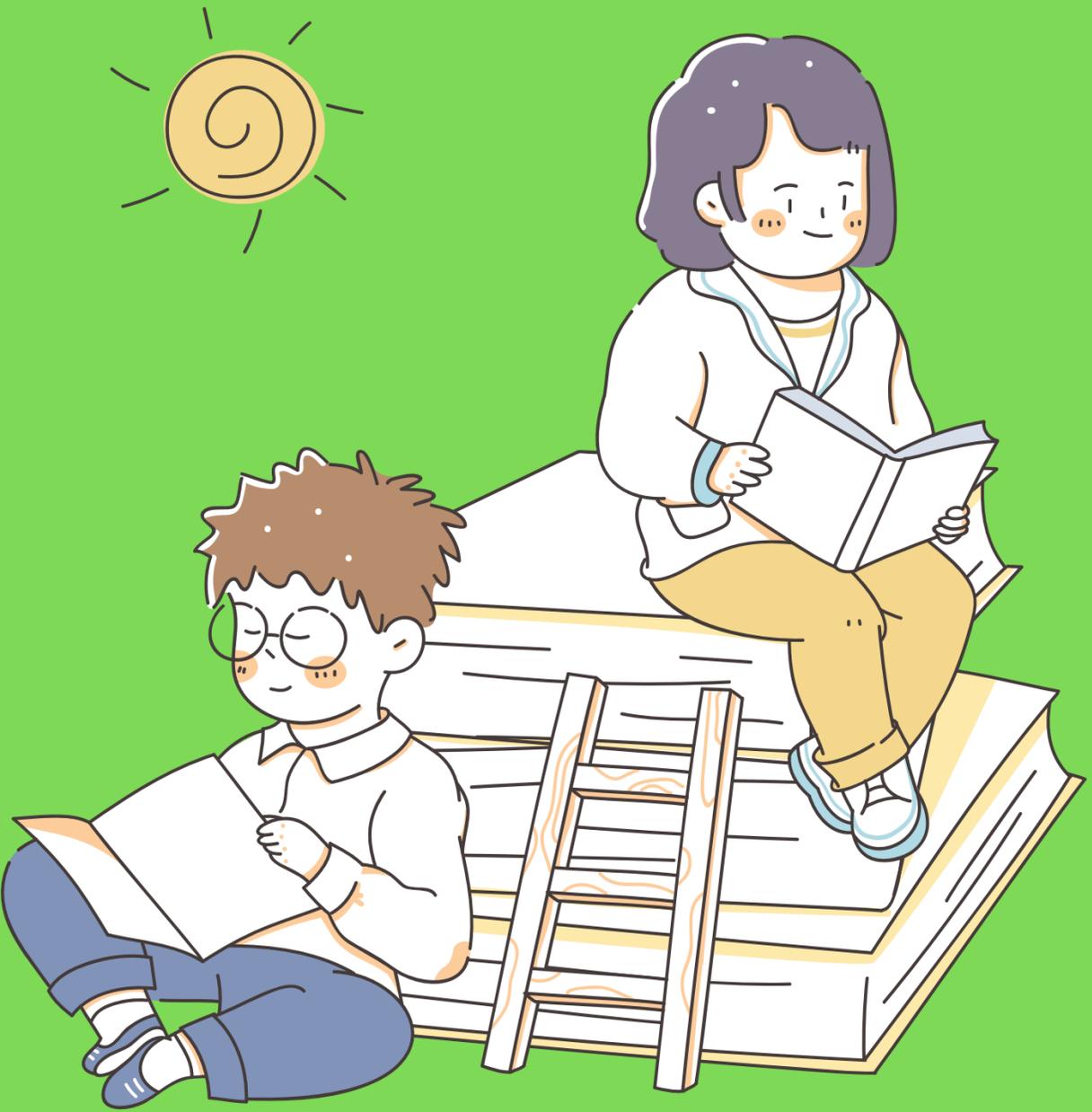
# Foundations of Reading Assessment



## Answer: B

Competency 2 emphasizes the importance of phonological awareness and phonics, particularly the ability to blend individual phonemes. Oral phoneme-blending activities target the specific underlying skill deficit and support students' ability to apply phonics knowledge when decoding printed words.





# Reading Development: Foundational Skills

# Domain II Competencies

This section has 6 competencies. Review the following slides to understand each competency on the test.

3.

ORAL LANGUAGE FOUNDATIONS

4.

PHONOLOGICAL & PHONEMIC AWARENESS

5.

PRINT CONCEPTS & ALPHABETICAL KNOWLEDGE

6.

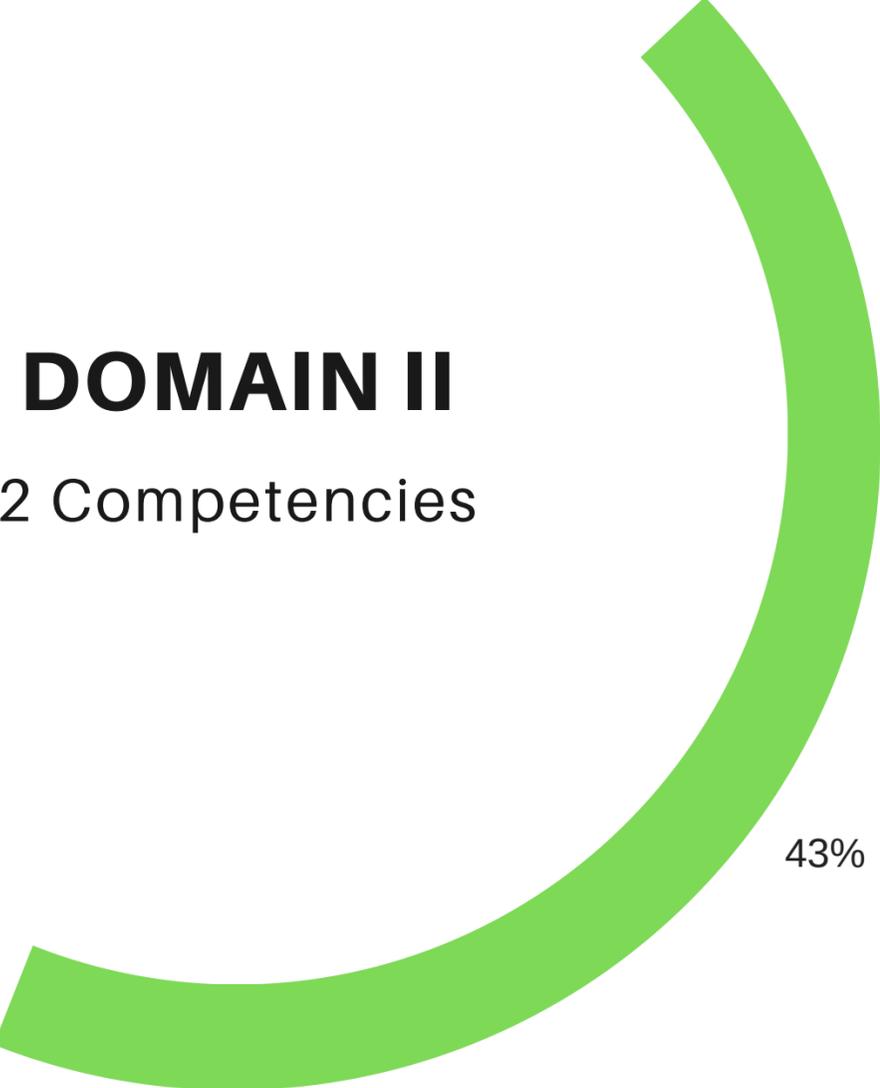
PHONICS AND WORD IDENTIFICATION SKILLS

7.

SYLLABICATION & MORPHEMIC ANALYSIS

8.

READING FLUENCY



# Oral Language Foundations

Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

## Overview

- Explains how oral language skills (listening, speaking, and vocabulary) support reading and writing development
- Describes stages of language acquisition, including second-language development, and their impact on literacy learning
- Identifies instructional practices that promote oral language growth, such as structured conversations, storytelling, and interactive read-alouds
- Highlights the role of vocabulary development and academic language in comprehension and later literacy success
- Recognizes the importance of assessing oral language skills to inform differentiated instruction
- Emphasizes creating language-rich environments that encourage meaningful communication and active student participation

# Phonological & Phonemic Awareness

Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

## Overview

- Describes phonological awareness as the ability to recognize and manipulate sounds in spoken language, including words, syllables, onsets, rimes, and phonemes
- Differentiates phonemic awareness as the ability to focus on and manipulate individual sounds (phonemes) in words
- Explains how phonological and phonemic awareness support decoding, spelling, and reading development
- Identifies effective instructional strategies, such as segmenting, blending, rhyming, and manipulating sounds in meaningful contexts
- Highlights the importance of progressive skill development, from larger units of sound (words, syllables) to smaller units (phonemes)
- Recognizes the need to assess students' phonological and phonemic awareness to guide instruction and monitor progress

# Print Concepts & Alphabet Knowledge

Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

## Overview

- Explains the alphabetic principle, recognizing that letters and letter patterns represent sounds in spoken language
- Describes phonics instruction as teaching the systematic relationships between letters (graphemes) and sounds (phonemes)
- Identifies effective strategies for teaching decoding, including explicit letter-sound instruction, blending, and word-building activities
- Emphasizes the importance of progression from simple to complex phonics patterns, including CVC words, digraphs, blends, and multisyllabic words
- Highlights the role of decodable texts and practice in reinforcing phonics skills

# Phonics & Word Identification Skills

Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.

## Overview



- Describes the development of phonics and other word identification skills, including how these skills support accurate reading and spelling.
- Explains how to assess students' phonics and word identification skills, including spelling, and interpret assessment results to inform instruction.
- Identifies research-based instructional practices that promote automatic decoding and spelling of high-frequency words, including irregular high-frequency words.
- Highlights strategies for teaching students to decode and spell words with common inflectional endings and orthographic patterns.
- Recognizes effective practices for teaching students to accurately decode and spell common homophones, homographs, and contractions.

# Syllabication and Morphemic Analysis

Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.

## Overview



- Explains how syllabication rules help students decode and pronounce multisyllabic words accurately
- Describes the role of morphemic analysis (prefixes, suffixes, roots, and base words) in understanding word meaning and spelling
- Identifies strategies for teaching students to break words into syllables and morphemes to support reading and vocabulary development
- Highlights how syllabication and morphemic analysis support decoding, spelling, and comprehension of complex words
- Emphasizes the use of instructional and assessment practices to monitor students' ability to apply syllabication and morpheme knowledge independently

# Reading Fluency

Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

## Overview

- Describes reading fluency as accurate, automatic word recognition with appropriate rate, expression, and phrasing.
- Explains how fluency supports comprehension by allowing students to focus on meaning rather than decoding.
- Identifies research- and evidence-based instructional practices for developing fluency, such as repeated reading, modeled reading, and guided oral reading.
- Highlights the importance of prosody—using intonation, phrasing, and expression to convey understanding of text.
- Emphasizes the use of assessment data to monitor fluency and inform instructional decisions

# Sample Question 1

The following slides contain sample questions that cover Domain II: Competencies 3-8

Which of the following words contains a digraph?

- A. cat
- B. ship
- C. dog
- D. tap



# Sample Question 1

Which of the following words contains a digraph?

- A. cat
- B. **ship**
- C. dog
- D. tap



Ship contains the digraph sh. The other words are simple CVC words with no digraphs.



# Sample Question 2

Automatic word recognition is most important because it:

- A. Allows students to focus cognitive resources on comprehension rather than decoding
- B. Ensures students memorize all words as sight words
- C. Eliminates the need for phonics re-teaching
- D. Ensures students know all of the words in the text to increase their reading speed



# Sample Question 2

Automatic word recognition is most important because it:

- A. **Allows students to focus cognitive resources on comprehension rather than decoding**
- B. Ensures students memorize all words as sight words
- C. Eliminates the need for phonics re-teaching
- D. Ensures students know all of the words in the text to increase their reading speed

Automatic word recognition frees attention for comprehension.

# Sample Question 3

A first-grade student accurately decodes regular CVC words but reads said, does, and could inaccurately despite repeated exposure. Which instructional approach best aligns with evidence-based practice?



A. Increasing phonics instruction focused on vowel teams

B. Teaching irregular words through mapping phonemes to expected spellings

C. Providing explicit instruction in high-frequency irregular words using orthographic mapping

D. Encouraging use of sentence context to compensate for decoding weaknesses



# Sample Question 3

- A. Increasing phonics instruction focused on vowel teams
- B. Teaching irregular words through mapping phonemes to expected spellings
- C. Providing explicit instruction in high-frequency irregular words using orthographic mapping**
- D. Encouraging use of sentence context to compensate for decoding weaknesses



The student demonstrates strong mastery of regular phonics patterns (accurate decoding of CVC words) but struggles specifically with high-frequency irregular words such as said, does, and could. These words do not follow fully predictable phoneme-grapheme correspondences and therefore cannot be reliably decoded using standard phonics rules alone.



# Sample Question 4

A kindergarten teacher notices that several students produce grammatically correct sentences in conversation but struggle to comprehend texts that contain complex syntax (e.g., embedded clauses, passive voice). Which instructional focus would most directly address this gap?

- A. Increasing exposure to academic vocabulary during read-alouds
- B. Explicitly modeling and practicing complex sentence structures within oral language activities
- C. Providing additional phonological awareness instruction to strengthen language processing
- D. Increasing independent reading time with leveled texts



# Sample Question 4

A. Increasing exposure to academic vocabulary during read-alouds

**B. Explicitly modeling and practicing complex sentence structures within oral language activities**

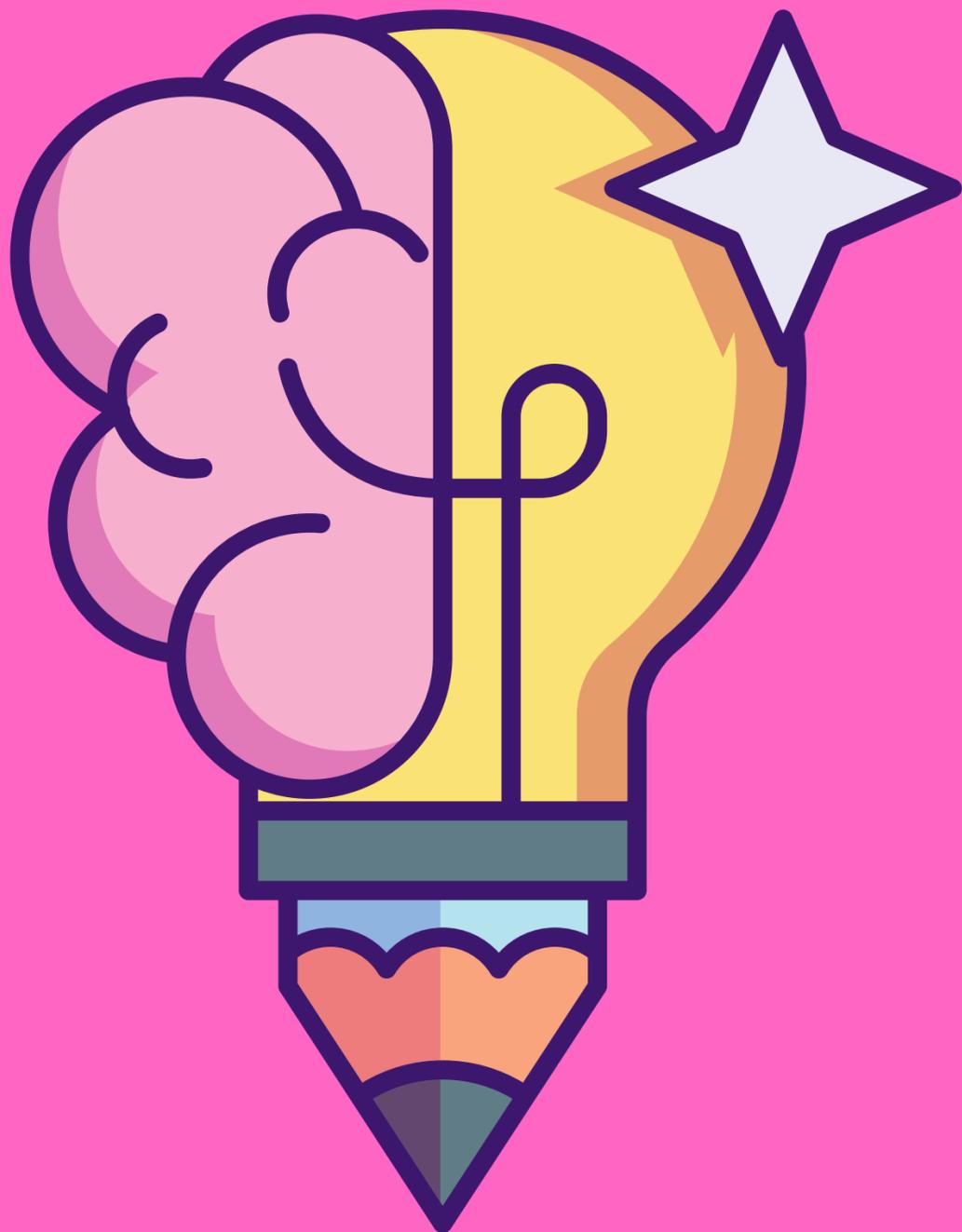
C. Providing additional phonological awareness instruction to strengthen language processing

D. Increasing independent reading time with leveled texts

Explicit oral language instruction that models, deconstructs, and practices complex syntax (through sentence combining, paraphrasing, and oral rehearsal) directly strengthens students' ability to parse and understand written sentences with similar structures.



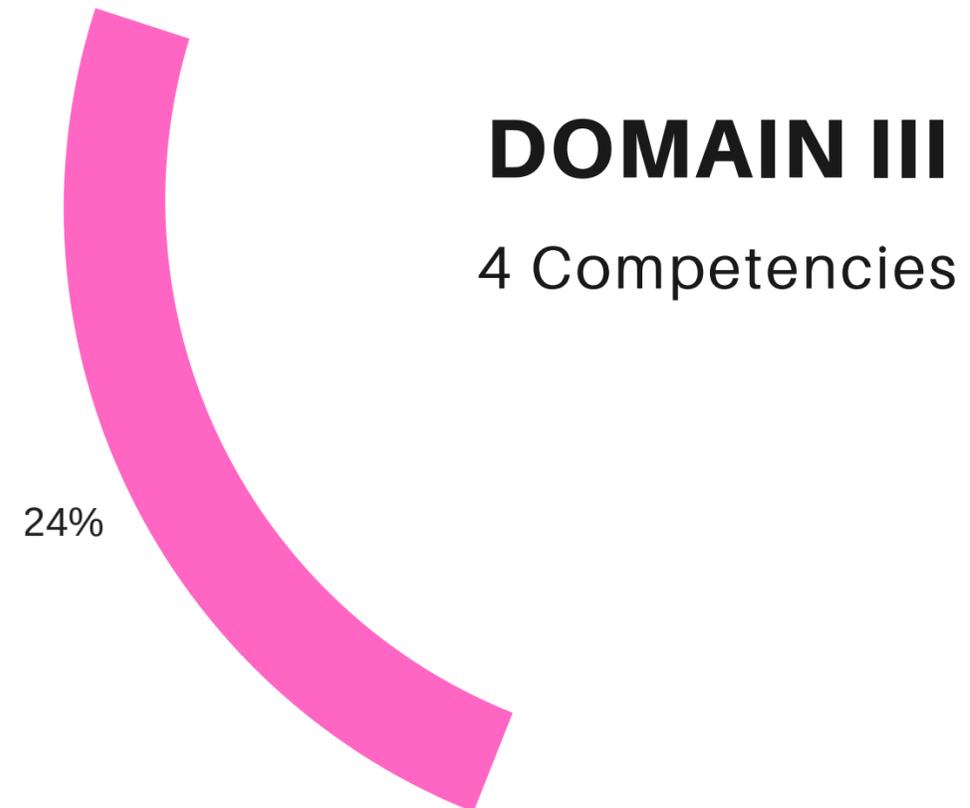
# Domain III



# Reading Development: Comprehension

# Domain III Competencies

- 9. VOCABULARY DEVELOPMENT
- 10. COMPREHENSION DEVELOPMENT
- 11. COMPREHENSION OF LITERARY TEXTS
- 12. COMPREHENSION OF INFORMATIONAL TEXTS



This section has 4 competencies. Review the following slides to understand each competency on the test.

# Vocabulary Development

Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

## Overview

- Role of vocabulary knowledge in supporting oral language development, reading comprehension, and independent reading
- Awareness of factors that influence vocabulary growth, including home environment, language exposure, and prior educational experiences
- Familiarity with research-based methods for assessing vocabulary knowledge and skills in authentic contexts
- An understanding of instructional approaches that promote independent word-learning strategies, including contextual and morphological analysis
- The importance of differentiating vocabulary instruction to meet the needs of diverse learners

# Vocabulary Development

## Sample Question

A fourth-grade teacher wants to maximize students' ability to independently determine the meaning of unfamiliar academic words encountered in grade-level texts. Which instructional focus best supports this goal?

- A. Providing students with weekly lists of Tier 3 content words to expand vocabulary
- B. Emphasizing memorization of high-frequency words through repeated exposure
- C. Teaching students to analyze morphemes and use surrounding context to infer word meaning
- D. Introducing vocabulary primarily through oral discussion to strengthen listening comprehension



# Vocabulary Development

**Answer: C**

Independent word learning relies on morphological awareness and contextual analysis, particularly for Tier 2 academic vocabulary



# Comprehension Development

Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

## Overview

- Understand reading comprehension as a complex process influenced by vocabulary, fluency, background knowledge, and text complexity
- Knowledge of research-based strategies used to assess students' comprehension of complex texts
- Awareness of how text complexity and text selection affect students' ability to construct meaning
- Knowledge of different levels of comprehension, including literal, inferential, and evaluative understanding
- Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to learn through reading
- Understand the importance of students' exposure to multiple genres of literary and informational texts that reflect a variety of genres, perspectives, and time periods

# Comprehension Development

## Sample Question

A teacher notices that several students can accurately decode grade-level texts but struggle to explain what they have read. Which factor is most likely limiting these students' reading comprehension?

- A. Insufficient phonics instruction
- B. Weak background knowledge related to the text topic
- C. Inadequate exposure to complex sentence structures
- D. Limited opportunities for oral reading practice

# Comprehension Development

## Answer: B

Reading comprehension depends heavily on background knowledge and vocabulary, even when decoding is intact



# Comprehension of Literary Texts

Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

## Overview

- Knowledge of major genres of children's literature and their defining characteristics, including narrative structure and literary elements
- Awareness of instructional strategies that promote comprehension of story elements, themes, and author's purpose
- An understanding of how read-alouds and shared reading experiences support literary comprehension
- Knowledge of instructional practices that develop higher-level literary analysis, including inferencing and evaluation

# Comprehension of Literary Texts

## Sample Question



After reading a narrative text, a student correctly identifies the main characters and setting but cannot explain how events contribute to the theme of the story. This difficulty most directly reflects a weakness in:

- A. Literal comprehension of story elements
- B. Understanding of narrative text structure
- C. Inferential analysis of literary meaning
- D. Knowledge of genre-specific vocabulary

# Comprehension of Literary Texts

**Answer: C**

Connecting events to theme requires inferential comprehension beyond literal recall



# Comprehension of Informational Texts

Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts and demonstrate knowledge of grade level appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

## Overview

- Knowledge of the unique structures, features, and purposes of informational, persuasive, multimodal, and digital texts
- Awareness of instructional strategies that support understanding of central ideas, supporting details, and evidence
- Knowledge of text features, graphic organizers, and scaffolds that aid informational text comprehension
- Demonstrate understanding of the importance of scaffolding students' comprehension and analysis of informational texts
- Promoting students' development in distinguishing discipline-specific meanings of words

# Comprehension of Informational Texts

## Sample Question



When reading an informational article, a student highlights many details but cannot determine which information is most important. Which instructional support would most directly address this need?

A. Providing repeated oral reading opportunities to strengthen fluency and reduce cognitive load

B. Teaching how text features signal organizational structure and guide attention to key ideas

C. Modeling how to identify a text's central idea and evaluate which details most strongly support it

D. Expanding the student's background knowledge through pre-reading activities related to the topic

# Comprehension of Informational Texts

## Answer: D



The student's difficulty reflects an inability to evaluate relative importance of information, specifically distinguishing central ideas from supporting details. Instruction that explicitly targets identifying central ideas and analyzing evidence most directly addresses this comprehension gap.



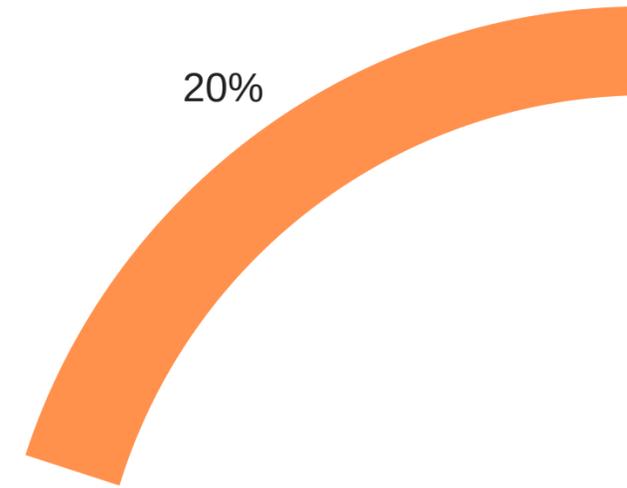


# Analysis and Response

# Domain IV Competency

13.

ANALYSIS & RESPONSE



**DOMAIN IV**

1 Competency

This section has 3 competencies. Review the following slides to understand the competency in this domain.

# Analysis and Response

Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

## Overview

- Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student
- Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills and reading comprehension
- Demonstrate the ability to select an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills and reading comprehension and explain the effectiveness of the strategy

# Analysis and Response

## Sample Question 1



A student writes about a short story:

**“I think the main character is brave because she helped the child.”**

Which teacher prompt would most effectively develop the student’s text-based analytical response?

- A. “Can you tell me more about what happened in the story?”
- B. “Which actions or dialogue in the story show that the character is brave?”
- C. “Do you think the character is a good role model?”
- D. “How did you feel about the story?”

# Analysis and Response

## Answer: B

STR emphasizes that analytical responses should cite evidence from the text. A focuses on summary, C and D focus on opinion rather than textual support.

# Analysis and Response

## Sample Question 2



After reading an informational article, a student states:

**“The author is biased.”**

Which follow-up question best strengthens the student’s analytical evaluation?

- A. “Do you agree with the author?”
- B. “Who is the main subject of the article?”
- C. “Can you summarize the article?”
- D. “What evidence in the article suggests bias?”

# Analysis and Response



## **Answer: D**

Analytical evaluation requires citing specific evidence, not just stating an opinion or recalling details.

# Analysis and Response

## Sample Question 3



Which type of response best demonstrates synthesis when reading across multiple texts?

- A. Comparing main ideas from each text and explaining their relationships
- B. Summarizing each text independently
- C. Listing facts from each text that you agree and disagree with
- D. Identifying the genre of each text to understand the story's perspective

# Analysis and Response

## Answer: A

Synthesis involves integrating information across sources. Options B, C, and D do not require connecting ideas.





# Additional Resources

Breakdown of STR 293 Test

Thank You

TutoringEZ