



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TEXES

TEMaT

TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Reading Specialist (151)



Table of Contents

About The Test.....	3
The Domains.....	4
The Standards.....	4
Domains and Competencies	5
Domain I — Instruction and Assessment: Components of Literacy	5
Domain II — Instruction and Assessment: Resources and Procedures.....	12
Domain III — Meeting the Needs of Individual Students	14
Domain IV — Professional Knowledge and Leadership	16
Approaches to Answering Multiple-Choice Questions	18
Question Formats	18
Single Questions.....	19
Clustered Questions	21
Multiple-Choice Practice Questions	27
Answer Key and Rationales	42
Study Plan Sheet.....	58
Preparation Resources.....	59

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

About The Test

Test Name	Reading Specialist
Test Code	151
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Reading Specialist (151) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Reading Specialist test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The Domains

Domain	Domain Title	Approx. Percentage of Test*	Standards Assessed
I.	Instruction and Assessment: Components of Literacy	57%	Reading Specialist I
II.	Instruction and Assessment: Resources and Procedures	14%	Reading Specialist II
III.	Meeting the Needs of Individual Students	14%	Reading Specialist III
IV.	Professional Knowledge and Leadership	14%	Reading Specialist IV

*Percentages do not add up to 100 due to rounding.

The Standards

Reading Specialist Standard I

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Reading Specialist Standard II

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Reading Specialist Standard III

Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Reading Specialist Standard IV

Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Instruction and Assessment: Components of Literacy

Competency 001 (Oral Language): *The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Knows basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds.
- B. Demonstrates knowledge of stages and milestones in acquiring oral language and of relationships between oral language development and the development of reading competence.
- C. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' oral language development.
- D. Applies knowledge of instructional progressions, methods and materials that build on and support students' oral language skills, reflect students' cultural and linguistic diversity and are based on a convergence of research evidence (e.g., reading aloud, dramatizations, conversations, word play, discussions, questioning, presentations).
- E. Knows how to provide systematic oral language instruction using language structures and pronunciations commonly associated with standard English.
- F. Demonstrates knowledge of delays or differences in students' oral language development and when such delays/differences warrant further assessment and additional intervention.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 002 (Phonological and Phonemic Awareness): *The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Demonstrates knowledge of expected stages and milestones in acquiring phonological and phonemic awareness and of relationships between phonological and phonemic awareness and reading acquisition.
- B. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' phonological and phonemic awareness.
- C. Applies knowledge of instructional sequences, strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' phonological and phonemic awareness.
- D. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote the development of students' phonological and phonemic awareness.
- E. Demonstrates knowledge of delays or differences in students' phonological and phonemic awareness and when such delays/differences warrant further assessment and additional intervention.

Competency 003 (Concepts of Print and the Alphabetic Principle): *The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Demonstrates an understanding of the development of concepts of print (e.g., left-right progression, spaces between words) and knows how to model and teach concepts of print.
- B. Demonstrates knowledge of the elements of the alphabetic principle, including graphophonemic knowledge and the relationship of the letters in printed words to spoken language.
- C. Demonstrates knowledge of expected stages and patterns in the development of students' understanding and application of the alphabetic principle and implications of individual variations in student development in this area.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- D. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' understanding and application of concepts of print and the alphabetic principle.
 - E. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' understanding and application of concepts of print and the alphabetic principle.
 - F. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote students' understanding and application of concepts of print and the alphabetic principle.
 - G. Demonstrates knowledge of delays or differences in students' understanding of and ability to apply concepts of print and the alphabetic principle and when such delays/differences warrant further assessment and additional intervention.

Competency 004 (Word Identification): *The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Demonstrates knowledge of word identification skills and strategies for reading words (e.g., application of the alphabetic principle, phonics, structural analysis, syllabication, identification of high-frequency sight words, use of context clues).
- B. Demonstrates knowledge of skills and strategies for confirming word pronunciation and/or meaning when reading words in text (e.g., use of context clues and resource materials).
- C. Demonstrates knowledge of expected stages and patterns in the use of word identification strategies and implications of individual variations in student development in this area.
- D. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' word identification skills.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- E. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' understanding and application of word identification skills.
 - F. Knows how to provide systematic, age-appropriate instruction and reinforcing activities to promote students' word identification skills, including the use of increasingly complex, connected text.
 - G. Demonstrates knowledge of delays or differences in students' development of word identification skills and strategies and when such delays/differences warrant further assessment and additional intervention.

Competency 005 (Fluency): *The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.*

The beginning reading specialist:

- A. Recognizes the components of reading fluency (i.e., rate, accuracy and prosody) and demonstrates knowledge of the relationship between reading fluency and reading comprehension.
- B. Demonstrates knowledge of expected patterns of development in reading fluency (including developmental benchmarks) and implications of individual variations in the development of reading fluency.
- C. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' reading fluency.
- D. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' reading fluency.
- E. Knows how to provide systematic age-appropriate instruction and reinforcing activities to promote students' reading fluency.
- F. Demonstrates knowledge of delays or differences in students' reading fluency and when such delays/differences warrant further assessment and additional intervention.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 006 (Comprehension): *The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Knows a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycholinguistic, constructivist) and their impact on instructional strategies.
- B. Identifies student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding).
- C. Applies knowledge of textual factors that affect students' reading comprehension (e.g., readability, vocabulary, visual representations, text organization, author's schema, genre, syntactical and conceptual density).
- D. Applies knowledge of contextual factors that affect students' reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, assigned task and purpose).
- E. Demonstrates knowledge of literal, inferential, critical and evaluative comprehension skills and knows how to provide instruction to promote students' literal, inferential, critical and evaluative comprehension.
- F. Demonstrates knowledge of characteristics of types of texts and genres and strategies for reading a variety of texts and genres (e.g., expository and narrative texts, including electronic media and other visual representations).
- G. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' reading comprehension strategies.
- H. Applies knowledge of instructional strategies and materials that reflect cultural and linguistic diversity, are based on a convergence of research evidence and promote students' reading comprehension skills.
- I. Knows how to promote students' comprehension skills by providing them with multiple opportunities to listen to, read and respond in various ways to a wide variety of fiction and nonfiction texts.
- J. Knows how to promote students' ability to apply strategies that facilitate comprehension before, during and after reading, including metacognitive strategies.
- K. Demonstrates knowledge of delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 007 (Vocabulary Development): *The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Recognizes the importance of teaching and modeling the use of a wide range of general, technical and specialized vocabularies.
- B. Identifies student factors that influence vocabulary development (e.g., experiential background, cultural and linguistic diversity, interest in words, reading experience).
- C. Knows how to plan, implement and monitor age-appropriate instruction that is responsive to individual students' strengths, needs and interests and is based on ongoing informal and formal assessment of individual students' vocabulary knowledge.
- D. Applies knowledge of age-appropriate instructional strategies and materials that reflect students' cultural and linguistic diversity, are based on a convergence of research evidence and promote students' vocabulary knowledge.
- E. Knows how to promote and extend students' vocabulary knowledge by providing systematic, age-appropriate instruction and reinforcing activities (e.g., morphemic analysis, etymology, use of graphic organizers, contextual analysis, multiple exposures to a word in various contexts).
- F. Knows which strategies to use before, during and after reading to facilitate students' vocabulary development.
- G. Demonstrates knowledge of age-appropriate strategies to teach students effective use of resources for vocabulary development (e.g., dictionaries, glossaries, indexes, electronic media).
- H. Knows how to promote students' vocabulary development and knowledge by providing them with multiple opportunities to listen to, read and respond in various ways to a wide variety of fiction and nonfiction texts.
- I. Demonstrates knowledge of delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 008 (Written Language): *The reading specialist understands and applies knowledge of written language and instructional to reinforce reading and writing at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Recognizes the reciprocal nature of reading and writing, the similarities and differences between spoken and written language and the relationships among listening, speaking, reading and writing.
- B. Demonstrates knowledge of the developmental continuum of students' written language, including milestones in physical and/or cognitive processes (e.g., letter formation, spelling, sentence construction, paragraph development).
- C. Knows how to create an environment in which students are motivated to express their ideas through writing and how to use appropriate instructional strategies and sequences for developing students' writing throughout the writing process (e.g., prewriting, drafting, editing, revising).
- D. Applies knowledge of instructional strategies for developing students' meaningful writing for a variety of audiences, purposes and settings.
- E. Applies knowledge of instructional strategies for developing students' writing in connection with listening and speaking and in response to reading.
- F. Knows how to provide students with opportunities to self-assess their writing (e.g., voice, coherence, depth of ideas, focus, sentence-to-sentence movement) and elicit critiques of their writing from others.
- G. Knows how to model the use of writing conventions and appropriate grammar and usage to communicate clearly and effectively in writing and to reinforce students' use of writing conventions and appropriate grammar and usage.
- H. Demonstrates understanding of the role of spelling and graphophonemic knowledge in reading and writing, factors that affect students' spelling, the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional), how and when to support students' development from one stage to the next and procedures for providing systematic spelling instruction.
- I. Applies knowledge of the benefits of technology for teaching writing (e.g., word processing, desktop publishing software).

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- J. Knows how to formally and informally monitor and assess students' writing development, including their use of writing conventions, and how to use assessment results to develop focused instruction that is responsive to students' strengths, needs and interests to reinforce students' writing skills.
 - K. Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention.

Domain II – Instruction and Assessment: Resources and Procedures

Competency 009 (Assessment): *The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Demonstrates knowledge of the reciprocal nature of assessment and instruction and uses multiple and varied reading assessments before, during and after instruction to monitor progress and design and modify instruction.
- B. Applies knowledge of the characteristics, advantages and limitations of types of reading assessment (e.g., norm-referenced, criterion-referenced, formal and informal inventories, constructed-response, portfolios, running records, miscue analyses, observations, anecdotal records, journals, technology-based assessments) and their use in monitoring and evaluating student progress in the components of reading (i.e., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary development and written language).
- C. Uses information from reading assessments for various purposes (e.g., screening, in-depth assessment, continuous progress monitoring, formative and summative evaluation).
- D. Knows how to identify students' independent, instructional and frustrational reading level and listening comprehension level and to adjust instruction to accelerate learning.
- E. Applies knowledge of a variety of methods for assessing students' reading, study and inquiry skills across content areas.
- F. Demonstrates knowledge of instructional strategies that promote students' use of self-assessment to enhance literacy development.
- G. Analyzes factors that may impact student performance on various types of assessment (e.g., text characteristics; testing environment; student characteristics such as language, culture, prior knowledge, disabilities).

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- H. Applies knowledge of assessment-related concepts and issues (e.g., reliability, validity, utility, bias, confidentiality) and common standardized testing terminology (e.g., raw score, scaled score, percentile, grade equivalency, stanine, normal curve equivalency [NCE], growth scale) in selecting and using assessments and interpreting results.
 - I. Knows state and federal requirements related to reading assessment and diagnosis.
 - J. Applies skills for communicating to various stakeholders the results and instructional implications of formal and informal assessments.
 - K. Knows grade-level expectations for literacy and when delays or differences in language and literacy development warrant referral for additional evaluation or intervention.

Competency 010 (Instructional Methods and Resources): *The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Knows about state and national standards and requirements that relate to reading and writing curriculum and instruction.
- B. Knows how to develop systematic, sequential, age-appropriate literacy instruction that reflects content and performance standards, components of a comprehensive literacy program, students' strengths and needs and a convergence of research evidence.
- C. Applies knowledge of educational theories that underlie instructional practices and components of effective instructional design.
- D. Applies knowledge of instructional methods and resources to provide effective literacy instruction that addresses various student dialects, learning preferences and modalities.
- E. Knows how to select materials and provide instruction that promotes respect for cultural and linguistic diversity and fosters all students' literacy development.
- F. Knows how to implement effective instructional strategies that focus on specific literacy components (e.g., oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary development, written language) and identifies specific short-term and long-term interventions to address student needs in each component.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- G. Identifies appropriate strategies for addressing the literacy needs and accelerating the achievement of students who are reading below grade level.
 - H. Recognizes the value of using flexible grouping to promote literacy growth for all students and knows how to assist other educators in implementing flexible grouping.
 - I. Knows how to evaluate, select and incorporate various types of reading materials, including children’s and young adult literature, expository texts and other instructional materials for a range of reading levels, purposes and interests.
 - J. Knows how to support students’ learning in all content areas by teaching them to apply various strategies for comprehending expository and narrative texts and by promoting their acquisition and use of study and inquiry skills (e.g., note taking, outlining, skimming and scanning, using graphic organizers, setting purposes for reading, self-assessing, locating and evaluating multiple sources of information).
 - K. Knows how to promote students’ comprehension, literary response and analysis using various genres.
 - L. Knows how to design and implement instruction in interpreting, analyzing and evaluating information (e.g., maps, charts, graphics, video segments, technology presentations) and how to use media to produce visual images, messages and meanings.

Domain III – Meeting the Needs of Individual Students

Competency 011 (Instruction for English-Language Learners): *The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Demonstrates knowledge of expected stages and patterns of first- and second-language learning and issues and concepts related to the transfer of literacy competency from one language to another.
- B. Applies knowledge of issues and procedures in assessing English-language learners’ reading strengths and needs, including when to collaborate with other specialists to aid in assessment.
- C. Applies knowledge of how to develop systematic, sequential, age-appropriate reading instruction for English-language learners that is based on a convergence of research evidence and is responsive to individual students’ strengths, needs and interests.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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- D. Knows how to work with other professionals in selecting and using appropriate formal and informal assessments of English-language learners and in planning effective literacy instruction, including selecting instructional materials and strategies that reflect cultural diversity.
 - E. Knows how to work with other professionals to implement and monitor instruction that reflects an awareness of appropriate instructional progressions and that facilitates students' transfer of oral language skills and literacy from their primary language to English while maintaining literacy in their primary language.
 - F. Applies strategies for collaborating with teachers, specialists, parents/guardians, students and administrators to promote and maintain English-language learners' literacy in English and their primary language.
 - G. Recognizes the importance of distinguishing between language differences and reading disabilities and knows when additional assessment and additional intervention is needed.

Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities): *The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.*

The beginning reading specialist:

- A. Applies knowledge of the characteristics and instructional implications of reading difficulties, dyslexia and reading disabilities in relation to the development of reading competence.
- B. Knows about state and federal laws, regulations, guidelines and procedures regarding assessment and provision of services for students with reading difficulties, dyslexia and reading disabilities.
- C. Knows how to work with other professionals to select and administer appropriate formal and informal assessments for students with reading difficulties, dyslexia and reading disabilities and analyze results to plan effective literacy instruction that is responsive to individual strengths, needs and interests.
- D. Uses results from formal and informal assessments to determine when in-depth evaluation and additional intervention are warranted.
- E. Applies knowledge of convergent research about practices for providing effective literacy instruction to students with reading difficulties, dyslexia and reading disabilities, including both prevention and intervention strategies.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- F. Uses assessment results to design age-appropriate instruction that promotes reading skills and strategies by building on strengths and addressing needs of students with reading difficulties, dyslexia and reading disabilities.
 - G. Applies strategies for collaborating with teachers, specialists, parents/guardians, students and administrators to promote literacy for individual students with reading difficulties, dyslexia and reading disabilities.
 - H. Knows how to monitor and evaluate the effectiveness of an intervention and how to determine when additional or alternative interventions are appropriate.

Domain IV – Professional Knowledge and Leadership

Competency 013 (Theoretical Foundations and Research-Based Curriculum): *The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.*

The beginning reading specialist:

- A. Demonstrates knowledge of major theories of language acquisition, reading, cognition and learning (e.g., behaviorism, cognitive theory, constructivism, transactional theory) and how they relate to approaches and practices in literacy instruction.
- B. Analyzes the impact of physical, perceptual, emotional, social, cultural, linguistic, environmental and intellectual factors on learning, language development and reading competence.
- C. Demonstrates knowledge of the significance of interactions among the reader, the text and the context of the reading situation.
- D. Knows the role of societal trends and technological innovations in shaping literacy needs (e.g., the Internet, reading electronic texts).
- E. Applies knowledge of convergent research on reading and literacy instruction for all students and identifies sources for locating information about convergent research on reading and literacy instruction.
- F. Applies knowledge of the foundations of basic research design, methodology and application to critically review research on reading and to select research findings for the purpose of improving reading instruction.
- G. Knows how to prepare written documentation of literacy assessment data, analysis of instructional needs and accommodations for instruction.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 014 (Collaboration, Communication and Professional Development):
The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating and participating in professional development.

The beginning reading specialist:

- A. Demonstrates knowledge of how to use leadership, communication and facilitation skills and strategies to effect positive change in the school reading program and literacy instruction.
- B. Demonstrates knowledge of principles, guidelines and professional ethical standards related to collegial and professional collaborations and applies skills and procedures for facilitating effective interactions among groups and individuals to improve literacy instruction for all students.
- C. Knows how to communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community.
- D. Knows how to communicate local data and information related to literacy issues and, when appropriate, make recommendations to district staff and community stakeholders.
- E. Applies strategies for working with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development.
- F. Knows how to use local data to identify and prioritize professional development needs and provide professional development experiences that address the needs of participants, are sensitive to school constraints (e.g., class size, limited resources) and use multiple indicators to monitor and evaluate effectiveness.
- G. Demonstrates knowledge of strategies for facilitating positive change in instructional practices through professional development and for working with other educators to initiate, implement and evaluate professional development and its impact on instructional practice.
- H. Applies knowledge of procedures for effectively mentoring and coaching educators to promote the successful implementation and sustained application of instructional practices addressed in professional development.
- I. Knows how to expand knowledge of literacy through a variety of professional activities (e.g., reading professional publications, participating in conferences), and recognizes the value of participating in local, state, national and international professional organizations whose mission is the improvement of literacy.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Reading Specialist test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a reading specialist.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The Reading Specialist test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a description of student activities or a scenario depicting reading specialist interactions and tasks. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Reading Specialist Competency 004: *The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.*

Example

A kindergarten teacher wants to help students learn to read the words *walk*, *does*, *come* and *mother*. Which of the following instructional approaches would be most effective for this purpose?

- A. Modeling for students how to apply phonics skills to sound out the words
- B. Providing repeated exposures to the words to help students incorporate the words into their sight-word vocabularies
- C. Showing students how to segment the words into smaller units that are easier to decode
- D. Using word families that group the target words with other similar words to strengthen students' recognition and recall

Suggested Approach

In this situation, a kindergarten teacher is considering instructional approaches to help students learn to read the words *walk*, *does*, *come* and *mother*. Now look at the response options and decide which instructional approach would be most effective for this purpose.

Option A suggests that the teacher should model for students how to apply phonics skills to sound out the words *walk*, *does*, *come* and *mother*. Note that the four words all have irregular spellings. For example, if the word *come* followed the regular CVCe spelling pattern, the letter "o" would be associated with the long "o" sound. Instead, the letter "o" in the word *come* sounds like a short "u." For this reason, phonics is not an effective strategy for decoding the word *come*. The same is true for the other three irregularly spelled words. Option A can therefore be eliminated as the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option B suggests that the teacher should provide repeated exposures to the words *walk*, *does*, *come* and *mother* to help students incorporate the words into their sight-word vocabularies. These irregularly spelled words occur frequently in print. To become fluent readers, students need to recognize such words automatically when reading connected text. For this reason, high-frequency words with irregular spelling (including *walk*, *does*, *come* and *mother*) are considered “sight words.” Providing repeated exposure to such words through various reading and writing activities helps students incorporate the words into their sight-word vocabularies. Thus option B describes an effective instructional approach to help students learn to read the four words.

Option C suggests that the teacher should help students learn to read the words *walk*, *does*, *come* and *mother* by showing the students how to segment each word into smaller units that are easier to decode. Because of their irregular spellings, dividing these words into smaller units (e.g., individual letters, onset-rime, syllables) still would not enable a student to decode each word in its entirety. Therefore, option C can be eliminated as the best response to this question.

Option D suggests that the teacher should help students learn to read the words *walk*, *does*, *come* and *mother* by using word families that group the target words with other similar words to strengthen students’ recognition and recall. The use of word families is an effective technique for helping students recognize common patterns of vowels and consonants in words with regular spellings (e.g., CVCe words such as *make*, *cake* and *bake*). Since irregular words do not follow these patterns, the use of word families would not be an effective approach for helping students read such words. Option D can thus be eliminated as the best response to this question.

Of the alternatives offered, the only effective approach for helping students learn to read the words *walk*, *does*, *come* and *mother* would be to provide repeated exposures to the words, thus helping students incorporate the words into their sight-word vocabularies. Therefore, **the correct response is option B.**

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, graph, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the reading specialist’s frame of mind and use that reading specialist’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Example

First read the stimulus (a seventh-grade student’s conversation with the teacher about a passage the student has read).

Use the information below to answer the questions that follow.

A seventh-grade student silently reads the passage printed below.

People all around the world are both fascinated and repulsed by snakes, with their unusual shape, habits and way of getting around. Many cultures regard snakes as special, sacred animals. Even so, the population of snakes is decreasing as humans move into their environment. Often, snakes are hunted for their skins and their meat, or for recreation. Snakes are found in all parts of the world except near the poles. They are cold-blooded animals, which means that their body temperature goes up and down along with the temperature outside. They are able to survive cold seasons by staying very still and slowing down their digestion and circulation. Once it warms up, they begin to move, sense the world around them and look for food.

Rodents and other small animals are the main food source for snakes. Even though snakes are able to slither into the holes and burrow where these animals hide, they must spend most of their time, and most of their energy, looking for food. As people living in the country have found out, when the snakes in an area are all gone, the number of mice and other rodents goes up.

Though many snakes are famous for their dangerous venom, other types have become popular pets. Unfortunately, this is yet another cause of the decreasing number of snakes still living in the wild.

When the student finishes reading, the teacher asks her questions about the passage. Printed below is an excerpt from this conversation.

Teacher: *What is this passage about?*

Student: *It’s all about snakes. Where they live, what they eat, stuff like that.*

Teacher: *What did you learn about where they live?*

Student: *They live all over the place. They don’t really get cold. That’s why they can live anywhere, pretty much. Wherever there’s food. In some places people have gotten rid of all the things they eat, like mice. They use mousetraps and stuff. So the snakes don’t live there anymore.*

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Teacher: *Did you learn anything else about snakes?*

Student: *In some religions they're really important animals. And lots of people have them as pets. I think people like them for pets because they like to have things nobody else has, and things that are kind of dangerous. Jake has one, and he's just trying to be cool.*

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures Reading Specialist Competency 006: *The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.*

1. Which of the following comprehension strengths does the student most clearly demonstrate?
 - A. Using metacognitive strategies to monitor understanding
 - B. Activating background knowledge when reading
 - C. Using context cues to identify unfamiliar words
 - D. Adjusting reading strategies based on text difficulty

Suggested Approach

Consider carefully the information presented in the stimulus, including the passage about snakes and the student's conversation with the teacher about the passage. Then read the first question, which asks you to identify a comprehension strength demonstrated by the student. Now look at the response options to consider which comprehension strength is most clearly demonstrated by the student in her conversation with the teacher.

Option A suggests that the student demonstrates the use of metacognitive strategies to monitor her understanding of the passage about snakes. Metacognitive strategies involve a reader's awareness of his or her own thought processes. For example, readers use metacognitive strategies when they monitor their own comprehension while reading (e.g., "This part seems confusing to me. I think I'll reread the last section to make sure I understand what the author is saying here."). In this case, the student's conversation with the teacher does not include any explicit references to the student's use of metacognitive strategies. Option A is not the best response to this question.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option B suggests that the student demonstrates activation of background knowledge when reading. Linking background knowledge to information in a text strengthens comprehension by helping a reader construct meaning. The passage about snakes states that some types of snakes “have become popular pets.” In her conversation with the teacher, the student comments, “I think people like them [snakes] for pets because they [people] like to have things nobody else has, and things that are kind of dangerous. Jake has one, and he’s just trying to be cool.” This comment provides specific evidence that the student has activated her own background knowledge about pet snakes and is connecting this knowledge to information in the text. Thus, option B accurately describes a comprehension strength demonstrated by the student.

Option C suggests that the student demonstrates the use of context cues to identify unfamiliar words. Reading comprehension depends in part on the ability to identify and understand individual words in the text. Use of context cues is one strategy readers may use to help them identify unfamiliar words. In her comments to the teacher, the student does not demonstrate difficulty understanding particular words in the passage; nor does she make statements that suggest she used context cues to identify words in the passage. Therefore, option C may be eliminated.

Option D suggests that the student has adjusted her reading strategies based on text difficulty. Proficient readers vary their reading strategies according to the difficulty of the text. For example, when proficient readers encounter a section of text that is more difficult to understand, they typically will read more slowly to improve their comprehension. In her conversation with the teacher, the student does not comment on the difficulty of the text or give any indication that she has varied her reading strategies. Option D is therefore not the best response to this question.

Of the four options offered, **only option B describes a comprehension strength that the student clearly demonstrates in her conversation with the teacher about the passage.**

Now you are ready to answer the next question. The second question measures Reading Specialist Competency 009: *The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.*

2. Based on the conversation, it is likely that the student would benefit most from instruction designed to
 - A. increase the student’s automatic word recognition and fluency.
 - B. help the student recognize a text’s main idea.
 - C. promote the student’s vocabulary knowledge.
 - D. increase the student’s attention to supporting details.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Suggested Approach

Consider carefully the information presented in the stimulus, including the passage about snakes and the conversation in which the teacher assesses the student's comprehension of the passage. Then read and reflect on the second question, which asks what type of instruction would benefit the student most.

Option A suggests that the student would benefit most from instruction to increase her automatic word recognition and reading fluency. Lack of automatic word recognition can undermine comprehension by reducing reading fluency. However, there is no evidence that the student is experiencing this type of difficulty. As an informal assessment of the student's reading comprehension, the teacher's conversation with the student about the passage does not indicate a need for instruction to improve automatic word recognition or reading fluency. Option A is not the best response to this question.

Option B suggests that the student would benefit most from instruction to help the student recognize the main idea of a text. The ability to identify the main idea of a text is an important aspect of literal comprehension. In this case, however, the student does not seem to have difficulty identifying the main idea of the passage about snakes. When asked what the passage is about, the student replies, "It's all about snakes. Where they live, what they eat, stuff like that." Option B may therefore be eliminated.

Option C suggests that the student would benefit most from instruction to promote the student's vocabulary knowledge. Reading comprehension depends in part on a reader's vocabulary knowledge relating to the text. In this instance, however, the student's conversation with the teacher does not provide any evidence that the student is having difficulty understanding vocabulary in the passage. Option C can therefore be eliminated.

Option D suggests that the student would benefit most from instruction to increase her attention to supporting details in a text. The ability to recognize and recall supporting details in a text is an important literal comprehension skill. In this case, the student's conversation with the teacher suggests that the student has overlooked or misinterpreted several significant details in the text. For example, the passage explains that snakes are "cold-blooded animals, which means that their body temperature goes up and down along with the temperature outside." The postreading conversation reveals that the student has misunderstood this detail, as she comments that snakes "don't really get cold." She also misinterprets details relating to the role of snakes in limiting the population of mice.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option D thus identifies an instructional focus that is clearly warranted, based on the student's postreading conversation with the teacher.

Of the four options offered, **only option D accurately describes a type of instruction that is likely to benefit the student**, based on this informal assessment of the student's reading comprehension.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

A second-grade student read the following text as part of an informal reading inventory.

"Do you have all your teeth? I am missing my two front teeth. I hope they grow back soon, so I can eat my favorite foods."

Below is the teacher's transcription of the student's reading.

"Do you (pause) hafe all you teef? I am missin me (pause) front teef. I hope fey (pause) grou back soon, so I can eat me faforite foods."

COMPETENCY 001

1. During the assessment, the student primarily demonstrates difficulty pronouncing words containing
 - A. stop sounds.
 - B. voiced sounds.
 - C. consonant blends.
 - D. nasal consonants.

Answer and Rationale

COMPETENCY 004

2. Which of the following activities would best develop the student's word-identification skills?
 - A. Changing sounds in words to create different words
 - B. Making a list of words with similar syllable patterns
 - C. Highlighting high-frequency words in authentic text
 - D. Underlining clues in text to determine unknown words

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

3. Which of the following would be considered a miscue that significantly changes the meaning of the text?
- A. "Teef" for "teeth"
 - B. "Missin" for "missing"
 - C. Deletion of "two"
 - D. "Grou" for "grow"

Answer and Rationale

COMPETENCY 002

4. The following is an exchange between a reading specialist and a group of struggling first-grade readers at the end of a lesson.

Reading specialist: Class is /o/-/v/-/er/.

Students' response: Over.

Reading specialist: It is time to go back to your /r/-/oo/-/m/.

Students' response: Room.

The reading specialist could best use the activity to informally assess which of the following concepts?

- A. Substituting sounds
- B. Blending phonemes
- C. Segmenting words into morphemes
- D. Isolating consonants

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

5. Student data from multiple phonological awareness assessments indicate that the majority of students in a kindergarten class can segment sentences into words. Given the information suggested by the data, the most appropriate next step for the reading specialist to recommend is that the teacher provide whole-group instruction that focuses on which of the following?
- A. Blending syllables to pronounce words
 - B. Repeating/listing orally a list of words that have the same rime
 - C. Segmenting words into individual phonemes
 - D. Deleting sounds to form new words

Answer and Rationale

COMPETENCY 004

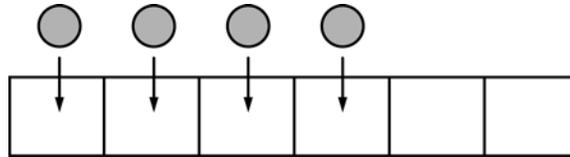
6. Students are learning to use derivational endings to accurately identify words. The strategy will be most effective if the students have previously developed which of the following skills?
- A. Reading words with irregular spelling patterns
 - B. Identifying common root words
 - C. Recognizing regular vowel patterns
 - D. Decoding using individual letter-sound correspondences

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

During an intervention, Ms. Tanya, a reading specialist, has students move counters into boxes as she says a single-syllable word. For example, when Ms. Tanya says “jump,” a student fills in the boxes as shown below.



COMPETENCY 002

7. The primary purpose of the technique is to develop students’ understanding of
- A. sound substitution.
 - B. syllable accents.
 - C. phoneme segmentation.
 - D. morpheme analysis.

Answer and Rationale

COMPETENCY 003

8. Which of the following changes to the activity will most effectively incorporate the alphabetic principle?
- A. Replacing the counters with letter tiles
 - B. Supplying a manipulative with 26 boxes
 - C. Providing students with multisyllabic words
 - D. Having students say the word quickly

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 004

9. A reading specialist listens while Becky, a fourth-grade student, reads. Becky pauses at the word "unusual." She then covers the first two letters and says "usual." She removes her fingers from the beginning of the word and says "unusual." Which of the following word identification strategies did Becky utilize?
- A. Using semantic clues
 - B. Analyzing syntax
 - C. Breaking the word into phonemes
 - D. Identifying morphemes in the word

Answer and Rationale

COMPETENCY 004

10. A reading specialist is working with a third-grade student who has difficulty using context clues to decode unfamiliar words while reading text. Which of the following strategies would best help the student develop the skill?
- A. Analyzing graphophonic cues in unknown words
 - B. Referring to phonetic respellings in a dictionary
 - C. Applying knowledge of basic linguistic structures
 - D. Using surrounding information in the passage to infer meaning

Answer and Rationale

COMPETENCY 004

11. Which of the following is most important for a teacher to consider when selecting texts for developing students' decoding ability during small-group guided-reading instruction?
- A. Reading comprehension
 - B. Individual learning styles
 - C. Accuracy in reading leveled text
 - D. Personal reading interests

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

12. A fifth-grade teacher plans to integrate readers' theater into reading instruction. A primary reason the practice will improve students' reading fluency is that it provides students with
- A. a text appropriate for their instructional reading level.
 - B. a model of fluent reading using proper intonation.
 - C. an opportunity to practice their decoding strategies.
 - D. an authentic purpose for reading a text multiple times.

Answer and Rationale

COMPETENCY 005

13. Which of the following activities will contribute most to improvement in students' oral reading fluency?
- A. Students read timed passages aloud while the teacher keeps charts of their progress
 - B. Students read a text aloud while a partner listens and takes notes
 - C. Students read instructional-level text in a small group and discuss what they read
 - D. Students read a text multiple times and receive guided oral feedback from the teacher

Answer and Rationale

COMPETENCY 006

14. As students read their social studies textbook, a middle school teacher has them record any connections they make to the text in a learning log. After reading, students share their connections in small groups. The teacher's implementation of the activity demonstrates an understanding that which of the following is a primary factor affecting student comprehension?
- A. Text genre
 - B. Student interests
 - C. Text structure
 - D. Student schema

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

15. While reading a narrative, a third-grade teacher has students record the important elements on a story map. The activity primarily improves students' comprehension of the text by
- A. promoting personal connections to the text.
 - B. supporting evaluative-level understanding.
 - C. requiring the activation of prior knowledge.
 - D. focusing on the structure of the text.

Answer and Rationale

COMPETENCY 007

16. Before students begin reading a chapter in their science textbook, the teacher distributes a list of ten vocabulary words and asks students to demonstrate their familiarity with each word by defining it in their own words or by labeling it as unknown. Which of the following is the primary purpose of the activity?
- A. Assessing students' ability to group key concepts semantically
 - B. Monitoring students' use of context clues for determining word meaning
 - C. Deciding how important knowing the vocabulary is for understanding the text
 - D. Determining which terms should be taught explicitly before the lesson

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

17. Mr. Taylor, a high school chemistry teacher, tells the reading specialist that the vocabulary in an upcoming unit may be hard for his students to understand. Which of the following before-reading strategies should the reading specialist suggest to best address Mr. Taylor’s concerns?
- A. Having students use the text structure to help them scan for important vocabulary words
 - B. Practicing using context clues to establish the appropriate meaning of words for the text
 - C. Working with students to create a concept map with the vocabulary words
 - D. Reviewing how to use morphemes to determine the meaning of unknown words

Answer and Rationale

COMPETENCY 007

18. A middle school teacher wants to increase students’ reading vocabularies. Which of the following will be most effective in achieving the goal?
- A. Speaking in Standard English
 - B. Providing instruction on common affixes
 - C. Motivating students to read more extensively
 - D. Modeling effective use of the dictionary

Answer and Rationale

COMPETENCY 008

19. Which of the following actions is an essential component of the writing workshop method of instruction?
- A. Moving through the stages of the writing process at each student’s own pace
 - B. Working with a partner to create the first draft of a composition
 - C. Composing a five-paragraph essay in response to an assigned writing prompt
 - D. Responding to independent reading in a literary response journal

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 009

20. A reading specialist administers an informal reading inventory (IRI) to a second-grade student. The student reads the second-grade text with 96 percent accuracy in word recognition and 70 percent accuracy in comprehension. According to the results, it would be most appropriate for the student to receive guided reading instruction with texts
- A. at the current grade level.
 - B. at a level above grade level.
 - C. related to other content areas.
 - D. of personal interest.

Answer and Rationale

COMPETENCY 009

21. A beginning fourth-grade teacher consults the campus reading specialist about using leveled texts for small-group instruction. To determine the most appropriate level of text for each student, the reading specialist suggests that the teacher first administer
- A. an informal reading inventory.
 - B. an observational checklist of reading behaviors.
 - C. a teacher-created phonics inventory.
 - D. a statewide student reading assessment.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

22. Which of the following is the most efficient way for a teacher to verify that a particular novel is at the appropriate level for whole-class instruction?
- A. Having students complete a cloze passage excerpted from the novel
 - B. Administering a running-record passage excerpted from the novel to each student
 - C. Asking comprehension questions orally after students read the first chapter of the novel
 - D. Analyzing results from students' reading assessments on novels of similar difficulty

Answer and Rationale

COMPETENCY 010

23. A middle school teacher requires students to identify the author and purpose of every online source before deciding to use the source to support their research. The primary reason for the practice is to determine the
- A. main idea of the source information.
 - B. key words to search for more information.
 - C. credibility of the source information.
 - D. best way to organize the information.

Answer and Rationale

COMPETENCY 011

24. It is most important for a teacher to modify which of the following strategies when he or she is designing before-reading activities for English-language learners (ELLs)?
- A. Activating background knowledge
 - B. Highlighting the text structure
 - C. Making textual predictions
 - D. Establishing a purpose

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

25. A fourth-grade teacher is administering an informal reading inventory to an English-language learner (ELL) whose first language is Spanish. The student pronounces "ship" as "cheep," "taking" as "tacking," and "shoes" as "choose." The teacher should conclude that the student's miscues are primarily due to
- A. phonetic differences between the student's primary and secondary language.
 - B. the student's difficulty recognizing cognates and syntax of the language.
 - C. the student's limited exposure to both spoken and written English.
 - D. an underlying issue with decoding consonant clusters and digraphs that is affecting the student's reading comprehension.

Answer and Rationale

COMPETENCY 012

26. Which of the following best describes the purpose of providing a student with dyslexia a colored overlay for all reading texts?
- A. Assisting with word tracking to prevent losing place while reading
 - B. Limiting visual input to prevent over-predictive reading
 - C. Lessening visual sensitivity to avoid perception of moving letters while reading
 - D. Highlighting the text to facilitate fluent reading

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

A reading specialist has students with dyslexia use the following systematic list of strategies to help them learn to spell words.

1. Look at the written word.
2. Pronounce the word slowly.
3. Say the word by syllable and by phoneme.
4. Name the letters while writing each letter.
5. After spelling the word, check the spelling against the word list.
6. Visualize the letters of the word with your eyes closed.
7. Trace the word.

COMPETENCY 012

27. The primary reason the strategy is appropriate for students with dyslexia is that it
- A. highlights relationships between words.
 - B. integrates the use of multiple senses.
 - C. focuses on learning high-frequency words.
 - D. develops students' oral language skills.

Answer and Rationale

COMPETENCY 012

28. Which of the following common areas of difficulty for students with dyslexia is best addressed by step 4?
- A. Phonological awareness
 - B. Decoding skills
 - C. Alphabetic principle
 - D. Rapid naming

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 013

29. Knowledge of the transactional theory of learning would best help a reading specialist understand the importance of which of the following instructional practices?
- A. Integrating oral language opportunities into reading instruction through social interaction
 - B. Making personal connections with text to create meaning while reading
 - C. Providing instruction in the reading of both narrative and informational texts in the same manner
 - D. Teaching reading fluency and decoding skills to improve comprehension

Answer and Rationale

COMPETENCY 013

30. Behaviorist learning theories best support teaching young children to read using
- A. a whole language approach.
 - B. explicit phonics instruction.
 - C. active student engagement.
 - D. intrinsic motivation.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 014

31. During classroom observations, a reading specialist sees prekindergarten teachers using poems to teach rhyming skills. To most effectively help the teachers extend the use of poetry for instruction into other areas of phonological awareness, the reading specialist should
- A. prepare daily lessons on phonological awareness for the teachers to implement.
 - B. purchase additional materials that focus on other phonological-awareness skills.
 - C. share research that supports the use of poems to develop phonological awareness.
 - D. demonstrate how to use the poems to teach other phonological-awareness skills.

Answer and Rationale

COMPETENCY 014

32. Mr. Harris, an elementary reading specialist, has reviewed the campus student data from a recent statewide reading assessment. To begin planning a campus-wide reading-improvement plan, he prepares a computerized presentation to report the findings to the staff. Which of the following would be the most useful type of graph to include in the computer presentation?
- A. A pie chart that indicates median comprehension scores for students in the various grades
 - B. A multiple bar graph that compares grade-level scores by grade and test objective
 - C. A line graph that compares the comprehensive scaled scores of students in each grade
 - D. A scatter plot that indicates students' strengths and weaknesses found across the grade-levels

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p>Option B is correct because the /th/ in “teeth” and “they” is voiced as is the /v/ sound in “have” and “favorite.” Option A is incorrect because /v/ is a continuous sound. Option C is incorrect because /th/ is a digraph, not a blend. Option D is incorrect because air escapes through the nose to make nasal sounds, which is not the case with /v/ and /th/.</p> <p>Back to Question</p>
2	004	C	<p>Option C is correct because the student struggles with high-frequency words such as “your” and “my,” and highlighting these words in text would help develop the student’s word-identification skills. Option A is incorrect because manipulating sounds to make new words develops letter-sound correspondences, which is not the student’s word-identification issue. Option B is incorrect because listing words that have similar syllable patterns develops syllabication, which is not an issue for the student. Option D is incorrect because although the student had difficulty using correct pronunciation, the student did not struggle with determining unknown words.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	009	D	<p>Option D is correct because “grou” is not a word, so the miscue changes the meaning of the text. Option A is incorrect because substituting “teef” for “teeth” is a pronunciation issue and does not affect the student’s understanding of the text. Option B is incorrect because substituting “missin” for “missing” is a pronunciation issue and does not affect the student’s understanding of the text. Option C is incorrect because the text still makes sense without the word “two.”</p> <p>Back to Question</p>
4	002	B	<p>Option B is correct because the students are blending phonemes together to pronounce words. Option A is incorrect because students are not being asked to change any phonemes in order to correctly pronounce the words. Option C is incorrect because morphemes are units of meaning, and the activity deals with individual sounds. Plus, the teacher is segmenting the sounds for the students to blend. Option D is incorrect because the teacher isolated the individual sounds. Some of the vowels just ended up with another letter in order to make the correct sound in the words.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	A	<p>Option A is correct because students begin working at the syllable level after they understand how to break sentences into words. Option B is incorrect because listing words with the same rime is actually rhyming, which generally develops before sentence segmentation. Option C is incorrect because students need to understand syllables before moving to phonemes. Option D is incorrect because manipulating phonemes (sounds) is the final skill developed on the continuum of phonological awareness.</p> <p>Back to Question</p>
6	004	B	<p>Option B is correct because learning to recognize common root words is a structural analysis skill which aids in separating words into their morphemes which would include derivational endings. Option A is incorrect because recognizing words by their derivational endings relates to common spelling patterns. Option C is incorrect because vowel patterns relate to syllabication rather than derivational endings which frequently do not follow regular vowel patterns. Option D is incorrect because although decoding is a useful skill, the emphasis here is on morphemes rather than individual phonemes.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	002	C	<p>Option C is correct because the student has to segment the phonemes (sounds) to correctly place the counters. Option A is incorrect because the student does not have to substitute sounds to correctly place the counters. Option B is incorrect because the teacher is using single-syllable words. Understanding syllable accents is too advanced for students that would benefit from the counter activity. Option D is incorrect because morphemes are the smallest unit of meaning, and sounds rather than meaning are the focus of the activity.</p> <p>Back to Question</p>
8	003	A	<p>Option A is correct because the alphabetic principle involves connecting letters to sounds, which could be accomplished through the use of letter tiles. Option B is incorrect because having a box for each letter does not help students understand that letters represent sounds in words. Option C is incorrect because simply giving students longer words to segment does not help them connect letters to sounds. Option D is incorrect because saying the word quickly involves the phonemic-awareness skill of blending, rather than the alphabetic principle.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	004	D	<p>Option D is correct because the student recognizes the morpheme “un,” covers it, and then is able to identify “usual” to pronounce the word correctly. Option A is incorrect because using semantic clues would require the student to refer to other text to decode “unusual.” Option B is incorrect because analyzing syntax would require the student to determine the purpose and placement of “unusual” in the sentence to decode it. Option C is incorrect because the student breaks the word into “un” and “usual” rather than the individual phonemes.</p> <p>Back to Question</p>
10	004	D	<p>Option D is correct because to be able to effectively use context clues, good readers need to understand that different types of clues can be used when examining larger units of text. Option A is incorrect because graphophonic cues aid in decoding but not in the use of context clues to decode unfamiliar vocabulary. Option B is incorrect because phonetic respellings will help the student decode the word but not understand its meaning. Option C is incorrect because an understanding of basic linguistic structures is helpful when syntactic clues can be used as an aid to word recognition, but that will not help a student use context clues.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	004	C	<p>Option C is correct because teachers should select appropriate leveled texts, depending on the students' reading accuracy, so that the texts will contain an appropriate number of words for the students to decode. Option A is incorrect because students' ability to read the words rather than comprehend them is the focus of the lesson. Option B is incorrect because the learning styles of students may play a part in which activities the teacher selects, but the teacher should not consider the students' learning styles when selecting the texts for the lesson. Option D is incorrect because although student interests are important to consider when planning independent reading they are not an important consideration for guided-reading lessons.</p> <p>Back to Question</p>
12	005	D	<p>Option D is correct because to implement readers' theater, students are asked to practice reading a script many times for an oral presentation. This provides an authentic reason for rereading, which is an excellent fluency-building activity. Option A is incorrect because fluency is actually developed better through the reading of text at students' independent reading level. Option B is incorrect because a model of reading with proper intonation is better accomplished through a teacher read aloud. Option C is incorrect because the use of decoding strategies should be very limited if a text or activity is designed to build fluency.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	005	D	<p>Option D is correct because reading a text multiple times allows students to practice their prosody, while feedback from the teacher provides additional information to develop that skill. Option A is incorrect because when students are timed, it encourages them to focus on their reading rate rather than the phrasing and intonation of their reading. Option B is incorrect because reading a text once does not allow students to improve the prosody. Also, taking notes during reading develops comprehension rather than fluency skills. Option C is incorrect because reading and discussing instructional-level text builds comprehension skills rather than oral fluency.</p> <p>Back to Question</p>
14	006	D	<p>Option D is correct because when students are asked to make connections, they activate a schema that improves their comprehension. Option A is incorrect because the activity could be effective for any genre. Option B is incorrect because student interest would be a comprehension factor when students are able to select the text they read. Option C is incorrect because the activity could be useful for text regardless of the organizational structure.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	006	D	<p>Option D is correct because a story map helps students outline the structure of the text, which helps to improve comprehension. Option A is incorrect because story maps focus on the text itself without requiring personal connections. Option B is incorrect because a story map focuses on literal comprehension with some inference, but no elements that relate to evaluative comprehension. Option C is incorrect because activating prior knowledge is a before-reading strategy, but the teacher is asking students to complete the story map during reading. Also, activating prior knowledge requires students to make personal connections, which is not a feature of story maps.</p> <p>Back to Question</p>
16	007	D	<p>Option D is correct because presenting students with a list of vocabulary words and asking them to demonstrate their familiarity with the words shows which key vocabulary is unfamiliar to students and should be taught before the lesson. Option A is incorrect because the handout asks about students' familiarity with each word rather than asking them to determine relationships among the words. Option B is incorrect because students' use of context clues cannot be assessed when the words are presented out of context. Option C is incorrect because students' knowledge of the meanings of the words is unrelated to the importance of the words to understanding the text. However, the teacher should have only selected words that were important to understanding the text.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	007	C	<p>Option C is correct because a concept map provides an effective means of explicitly teaching students the meaning of difficult words before reading, as students have to determine the relationships between words. Option A is incorrect because while previewing the text is a good before-reading strategy, it simply requires students to identify important words without determining their meaning. Option B is incorrect because, while context clues are useful for determining word meaning, the students need explicit teaching for difficult words. Also, the use of context clues to determine word meaning is a during-reading strategy. Option D is incorrect because while morphemes are helpful for determining word meaning, a review of their use will not be sufficient to help students understand difficult vocabulary words.</p> <p>Back to Question</p>
18	007	C	<p>Option C is correct because encouraging wide reading is the most important thing a teacher can do to help students build their reading vocabularies. Repeated exposure to words in context is the way most words are learned. Option A is incorrect because the language in books is different from oral language, so students need more exposure to written texts. Hearing correct Standard English is important in language development, but it is not directly related to increasing reading vocabulary. Option B is incorrect because while knowledge of affixes is helpful in determining the meaning of many words, it is through wide reading that students are able to utilize that strategy. Option D is incorrect because while dictionary use can be helpful, repeated exposure to words in contexts is how most words are thoroughly learned rather than looking them up in the dictionary.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	008	A	<p>Option A is correct because the use of a writing workshop model gives students a high degree of choice as young writers. Students self-select their writing topics and within a structured environment are encouraged to progress through the five steps in the writing process at their own pace. Option B is incorrect because in a writing workshop model, students do not typically work with a peer in writing a first draft. Working with a partner may occur, however, during the revision or editing stage. Option C is incorrect because students choose their own writing topics and therefore do not respond to an assigned prompt in the structure of a five-paragraph essay. Option D is incorrect because responding in a journal to a piece of literature read independently may be an extension of a reading activity, but this is not characteristic of the writing workshop model.</p> <p>Back to Question</p>
20	009	A	<p>Option A is correct because the student can decode independently but has low comprehension on grade-level texts, so it is most appropriate for the student to receive small-group instruction at this level. Option B is incorrect because it is inappropriate to use a text at a higher level while the student's comprehension is at 70%. Option C is incorrect because while integrating instruction can be beneficial, it is not the focus of guided reading lessons. Option D is incorrect because small-group reading instruction should utilize reading material at the appropriate reading level without undue concern on student interest. Student interest is of more concern for independent reading assignments.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	009	A	<p>Option A is correct because one of the primary purposes of an informal reading inventory (IRI) is to determine the independent, instructional and frustrational reading levels of individual students. Option B is incorrect because while an observational checklist of reading behaviors provides information about students' instructional needs, such information is difficult to correlate with reading levels. Option C is incorrect because students' phonics skills alone should not be used to place them in leveled text. Option D is incorrect because statewide student assessments mainly provide comprehension information without relating to specific levels of texts.</p> <p>Back to Question</p>
22	010	A	<p>Option A is correct because a cloze-procedure is a fast, efficient way to determine if a text is at the correct level for a group of students when a single-set of texts is going to be used. The teacher must just copy an excerpt from the text with blanks for students to fill in. Option B is incorrect because giving each student a running record would be very time-consuming and would primarily address fluency where the focus of reading instruction is generally on comprehension. Option C is incorrect because having students read a whole chapter before determining if the text is appropriate would waste time if the novel is at an inappropriate level for students. Also, a class discussion would not give a clear picture of each student's understanding of the text. Option D is incorrect because there is no clear way to correlate past reading results with the current novel.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	010	C	<p>Option C is correct because the author of a source and his or her purpose helps to establish the credibility of the source. Option A is incorrect because determining the main idea of the source is best done by carefully reading the text or examining the headings. Option B is incorrect because identifying key words to extend students' online search could best be done by scanning the document for highlighted words or headings. Option D is incorrect because deciding the best organizational structure for their research will depend on the topic rather than the sources.</p> <p>Back to Question</p>
24	011	A	<p>Option A is correct because teachers need to consider how the cultural backgrounds of their students affect their prior knowledge and may need to provide additional background information for students from different cultures. Option B is incorrect because the teacher points out the same features of the text regardless of the students he or she is teaching. Option C is incorrect because making predictions requires the ability to infer, which is not related to language or culture. Option D is incorrect because establishing a purpose for reading must be adjusted according to students' reading skills rather than their language use and background experiences.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	011	A	<p>Option A is correct because the miscues contain common phoneme pairs that are difficult for a second-language learner whose first language is Spanish to distinguish. Option B is incorrect because the word pairs are not cognates. Option C is incorrect because even with ample exposure to a second language, the second-language learner may have difficulty “hearing” or speaking subtle differences in phoneme pairs in the second language. Option D is incorrect because the student is including digraphs but is mispronouncing those associated with a conventional English pronunciation.</p> <p>Back to Question</p>
26	012	C	<p>Option C is correct because using a colored overlay has been shown to reduce the effects of scotopic sensitivity, including moving letters and blurring letters. Option A is incorrect because a tracking strip or ruler is a more useful accommodation for assisting with tracking problems. Option B is incorrect because the entire text is still visible with a colored overlay. A 3 × 5 notched card is an acceptable accommodation for limiting visual input of over-predictive readers. Option D is incorrect because colored overlays serve to lessen visual distortions and visual discomfort of reading rather than to highlight text.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	012	B	<p>Option B is correct because students are asked to use visual, tactile and auditory modalities with the strategy presented. Multisensory activities are essential in effective instruction for students with dyslexia. Option A is incorrect because the focus of the spelling strategy is on one word at a time with no connections being made to other words. Option C is incorrect because while instruction for students with dyslexia should focus on purposeful reading and writing, the strategy does not utilize the context of the words. Option D is incorrect because oral language plays a minimal part of the described strategy. Also, oral language skills are often a relative strength for students with dyslexia.</p> <p>Back to Question</p>
28	012	D	<p>Option D is correct because students have to name the letters as they write them, which will help to develop rapid naming skills that are often difficult for students with dyslexia. Option A is incorrect because sounds are used in steps 2 and 3, but only letters in step 4. Option B is incorrect because decoding skills are only used in steps 2 and 3 when students have to blend and segment the sounds. Option C is incorrect because students are saying letters without connecting them to their corresponding sound. Connecting letters to their sounds is the alphabetic principle.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	013	B	<p>Option B is correct because Rosenblatt’s transactional theory describes the importance of the relationship between the reader and the text which can be addressed by having students make connections while reading. Option A is incorrect because integrating oral language opportunities through social interaction primarily relates to the sociolinguists’ theories. Option C is incorrect because the transactional theory assumes that people approach narrative texts with a greater focus on feelings while reading informational texts causes one to concentrate on gaining knowledge. Option D is incorrect because fluency and decoding skills do not help students develop a relationship with the text they are reading.</p> <p>Back to Question</p>
30	013	B	<p>Option B is correct because direct, explicit instruction is an important component of behaviorism. Option A is incorrect because behaviorism supports direct rather than indirect instruction which is prevalent in a whole language approach. Option C is incorrect because active student engagement during learning is supported by constructivist theories. Option D is incorrect because behaviorism traditionally relies more heavily on extrinsic instruction.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	014	D	<p>Option D is correct because modeling how to use what the teachers already have in a different way is the best way for the reading specialist to effectively improve teaching practice. Option A is incorrect because preparing lessons is not the best way to help the teachers learn to use the poems in different ways. The teachers need to be more actively involved in learning more. Option B is incorrect because poems are excellent materials for teaching phonemic awareness, so new materials are not necessary. Option C is incorrect because while hearing about the research might motivate teachers to include additional phonological awareness instruction, it is not going to help them effectively use poems to teach other skills.</p> <p>Back to Question</p>
32	014	B	<p>Option B is correct because a bar graph can contain color-coded bars for each grade and can show achievement under each of the major objectives of the test which can be used to help create the campus improvement plan. Option A is incorrect because comprehension scores in and of themselves do not detail all of the strategies or objectives that need to be addressed. A pie chart is not effective for this type of comparison. Option C is incorrect because a line graph is used to chart progress over time, usually of a single objective. Also, the use of scaled scores will not provide a great deal of information to use in developing the campus improvement plan. Option D is incorrect because a scatter plot is primarily used to identify a correlation between two sets of data collected over time, not from the administration of one assessment.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Journal of Adolescent and Adult Literacy, International Reading Association.

Reading Online, International Reading Association.

Reading Research Quarterly, International Reading Association.

The Reading Teacher, International Reading Association.

OTHER RESOURCES

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ONLINE RESOURCES

Education Resources Information Center (ERIC) — www.eric.ed.gov

GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com

International Reading Association — www.reading.org

Kids.gov, U.S. General Services Administration — www.kids.gov

National Council of Teachers of English — www.ncte.org

Readwritethink — www.readwritethink.org

Searchlight, The University of Texas at Austin — <http://searchlight.utexas.org>

Texas Education Agency — www.tea.state.tx.us

Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc