# Table of Contents

About the Assessment ............................................................................................................... 4

- Content Specifications ....................................................................................................... 5
- Test I Subareas ..................................................................................................................... 6
- Test I Objectives .................................................................................................................. 6
  - Subarea I: Curriculum and Instruction ........................................................................... 6
  - Subarea II: Professional Learning and Leadership ......................................................... 7
- Test II Subareas ................................................................................................................... 8
- Test II Objectives ............................................................................................................... 8
  - Subarea I: Assessment and Evaluation ......................................................................... 8
  - Subarea II: Diversity and Literate Environment ............................................................ 9

Practice Questions .................................................................................................................... 10

Answer Key and Rationales .................................................................................................... 23

Preparation Resources ............................................................................................................ 31

- Guide to Taking a GACE Computer-delivered Assessment .............................................. 31
- Reducing Test Anxiety ....................................................................................................... 31
- Study Tips: Preparing for a GACE Assessment ................................................................. 31
- Journals ............................................................................................................................... 31
- Other Resources ............................................................................................................... 31
- Online Resources .............................................................................................................. 35
The GACE Reading assessment is designed to measure the professional knowledge of prospective Reading teachers in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This test includes listening items; an ETS-approved headset will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.
Content Specifications
Each test in this assessment is organized into content subareas. Each subarea is further defined by a set of objectives and their knowledge statements.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Curriculum and Instruction*</td>
<td>70%</td>
</tr>
<tr>
<td>II. Professional Learning and Leadership</td>
<td>30%</td>
</tr>
</tbody>
</table>

* This subarea includes one or more questions that contain recorded audio information.

Test I Objectives

Subarea I: Curriculum and Instruction

Objective 1: Understands foundational knowledge relating to literacy acquisition and reading development

The beginning Reading teacher:

A. Recognizes and applies foundational theories of reading and writing processes; e.g., behaviorism, cognitivism, constructivism
B. Demonstrates knowledge of first- and second-literacy acquisition and the role of native language in learning to read and write in a second language
C. Explains the research that supports effective learning environments and the role they play in motivating students to read and write
D. Uses multiple sources of information to guide instructional planning to improve reading achievement of all students
E. Selects and implements reading and writing approaches that are research-based and meet student needs
F. Demonstrates knowledge about various materials and their uses to promote higher order thinking, interpretation, argumentation, and making text connections

Objective 2: Demonstrates an understanding of curriculum and instructional approaches in the reading classroom

The beginning Reading teacher:

A. Implements the curriculum based on students’ prior knowledge, real-world experiences, and interests
B. Evaluates the curriculum to ensure that instructional goals and objectives in reading and writing are met
C. Implements the curriculum through interdisciplinary connections using traditional print, digital, and online contexts
D. Selects and implements reading and writing approaches that are research-based and meet student needs

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
E. Describes instructional approaches to meet students’ needs in developing emergent literacy skills; e.g., print concepts, phonological awareness, the alphabetic principle

F. Describes instructional approaches to meet students’ needs in developing word-learning (word recognition) strategies; e.g., sight word recognition, phonics, context clues, syllabication, morphemic analysis, structural analysis, etymology, cognate awareness, use of word reference materials

G. Describes instructional approaches to meet students’ needs in developing word-learning strategies; e.g., sight word recognition, phonics, context clues, syllabication, morphemic analysis, structural analysis, etymology, cognate awareness, use of word reference materials

H. Describes instructional approaches to meet students’ reading and writing needs in comprehension, including literary and informational texts

I. Describes instructional approaches to meet students’ reading and writing needs in fluency

J. Describes instructional approaches to meet students’ needs in writing

K. Adapts instructional approaches and materials to meet the language-proficiency needs of English-language learners

L. Knows a variety of instructional approaches for developing students’ listening and speaking skills

M. Demonstrates knowledge of selecting diverse literary and informational materials in a variety of genres at varying text complexity levels from traditional print, digital, and online resources

Subarea II: Professional Learning and Leadership

Objective 1: Understands the relationship between literacy leadership and literacy development

The beginning Reading teacher:

A. Displays and models positive reading and writing behaviors

B. Understands the roles that diverse families and communities play in helping students develop and apply literacy skills.

C. Works with families, colleagues, and the community to support student learning

D. Promotes student understanding of the value of reading traditional print, digital, and online resources in and out of school

E. Demonstrates effective use of technology for improving student learning

F. Recognizes the importance of professional development for improving reading and writing in school

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

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Assessment and Evaluation*</td>
<td>50%</td>
</tr>
<tr>
<td>II. Diversity and Literate Environment</td>
<td>50%</td>
</tr>
</tbody>
</table>

* This subarea includes one or more questions that contain recorded audio information.

Test II Objectives

Subarea I: Assessment and Evaluation

Objective 1: Understands how to gather and use student data to promote reading development

The beginning Reading teacher:

A. Demonstrates an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes

B. Describes strengths and limitations of assessment tools and their appropriate uses

C. Recognizes the basic technical adequacy of assessments; e.g., reliability, content, and construct validity

D. Selects or develops assessment tools to monitor student progress and to analyze instructional effectiveness

E. Selects and develops classroom assessments using consistent, fair, and equitable assessment procedures

F. Interprets and uses assessment data to analyze individual, group, and classroom performance and progress

G. Collaborates with other teachers and support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths

H. Uses assessment data to evaluate students’ responses to instruction, to adjust instruction, and to develop relevant next steps for teaching

I. Identifies and interprets patterns in classroom and individual student’s data

J. Recognizes the importance of collaborating with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data
Subarea II: Diversity and Literate Environment

Objective 1: Demonstrates an understanding of how to meet the needs of diverse learners

The beginning Reading teacher:

A. Demonstrates an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable

B. Demonstrates an understanding of the ways in which different forms of diversity influence reading and writing development

C. Uses a literacy curriculum and engages in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity

D. Assesses the various forms of diversity that exist in the school and in the surrounding community

E. Provides differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity

F. Provides instructional formats that engage students as agents of their own learning

G. Demonstrates an understanding of various perspectives of literacy and how different policies and different perspectives affect literacy

H. Demonstrates a respectful attitude toward all learners and understands the roles of choice, motivation, and scaffolded support in creating positive social environments

I. Creates supportive environments where English-language learners are encouraged and given many opportunities to use English

J. Uses various practices to differentiate instruction; e.g., flexible grouping, cooperative learning, literature circles, partner work, and research/investigation groups
Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.
**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Howard Gardner’s theory of multiple intelligences in classroom instruction could be best applied by

   A. teaching a concept in a variety of ways.
   B. using student understanding to teach a standardized approach.
   C. teaching development of skills autonomous of community influences.
   D. teaching a great deal of material to advance the understanding of many topics.

**Answer and Rationale**

2. A reading specialist conducts a workshop for teachers on use of the Directed Reading-Thinking Activity (DR-TA) method of instruction. In the model, teachers ask students to first make predictions based on the title and cover of a book. At various points in the story, students stop reading and check the accuracy of their predictions. Predictions are then changed or clarified, and new predictions may be made based on the new information students learned while reading. The DR-TA method of instruction is most likely to promote which of the following?

   A. Applying metacognitive skills to increase comprehension
   B. Using text structures to summarize
   C. Reinforcing use of word-recognition skills in context
   D. Increasing motivation to read independently

**Answer and Rationale**
3. A third-grade teacher gives the following checklist to her students.

   Is my opening strong?
   Do I support my ideas with details?
   Are there any places where I can expand my ideas with examples?
   Do I group all similar details together?
   Is my writing organized into paragraphs?

   At which stage in the writing process would this checklist be most helpful to students?

   A. Editing
   B. Revising
   C. Prewriting
   D. Drafting

   Answer and Rationale

4. An eleventh-grade history teacher plans a unit on the Great Depression. One goal the teacher has is to provide students access to multiple sources of information on the topic. The most likely benefit of the teacher’s plan is that it allows students to

   A. become familiar with the resources of the school library.
   B. use a variety of reading comprehension strategies to read expository text.
   C. develop more advanced informational writing skills.
   D. gather more information and process opposing points of view.

   Answer and Rationale
5. Ms. Osborn teaches a variety of reading strategies to help her students become strategic readers. The strategies include predicting, previewing, monitoring comprehension while reading, generating questions, and summarizing. Which of the following best explains Ms. Osborn’s purpose in teaching the strategies?

A. Research has shown that reading comprehension improves when teachers provide explicit instruction
B. The school district mandates that students receive instruction in reading comprehension strategies
C. Research has shown that only these strategies are effective
D. The school literacy coach has given workshops in the use of the strategies

Answer and Rationale

6. A first-grade teacher shows Michael a book opened to the middle of a story and asks, “Where should I begin reading?” The teacher is most likely attempting to evaluate Michael’s

A. concepts about print.
B. syntax understanding.
C. knowledge of phonology.
D. ability to draw inferences from text.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
7. A student and a teacher are reading aloud together in unison. The teacher, sitting slightly behind the student, leads the oral reading. The teacher speaks into the student’s ear and moves a finger under the words as they are read. This fluency-building strategy is known as which of the following methods?

A. Neurological impress  
B. Reading while listening  
C. Paired reading  
D. Repeated reading

**Answer and Rationale**

8. Sarah, a second-grade student, recognizes all letters of the alphabet and the corresponding sounds for each. When writing, Sarah consistently encodes initial and final consonant sounds but does not include vowel sounds. Sarah’s writing is most likely at which of the following stages of development?

A. Scribbling  
B. Phonetic  
C. Prephonetic  
D. Drafting

**Answer and Rationale**
9. A fourth-grade teacher asks students to search the Internet to locate information on a question in science. Which of the following strategies would be most effective to help students locate the material needed to answer the question?

A. Finding the authorship and copyright information for the website  
B. Comparing and contrasting different search engines  
C. Identifying key words to use in the search  
D. Skimming the information on various websites

Answer and Rationale

10. First-grade students Porter and Henry are working together in a learning center where they are listening to a series of words recorded by the teacher. Each student taps out the number of sounds heard in the words and then checks with the other student to see if he agrees. The most likely benefit of the activity for the students is that it

A. reinforces phonemic awareness.  
B. provides practice in working cooperatively.  
C. helps develop auditory discrimination.  
D. helps develop rhyming skills.

Answer and Rationale
11. Which of the following is the most important purpose of a norm-referenced test?

A. Interpreting a student’s performance using set criteria
B. Measuring how well a student has learned content-specific knowledge and skills
C. Indicating where a student performs in comparison to a group of similar students
D. Evaluating a student’s performance compared to a standard

**Answer and Rationale**

12. My vacation was exciting. We did many interesting things. We went to the beach. We played in the sand. We were so hot that we went in the water. We played games in the water. We had an awesome time.

A third-grade student wrote the story above about her summer vacation. To best further the student’s writing development, the focus of instruction during a writing conference should be on

A. word choice.
B. sentence variety.
C. spelling rules.
D. focus.

**Answer and Rationale**
13. A new teacher asks the reading specialist to attend a conference with the parents of a student who has reading difficulties. The reading specialist notes that during the meeting the teacher uses terms such as “semantics” and “metacognition” while describing the student’s achievement. Following the conference, the teacher asks the reading specialist for feedback. Which of the following is the most appropriate response by the reading specialist?

A. Recommending the teacher continue to assess the student and arrange a follow-up conference in a month to report progress
B. Suggesting the teacher refer the student to the school’s child-study team for further evaluation
C. Recommending the teacher refrain from using terminology with which parents may not be familiar
D. Asking the teacher to share more examples of student work in parent conferences

**Answer and Rationale**

14. Which of the following should be the primary focus when using a holistic rubric to score a writing assignment?

A. The overall structure and quality
B. The appropriate use of vocabulary
C. The student’s performance on a specific criterion
D. The levels of performance for each criteria

**Answer and Rationale**
15. To effectively promote family involvement in literacy activities, teachers can encourage parents to

A. buy comics and story books.
B. get their child a library card.
C. discuss stories and experiences at home.
D. volunteer in the school’s media center.

Answer and Rationale

16. Mr. Perez went to a workshop in his school district and learned about the importance of phonemic awareness for later student reading development. Which of the following teacher prompts might be heard in an instructional game intended to build students’ phonemic awareness?

A. Listen: I will clap the parts to your name: Jus… tin. How many? (students answer two)
B. Listen: Hat. Say it with a /b/ at the beginning (students answer “bat”)
C. Listen: If you are having fun, draw a _____ (students draw a rhyming word like sun)
D. Listen: Which two letters make the /sh/ sound? (students answer “s” and “h”)

Answer and Rationale
17. A fourth-grade teacher is developing a writing assignment, the goal of which is to help students persuade readers to agree with an opinion. Which of the following writing prompts is most appropriate in this situation?

A. Describe your favorite television show.
B. Write a new episode of your favorite television show.
C. How are the television shows you watch different than the shows your parents watched when they were your age?
D. Should a limit be placed on the amount of time children spend watching television?

Answer and Rationale

18. “Accommodate” and “television” each have how many syllables?

A. Two
B. Three
C. Four
D. Five

Answer and Rationale
19. A first-grade class sorts word cards into categories provided by the teacher. Below is a result of the sort.

<table>
<thead>
<tr>
<th>CV</th>
<th>CVC</th>
<th>CVCE</th>
<th>CVVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>bat</td>
<td>make</td>
<td>sail</td>
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<tr>
<td>so</td>
<td>sat</td>
<td>like</td>
<td>bait</td>
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<tr>
<td>be</td>
<td>got</td>
<td>kite</td>
<td>mail</td>
</tr>
</tbody>
</table>

Which of the following skills does this activity best reinforce?

A. Spellings of rhyming words  
B. Knowledge of vowel patterns  
C. Beginning consonant sounds  
D. Knowledge of consonant digraphs

**Answer and Rationale**

20. The best rationale for using flexible grouping during literacy instruction is that flexible grouping

A. tailors instruction to students’ strengths and weaknesses.  
B. ensures opportunities for students to interact with peers.  
C. develops students’ interpersonal skills.  
D. provides time to progress through a set of materials.

**Answer and Rationale**
21. A second-grade teacher uses an assessment tool for coding, scoring, and analyzing a student’s oral reading behavior. Which of the following best describes this technique?

A. Shared reading  
B. Reader’s conference  
C. Process interview  
D. Running record

**Answer and Rationale**

22. Students in a sixth-grade class prepare to give an oral report on a famous author they have researched. Which of the following strategies would be most effective for students to do before speaking to an audience?

A. Providing a copy of the report to all students in the class  
B. Writing key words on note cards to refer to during the presentation  
C. Memorizing the report before the presentation  
D. Creating a media-based presentation from which to read the report

**Answer and Rationale**
23. Which of the following describes the way language is used in social contexts?

A. Morphology
B. Orthography
C. Phonetics
D. Pragmatics

Answer and Rationale

24. A fifth-grade teacher assigns students a chapter in the science textbook to read. The students take a test on the information, and the test scores indicate that students did not learn many important concepts. Which of the following instructional strategies would be most effective to help students improve comprehension of expository text?

A. Giving students focus questions to guide their reading
B. Having students write an outline of the chapter
C. Providing supplemental material to reinforce concepts
D. Having students reread the chapter and retest to assess learning

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The theory validates educators’ everyday experience; i.e., students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classroom.</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Good readers continually make, revise, or confirm predictions as they read. In this way, they are forming connections between prior knowledge and new information in the text. In making predictions, proficient readers are aware of their own thought processes. The reader is developing metacognition — the ability to think about his or her own thinking.</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td><strong>Option B is correct.</strong> During the revision stage in the writing process, students improve the content of their writing. The checklist focuses students by asking them to clarify and refine their ideas by adding, deleting, substituting, and rearranging material.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
<thead>
<tr>
<th>Question Number</th>
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<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Using multiple sources to learn new information allows students to read a variety of perspectives on a specific topic. Students can also read different explanations of events and consider varying opinions.</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td><strong>Option A is correct.</strong> According to research cited in Reutzel and Cooper (2008), evidence supports providing explicit instruction in comprehension.</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Concepts about print identified by Clay (1979) include a basic concept about directionality; i.e., readers and writers move from left to right and top to bottom. The conventions of written language control how readers direct their attention and what they attend to. Concepts of print helps teachers understand specifically what children know about print so they can establish priorities in the early stages of guided reading.</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The scenario describes the neurological impress method that is intended to be a multisensory approach to building a student’s reading-fluency skills. The method provides a model (the teacher reading) of accurate and fluent reading.</td>
</tr>
<tr>
<td></td>
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<td>Back to Question</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Students at the phonetic stage begin to write words with beginning and ending sounds. They may write some high-frequency words correctly, but if vowels are inserted in words, writers at the phonetic stage do not typically write the correct vowel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Key words in a question can be used as search terms in a search engine. Focusing the search for information in this way gives students direction and a strategy to use in answering specific questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>10</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Phonemic awareness refers to a student’s basic knowledge that spoken language is composed of a series of individual speech sounds known as phonemes. In this activity, Porter and Henry are asked to segment each word and then count the number of phonemes that are represented. Phonemic awareness is a strong predictor of students who will experience early success in learning to read.</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Norm-referenced tests allow a student’s skills to be compared with the skills of other students in a similar age group. These tests are developed by administering a set of test items to a group of students. The performance of those in the norming group is used as a basis for comparison.</td>
</tr>
<tr>
<td>12</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The student begins most sentences with “we,” and the sentences are all the same type and length. To make the writing more interesting and cohesive, the student would benefit most from instruction in writing different types of sentences and sentences of different lengths.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>13</td>
<td>C</td>
<td><strong>Option C is correct.</strong> In communicating with parents, it is important not to use educational jargon that may not be understood. It is best to show parents what areas of literacy development may be challenging to the student through use of clear, appropriate language and examples of student work.</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Holistic rubrics assess the student’s work as a whole, not just portions of the assessment. The overall structure and quality of the rubric is the primary focus and will help the teacher assess properly and with more accuracy.</td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td><strong>Option C is correct.</strong> This practice is recommended based upon research by Jim Trelease and the National Institute of Education’s Commission on Reading. Discussing stories and experiences at home promotes family involvement and the increase of oral language and vocabulary development, both critical to achieving literacy success.</td>
</tr>
</tbody>
</table>

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<table>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Option B is an example of phonemic awareness (a specific type of phonological awareness). Students must manipulate individual phonemes in order to be successful with the task.</td>
</tr>
<tr>
<td>17</td>
<td>D</td>
<td><strong>Option D is correct.</strong> This prompt requires students to form a position and support it with reasons.</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Syllabication is the forming of syllables or the division of words into syllables. In this case, both words can be divided into four word parts. Ac-com-mo-date and te-le-vi-sion.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>19</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The categories are common vowel patterns and sorting words into the categories reinforces students’ familiarity with these patterns in both their reading and writing. Option A is not correct. The words that are sorted are not rhyming words. Option C is not correct. The words are not sorted by beginning consonant sounds. Option D is also not correct. The words that are sorted do not contain any consonant digraphs.</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
<td><strong>Option A is correct.</strong> When teachers use flexible grouping they are considering the always-changing strengths and weaknesses of students, and group the students temporarily to best meet instructional needs. The other options do not address the main purpose of using flexible grouping.</td>
</tr>
<tr>
<td>21</td>
<td>D</td>
<td><strong>Option D is correct.</strong> A running record is described in the scenario. Options A, B, and C are not correct. Shared reading, a reader’s conference, and a process interview do not yield information about the types of miscues a student makes or the reading strategies a student applies while reading.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
<td><strong>Option B is correct.</strong> When students have completed their research projects and are asked to develop an oral report, they should consider how to present information that will be both interesting and well organized. Students should write the key words or phrases from the information they want to present on note cards to help them recall the material.</td>
</tr>
<tr>
<td>23</td>
<td>D</td>
<td><strong>Option D is correct.</strong> Pragmatics refers to the system of language (written and spoken) that varies according to cultural and social uses. People use language in many different ways for different purposes and to address different audiences.</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Providing students with focus questions helps to set a purpose and identify important concepts to be learned. This strategy will help students to improve comprehension of expository text.</td>
</tr>
</tbody>
</table>

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

The resources listed below may help you prepare for the GACE assessment 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 of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

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


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


*Read All About It! Readings to Inform the Profession* (1999). Sacramento, Calif.: California State Board of Education.

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

Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (April 2000). Bethesda, Md.: National Institute of Child Health and Human Development, NIH Pub. No. 00-04769.


Standards for Reading Professionals, Revised 2010. International Reading Association.


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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
National Council of Teachers of English — www.ncte.org
readwritethink — www.readwritethink.org
Searchlight, The University of Texas at Austin — http://searchlight.utexas.org
Vaughn Gross Center for Reading & Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc

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