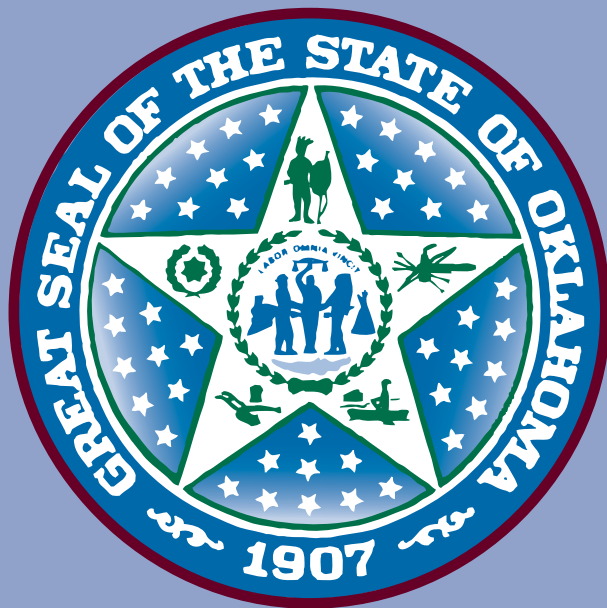


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

015 Reading Specialist



Oklahoma Commission  
for Teacher Preparation

OK-SG-FLD015-04

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# STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

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The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)





# FIELD-SPECIFIC INFORMATION

- Test Competencies
  - Practice Test Questions and Answers
  - Constructed-Response Assignment Scoring
- 

## INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

### Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

### Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

## TEST COMPETENCIES: READING SPECIALIST

### SUBAREAS:

Foundational Knowledge  
Instructional Practices  
Assessment, Diagnosis, and Evaluation  
Role of the Reading Professional

### SUBAREA I—FOUNDATIONAL KNOWLEDGE

#### Competency 0001

##### **Understand the linguistic foundations of reading.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of major theories of language development as they relate to reading development.

Apply knowledge of the foundations of linguistics (e.g., phonology, morphology, semantics, syntax, orthography) as they relate to reading development.

Apply knowledge of metacognitive and metalinguistic processes (e.g., transferring linguistic knowledge between modalities) that occur in reading, writing, listening, and speaking.

Analyze the interrelationships between first- and second-language and literacy development (e.g., positive transfer of literacy skills from the primary language to a second language).

#### Competency 0002

##### **Understand the foundations of reading instruction.**

*The following topics are examples of content that may be covered under this competency.*

Analyze major trends and movements in the history of reading, including major philosophies of and approaches to reading instruction.

Analyze current, research-based practices in reading instruction, including the essential components of a research-based reading program (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the interrelationships among these components.

Recognize reading as a process of constructing meaning through dynamic interaction between the reader, the text, and the context of the reading situation.

#### Competency 0003

##### **Analyze how different factors (e.g., cultural, linguistic, developmental, environmental, social) may affect reading and reading instruction.**

*The following topics are examples of content that may be covered under this competency.*

Identify and analyze factors involving home and community, including cultural and linguistic factors, that influence the development of reading competence.

Apply knowledge of individual factors (e.g., physical, emotional, developmental) that may affect the development of reading competence.

Recognize conditions and experiences that support the emergence of literacy.

Recognize strategies for helping all students learn to read successfully.

## **SUBAREA II—INSTRUCTIONAL PRACTICES**

### **Competency 0004**

#### **Analyze instructional strategies and techniques used in reading instruction.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of practices and techniques used in reading instruction (e.g., modeling, direct instruction, opportunities for guided and independent practice).

Apply knowledge of a wide range of explicit, research-based instructional strategies for promoting students' reading skills and their interest in and enjoyment of reading.

Analyze instructional grouping options (e.g., whole-class instruction, cooperative learning groups, flexible grouping, differentiated instruction, individual instruction, peer tutoring) and their uses in developing students' reading competence.

### **Competency 0005**

#### **Apply strategies for using students' existing language skills to foster reading development.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of the interrelatedness of reading, writing, listening, speaking, viewing, and visually representing in varied learning contexts.

Identify techniques for using students' oral language skills to promote reading competence.

Analyze connections between reading and writing and the instructional implications of these connections.

### **Competency 0006**

#### **Analyze the role of concepts of print, the alphabetic principle, and letter recognition in reading development, and apply strategies for promoting students' knowledge and skills in these areas.**

*The following topics are examples of content that may be covered under this competency.*

Analyze skills associated with concepts of print, the alphabetic principle, and letter recognition (e.g., book-handling skills, the ability to understand that print carries meaning, the ability to recognize the directionality of print, the ability to track print, the ability to distinguish letters, words, and sentences) and the role of these skills in reading development.

Apply knowledge of a wide range of explicit, research-based instructional practices and strategies that support students' understanding of concepts of print and the development of letter knowledge.

Recognize the role of writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' understanding of the alphabetic principle and letter-sound correspondence.

## Competency 0007

### **Understand the role of phonological and phonemic awareness in reading development and strategies for promoting phonological and phonemic awareness skills.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of phonological awareness (i.e., the awareness that oral language is composed of smaller units such as spoken words and syllables) and phonemic awareness (i.e., the ability to distinguish the individual sounds of a spoken word).

Apply knowledge of the role of phonological and phonemic awareness at different stages in students' reading development.

Apply knowledge of a wide range of explicit, research-based instructional practices and strategies for developing students' phonological and phonemic awareness skills (e.g., discriminating onsets and rimes, segmenting a word into phonemes, blending phonemes to form a word).

## Competency 0008

### **Understand the role of phonics in reading development and strategies for promoting students' phonics skills.**

*The following topics are examples of content that may be covered under this competency.*

Analyze phonics skills (e.g., sound-symbol correspondence, blending) and the importance of sequencing phonics instruction according to the increasing complexity of linguistic units (e.g., teaching sounding out and blending of regular VC and CVC words; teaching regular CVCC, CCVC, CVVC, CVCe words; teaching words formed by adding common inflected endings; teaching how to decode multisyllabic words that follow common syllable patterns).

Recognize the role of phonics in developing rapid, automatic word recognition.

Apply knowledge of a wide range of explicit, research-based instructional practices and strategies for developing students' phonics skills.

## Competency 0009

### **Understand the role of fluency in reading and strategies for promoting fluency at the word level and text level.**

*The following topics are examples of content that may be covered under this competency.*

Analyze the principal components of fluency (i.e., rate, accuracy, prosody [meaningful phrasing]).

Analyze the significance of rapid, automatic decoding (i.e., word attack) for reading fluency and comprehension.

Apply knowledge of a wide range of explicit, research-based instructional practices and strategies for developing students' fluency (e.g., increasing students' recognition of sight words, providing multiple opportunities to read texts).

Apply knowledge of factors that affect fluency (e.g., difficulties with phonics skills, lack of vocabulary knowledge, unfamiliarity with the content of a text) and explicit strategies for addressing these factors.

## Competency 0010

### **Analyze principles of vocabulary development and strategies for enhancing students' vocabulary knowledge.**

*The following topics are examples of content that may be covered under this competency.*

Analyze relationships between speaking and listening vocabularies and reading vocabulary.

Apply knowledge of a wide range of explicit, research-based instructional practices and strategies for promoting students' vocabulary development (e.g., providing explicit instruction in word meaning, conducting guided discussions of new words and their meanings, creating semantic maps, modeling the use of dictionaries and other reference materials).

Apply procedures to foster students' use of word analysis strategies (e.g., decoding, structural analysis) and other strategies (e.g., use of reference materials; use of syntactic, semantic, and graphophonemic cues) to determine the meaning of unfamiliar words and extend their understanding of word meanings.

Apply knowledge of strategies for reinforcing and extending students' vocabulary knowledge (e.g., providing opportunities for frequent, extensive, and varied reading experiences; providing opportunities for students to use new vocabulary during class discussions and in writing activities).

## Competency 0011

### **Understand the nature of reading comprehension and factors related to comprehension of text.**

*The following topics are examples of content that may be covered under this competency.*

Recognize the wide range of strategies (e.g., monitoring, summarizing, using text components, generating and answering questions, engaging in discussion) effective readers use to comprehend different types of text (e.g., narrative, expository, persuasive).

Recognize different levels of comprehension (i.e., literal, inferential, critical/evaluative) and strategies for facilitating students' strategic reading at each level.

Apply knowledge of ways to effectively model and explicitly teach students to use word identification, word meaning, context cues, and metacognitive strategies to read for meaning.

Apply knowledge of a variety of strategies for facilitating students' comprehension prior to reading (e.g., modeling think-alouds, activating and discussing prior knowledge/schema related to the topic, previewing graphic features, setting a purpose for reading) and after reading (e.g., creating graphic organizers, retelling, journal writing).

Apply knowledge of a variety of strategies for developing students' skills in monitoring their own comprehension during reading (e.g., using visualization, self-questioning, note taking).

Analyze the role of various factors (e.g., decoding skills, level of fluency, vocabulary knowledge, background knowledge) in promoting or impeding students' comprehension.

## Competency 0012

### **Apply procedures for promoting students' ability to become strategic readers of narrative text.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of forms (e.g., short story, poem) and genres (e.g., folktale, science fiction, realistic fiction) of narrative texts and strategies for promoting students' understanding of these forms and genres.

Apply knowledge of key components of narrative texts (e.g., setting, character, plot, theme, mood, tone, point of view) and strategies for promoting students' ability to comprehend and analyze these components.

Apply knowledge of literary devices (e.g., imagery, symbolism, foreshadowing) and figurative language (e.g., simile, metaphor, personification) used in narrative texts and strategies for promoting students' ability to comprehend and analyze an author's use of literary devices and figurative language.

Apply knowledge of explicit oral language activities (e.g., literature circles, think-pair-share) and writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' ability to interpret, analyze, and synthesize information and ideas in narrative texts.

## Competency 0013

### **Apply procedures for promoting students' ability to become strategic readers of expository text across the content areas.**

*The following topics are examples of content that may be covered under this competency.*

Recognize effective reading strategies used to comprehend, analyze, interpret, and evaluate content-area texts (e.g., identifying textual patterns, interpreting graphic aids).

Apply knowledge of strategies that develop and reinforce students' ability to analyze, interpret, and synthesize information from different types of expository texts (e.g., conducting oral preview-review of text content, developing and using graphic organizers, modeling think-alouds).

Apply knowledge of strategies students can use to support their comprehension of content-area texts (e.g., taking notes, mapping the structure or content of a text).

Identify strategies for activating or developing students' background knowledge to facilitate content-area reading (e.g., generating known facts before reading [KWL chart], using anticipation guide).

Demonstrate knowledge of instructional strategies for developing students' study strategies (i.e., locating, organizing, and interpreting information).

Demonstrate knowledge of strategies for integrating reading across the curriculum.

## Competency 0014

### **Analyze instruction to address the needs of all student populations.**

*The following topics are examples of content that may be covered under this competency.*

Analyze the reading needs of varied student populations (e.g., gifted students, students with reading difficulties, students with disabilities, students whose native language is not English).

Recognize the nature of reading difficulties and factors that contribute to reading difficulties (e.g., students' knowledge and strategies, factors embedded in the reading materials, instructional factors).

Apply knowledge of strategies for adapting reading instruction to meet the needs of students with reading difficulties.

Recognize procedures to organize reading instruction to support all students' reading success and to develop a community of readers.

## Competency 0015

### **Apply procedures for selecting and using reading materials for classroom purposes.**

*The following topics are examples of content that may be covered under this competency.*

Recognize the characteristics, benefits, uses, and limitations of types of materials used in reading instruction (e.g., environmental print, trade books, and basal readers).

Apply criteria for evaluating and selecting a wide range of reading materials that address instructional objectives, students' interests, and students' developmental needs.

Apply strategies for ensuring that selected reading materials reflect society's diversity.

Apply procedures for creating or adapting reading instruction materials to meet varied student needs.

Analyze issues related to readability in evaluating instructional materials.

## Competency 0016

### **Apply procedures for using technology in the reading program.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of how computers, audio and video technology, and other technological tools may be used to support reading instruction (e.g., to enhance motivation, to access different modes of learning).

Apply procedures for using computers to generate diagnostic and evaluative assessment information for planning effective reading instruction.

Apply criteria for evaluating and selecting a wide range of technology-based materials that address instructional objectives, students' interests, and students' developmental needs.

## SUBAREA III—ASSESSMENT, DIAGNOSIS, AND EVALUATION

### Competency 0017

#### **Analyze basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of basic principles of reading assessment in varied instructional contexts (e.g., using multiple measures to guide instructional decision making; ensuring the use of valid, nonbiased assessment procedures).

Demonstrate knowledge of the concepts of validity, reliability, and bias in testing.

Recognize the significance of formal and informal assessments as instructional tools for teaching reading.

Apply knowledge of the role of ongoing reading assessment and diagnostic results in enhancing knowledge of students, monitoring student progress, and planning and modifying instruction.

## Competency 0018

### **Analyze formal reading assessment instruments and procedures.**

*The following topics are examples of content that may be covered under this competency.*

Recognize characteristics, uses, benefits, and limitations of different types of formal reading assessment instruments (e.g., norm-referenced tests, criterion-referenced tests, standardized achievement tests, diagnostic tests, placement tests).

Apply knowledge of procedures for selecting and administering formal assessment instruments in varied contexts.

## Competency 0019

### **Analyze informal reading assessment instruments and procedures.**

*The following topics are examples of content that may be covered under this competency.*

Identify types, characteristics, uses, benefits, and limitations of informal reading assessments (e.g., observation, checklist, retelling, reading inventory, teacher-made test, anecdotal record, miscue analysis, portfolio).

Apply knowledge of procedures for selecting, developing, and administering informal assessment instruments in varied contexts.

## Competency 0020

### **Apply procedures for interpreting assessment results and using assessment information to plan reading instruction based on student needs.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of principles, procedures, and guidelines for analyzing, comparing, contrasting, and using assessment results in different areas of reading to plan, evaluate, and revise effective instruction within the assessment/evaluation/instruction cycle.

Apply knowledge of strategies for using assessment information to plan, evaluate, revise, and differentiate effective instruction that meets the needs of all students.

Analyze issues, including bias issues, related to the use of assessment instruments and procedures for diagnosis, placement, and other evaluative purposes (e.g., interpreting dialectal differences as reading miscues).

Identify strategies for communicating results of assessments to specific individuals (e.g., students, family members, caregivers, colleagues, administrators, policymakers, policy officials).

## Competency 0021

### **Analyze characteristics and purposes of screening procedures.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of types, characteristics, uses, and limitations of screening methods (e.g., visual, auditory, observational) for identifying possible reading difficulties.

Analyze the instructional implications of screening (e.g., identifying a student for diagnosis, making a special needs referral, planning intervention before remediation becomes necessary).

## Competency 0022

### **Analyze characteristics and purposes of diagnostic procedures.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of types, characteristics, uses, and limitations of procedures (e.g., listening, oral, silent, written) used for reading diagnosis and types of information obtained from diagnostic procedures.

Apply strategies for using formal and informal assessment and evaluation procedures for identifying and diagnosing reading difficulties.

Apply procedures for creating and using case studies for diagnostic purposes.

Recognize the instructional applications of diagnostic procedures (e.g., identifying students' reading strengths and needs, selecting instructional methods and materials to meet student needs).

## Competency 0023

### **Apply principles for evaluating reading programs and materials.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of criteria for evaluating reading programs and materials.

Apply procedures for evaluating reading programs and materials.

Apply knowledge of how to use evaluation results to adapt or supplement reading programs and materials.

## SUBAREA IV—ROLE OF THE READING PROFESSIONAL

### Competency 0024

#### **Analyze the role of the reading specialist and strategies for working with others inside and outside the school to promote students' reading development.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of the multiple roles of the reading specialist (e.g., provider of in-class support; provider of individualized and small-group instruction; staff trainer working with teachers, school administrators, families, community members, and others to promote reading growth for all students).

Apply knowledge of strategies for collaborating effectively with families and community members to foster students' reading development.

Apply knowledge of strategies for promoting positive parent/guardian–child interactions related to reading and including families as partners in promoting students' lifelong appreciation of reading.

Identify ways to collaborate effectively with colleagues to promote professional development and to meet the literacy needs of all students (e.g., conducting professional study groups for teachers, providing constructive feedback on others' teaching practices).

Recognize how to interpret research about literacy instruction and communicate findings to colleagues, parents/guardians, and the wider community (e.g., local libraries, businesses).

## Competency 0025

### **Apply procedures for developing and implementing the reading curriculum.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of procedures involved in determining curriculum needs and selecting materials for reading programs.

Apply knowledge of principles, procedures, and issues involved in planning, implementing, and adapting the reading curriculum.

Analyze issues and procedures involved in modifying curriculum to meet the needs of individual students.

## Competency 0026

### **Apply strategies for creating a literate environment that promotes the development of a community of readers and the reading growth of all students.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of the research base that grounds practice in creating a literate environment (e.g., theories related to the connections between teacher dispositions and student achievement, research related to the availability and use of classroom materials).

Apply knowledge of strategies for creating a literate environment that supports the development of a community of learners who read widely and enjoy reading (e.g., using written language routinely in the classroom; having a large supply of reading materials that represent multiple reading levels, broad interests, and diverse cultural backgrounds).

Apply knowledge of strategies for promoting students' lifelong appreciation of reading for pleasure and information (e.g., helping students set and pursue their own reading goals; encouraging book clubs, literature circles, author studies, and other reading discussion groups; providing students with opportunities to produce creative and personal responses to literature).

Apply knowledge of strategies for modeling reading and writing as valued life-long activities.

Apply knowledge of strategies for learning about and using students' interests and backgrounds to motivate and enhance their reading development.

## Competency 0027

### **Analyze the role of reflection, self-evaluation, and professional development in reading instruction.**

*The following topics are examples of content that may be covered under this competency.*

Analyze the use of reflective practices to evaluate and adjust one's own performance in a variety of instructional contexts.

Apply knowledge of strategies for keeping current within the field of literacy and enhancing professional knowledge and skills (e.g., reading professional journals and publications, participating in professional organizations, attending conferences).

## PRACTICE TEST QUESTIONS AND ANSWERS: READING SPECIALIST

### Practice Selected-Response Questions

#### Competency 0001

Understand the linguistic foundations of reading.

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1. An English Language Learner whose primary language uses definite and indefinite articles has little difficulty understanding the use of articles in English. This is an example of which of the following linguistic processes?
  - A. positive transfer
  - B. interlanguage
  - C. phonemic awareness
  - D. code-switching

**Correct Response: A.** Positive transfer occurs when a property of a student's first language promotes the acquisition of a second language. In this case, both languages use articles. The student applies knowledge of the article system in the first language to the article system in the second language.

## Competency 0006

Analyze the role of concepts of print, the alphabetic principle, and letter recognition in reading development, and apply strategies for promoting students' knowledge and skills in these areas.

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2. A first-grade teacher places a "start here" sticker in the upper-left corner of a poster listing several short sentences. As he points to each word, he has students read the sentences in unison. The primary benefit of this activity is to:
- A. provide skills practice in auditory/visual association.
  - B. encourage self-control and attention to teacher direction.
  - C. reinforce the tracking motions used in reading.
  - D. assess fluency in reading word combinations.

**Correct Response: C.** This activity will best promote students' understanding that printed English should be read left-to-right, starting at the top of a page. By following the words on the poster as the teacher reads, the students can connect the flow of the words with the order in which the teacher reads the words.

### Competency 0008

Understand the role of phonics in reading development and strategies for promoting students' phonics skills.

---

3. A teacher asks students to read an excerpt from a story. Following is one of the sentences from the excerpt.

The boy wanted to run right out and explore the unfamiliar farm, but his aunt insisted that he and his cousins eat their dinner first.

Which of the following underlined student miscues most likely indicates a student's reliance on graphophonemic cues to identify an unfamiliar word in this sentence?

- A. Tanika, who reads: "The boy wanted to run right out and explore the animal farm, but his aunt insisted that he and his cousins eat their dinner first."
- B. James, who reads: "The boy wanted to run right out and explain the unfamiliar farm, but his aunt insisted that he and his cousins eat their dinner first."
- C. Corey, who reads: "The boy wanted to run right out and explore the unfamiliar farm, but his aunt said that he and his cousins eat their dinner first."
- D. Kim, who reads: "The boy wanted to run right out and explore the unfamiliar farm, but his aunt insisted that he and the others eat their dinner first."

**Correct Response: B.** Graphophonemic cues are those symbol-sound relationships that a reader can use in the process of word recognition. In response B, the reader has misidentified explore as explain; it is most likely that this error was the result of the reader's seeing the letters expl and inserting a word with which he was familiar. Thus, the error is based on the reader's reliance on graphophonemic cues to identify an unfamiliar word.

## Competency 0011

Understand the nature of reading comprehension and factors related to comprehension of text.

---

4. Which of the following reading and writing activities would best promote the development of a sixth-grade student's literal comprehension skills?
- A. reading two newspaper editorials about the same topic and creating a chart comparing the evidence the authors use to support their opinions
  - B. reading a grade-level book and writing a new chapter describing what happened next to the main character
  - C. reading an expository text about a historical event and creating a flowchart showing the cause-and-effect sequences that led to the event
  - D. reading a first-person narrative text and writing a description of the narrator based on details from the text

**Correct Response: C.** Literal comprehension involves understanding information that is stated directly in a text. By creating a flowchart, students organize the cause-and-effect relationships that were described in the text. This chart helps them to understand this information from the text.

### Competency 0013

Apply procedures for promoting students' ability to become strategic readers of expository text across the content areas.

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5. A health class is beginning a new unit on nutrition. The teacher asks students to complete a prereading activity in which they keep a personal log of their eating habits for one week. This instructional activity is likely to be most effective for accomplishing which of the following instructional goals?
- A. establishing text-to-text connections between old and new material
  - B. providing guided practice for development of students' research skills
  - C. increasing students' understanding of their own cognitive processes
  - D. making meaningful connections between new material and students' current knowledge and life experiences

**Correct Response: D.** The ability to comprehend a text can be highly dependent on the background knowledge that a reader brings to the text. Expanding students' awareness of ways in which content-area topics connect with their experiences helps students to understand the connections between their current knowledge and the new material. This ultimately helps students to understand new material and also promotes their reading of content-area texts about new material.

### Competency 0023

Apply principles for evaluating reading programs and materials.

---

6. An elementary school has just completed an evaluation of its reading program. In reviewing the results of the evaluation, the reading specialist should probably consider which of the following the most serious problem?
- A. Many students exhibit strong preferences regarding the types of texts they read and are not equally enthusiastic about all types of reading.
  - B. Teachers at each grade level do not use a uniform set of strategies and resources for providing their students with reading instruction.
  - C. Most classrooms contain a significant amount of reading material with words and concepts that are unfamiliar to some of their students.
  - D. Some teachers provide reading instruction in whole-class settings based on the needs of the average reader in that classroom.

**Correct Response: D.** Reading instruction aimed at the average level of a diverse class is problematic in that more-advanced students will lose interest because they are not challenged, while the challenge for less-advanced students will be too great, and they may feel frustrated and become disengaged.

### Competency 0024

Analyze the role of the reading specialist and strategies for working with others inside and outside the school to promote students' reading development.

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7. Which of the following would be an appropriate responsibility to assign to a paraprofessional in a reading program?
- A. advocating with classroom teachers on behalf of students
  - B. monitoring the implementation of a student's Individualized Education Program (IEP)
  - C. tutoring individual or small groups of students with teacher guidance
  - D. interpreting the results of diagnostic reading tests

**Correct Response: C.** Paraprofessionals may be effectively employed in reading programs to extend the reach of the reading specialist. This is best accomplished by having the paraprofessional provide focused attention to individuals or small groups of students to reinforce the work of the reading specialist with the reading specialist's supervision.

### Competency 0027

Analyze the role of reflection, self-evaluation, and professional development in reading instruction.

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8. A new reading specialist would like to determine what instructional strategy is likely to be most effective in teaching students a particular reading skill. Which of the following strategies would best foster the teacher's own professional growth while addressing this question?
- A. Ask students with varying levels of reading proficiency to describe the type of instruction they enjoy most.
  - B. Make a list of possible strategies for teaching the reading skill, try each strategy with a different student, and assess the results.
  - C. Informally survey a number of teachers in the school to see what strategies they would use to teach the particular reading skill.
  - D. Consult reading education journals to determine what current research suggests about how to teach this type of skill.

**Correct Response: D.** By consulting reading education journals, the reading specialist is exposed to the most current research in the field. In this way the specialist may discover new, research-based strategies that are likely to be effective in reading instruction.

Use the information below to answer the two questions that follow.

At the beginning of the school year, a first-grade teacher completes a checklist for each student in her class. The following is an excerpt from one of the completed checklists.

<b>Name:</b> Julienne			
<b>When listening to literature . . .</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Usually</b>
• recalls main characters and setting			X
• recalls facts and details from a story			X
• recalls events of a story in sequence			X
• recognizes rhyming words	X		
• recognizes words that begin with the same sound	X		

**Competency 0020**

Apply procedures for interpreting assessment results and using assessment information to plan reading instruction based on student needs.

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9. Based on the information in this checklist, Julienne would benefit from further instruction to help her:
- A. increase her oral vocabulary.
  - B. foster her understanding of story structure.
  - C. enhance her phonemic awareness.
  - D. improve her aural memory.

**Correct Response: C.** The oral language checklist shows that Julienne rarely recognizes words that rhyme or words that begin with the same sound. This indicates that she does not yet understand that words can be divided into discrete segments and that some word segments may sound similar to other word segments. Julienne would therefore benefit from further instruction to enhance her phonemic awareness.

## Competency 0021

Analyze characteristics and purposes of screening procedures.

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10. Which of the following would be the most appropriate use for this checklist?
- A. screening for potential reading difficulties
  - B. diagnosing a specific reading disability
  - C. identifying specific auditory deficits
  - D. determining the appropriate reading placement level

**Correct Response: A.** The results from this checklist are based on the student's reading behaviors as they have been observed by the first-grade teacher. While the teacher probably knows a great deal about the student, her observations of the behaviors identified in this checklist do not provide sufficient information to do anything more than screen the student for potential reading difficulties.

## Practice Constructed-Response Assignment

11. Use the information below about a classroom teacher consulting with a reading specialist to respond to the assignment that follows.

Mr. Yamada, a third-grade teacher, meets with a reading specialist to discuss an issue regarding reading instruction in his classroom. He tells the reading specialist that he regularly has his students read aloud to him in individual conferences.

Mr. Yamada tells the reading specialist that he is concerned about his students' ability to use phonics to identify unfamiliar words in text. In addition, he says he would appreciate suggestions regarding the selection of materials for reading instruction.

Using your knowledge of reading instruction, prepare a response in which you:

- describe two instructional strategies or techniques the reading specialist could suggest that Mr. Yamada use to promote his students' ability to use phonics to identify unfamiliar words in text and explain why each of the strategies or techniques you described would be effective; and
- describe one guideline the reading specialist could suggest that Mr. Yamada use to select appropriate materials for reading instruction and explain why the guideline you described would be effective.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item is written to assess understanding in Subarea II, Instructional Practices, which consists of the competencies listed below.*

*Analyze instructional strategies and techniques used in reading instruction.*

*Apply strategies for using students' existing language skills to foster reading development.*

*Analyze the role of concepts of print, the alphabetic principle, and letter recognition in reading development, and apply strategies for promoting students' knowledge and skills in these areas.*

*Understand the role of phonological and phonemic awareness in reading development and strategies for promoting phonological and phonemic awareness skills.*

*Understand the role of phonics in reading development and strategies for promoting students' phonics skills.*

*Understand the role of fluency in reading and strategies for promoting fluency at the word level and text level.*

*Analyze principles of vocabulary development and strategies for enhancing students' vocabulary knowledge.*

*Understand the nature of reading comprehension and factors related to comprehension of text.*

*Apply procedures for promoting students' ability to become strategic readers of narrative text.*

*Apply procedures for promoting students' ability to become strategic readers of expository text across the content areas.*

*Analyze instruction to address the needs of all student populations.*

*Apply procedures for selecting and using reading materials for classroom purposes.*

*Apply procedures for using technology in the reading program.*

## A Very Good Response to the Practice Constructed-Response Assignment

If I were the reading specialist, I would first encourage Mr. Yamada to analyze students' oral reading and other assessment results in order to identify particular phonics patterns (e.g., shout/sprout/trout) or phonics elements (e.g., consonant digraphs) that are causing problems for students. To address these needs, Mr. Yamada should: 1) provide explicit instruction to improve students' knowledge of targeted phonics patterns and/or phonics elements, and 2) provide frequent exposure to the targeted phonics patterns/elements through varied reading and writing activities.

Mr. Yamada's approach to providing explicit phonics instruction should be customized to meet the particular needs of individual students or the shared needs of groups of students. By third grade, students typically have already learned how to apply basic phonics knowledge in order to decode single-syllable words that follow common spelling patterns, such as CVC, CVCe, or CVCC. Some struggling readers in Mr. Yamada's class may still need instruction to reinforce their knowledge of these single-syllable phonics patterns. If so, these students could participate in instructional activities that use common phonograms or "word families" that correspond to the phonics patterns that are difficult for the students. In this way, students learn to decode unfamiliar single-syllable words through analogy with known words that have different onsets but shared rimes.

Struggling readers may also need explicit instruction to improve their grasp of particular phonics elements. For example, some students may confuse the sounds associated with the digraphs ch and sh. These students would benefit from direct instruction to help them decode familiar words containing the digraphs (e.g., teeth vs. teach). The teacher should give the students guided practice in decoding such words in isolation as well as in connected text.

Other students in the class may have mastered common single-syllable phonics patterns but still have difficulty using phonics to decode longer words. Learning to recognize familiar, pronounceable word parts within longer words will help students decode unfamiliar multisyllable words. For example, a student might not be able to read the word remember, but the teacher could guide the student to sound out and blend together re + mem + ber.

In addition to providing explicit instruction, Mr. Yamada should reinforce students' phonics knowledge through varied reading and writing activities that include words containing the targeted phonics patterns/elements. For example, students could work individually or in pairs to create their own word family booklets by writing and illustrating words that follow the targeted phonics pattern(s). Students could then share their booklets by displaying them and reading them aloud to one another. Another activity would be to have pairs of students who are working on the same

(continued)

## A Very Good Response to the Practice Constructed-Response Assignment (continued)

phonics pattern compose sentences that use multiple words from the same word family (e.g., "Play with the gray clay on the tray.").

Mr. Yamada also asks the reading specialist to recommend reading materials for reading instruction. I would respond that there are many different criteria for selecting reading materials, but a teacher should always begin by identifying the goal of instruction, and then select reading materials that will best address that goal. For example, if the goal of instruction is to promote students' word identification skills, it is important to select texts that will allow students to practice applying word identification strategies, including phonics, by reading texts that are written at their instructional reading levels. Texts at this level will challenge the student but still allow the student to experience progress and success in reading. The texts also should engage the student's interest and activate prior knowledge. That way the student will be motivated to become more fluent in order to gain meaning from the text.

## CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

### Sample Performance Characteristics for Constructed-Response Assignments

<b>PURPOSE</b>	The extent to which the response achieves the purpose of the assignment
<b>SUBJECT MATTER KNOWLEDGE</b>	Accuracy and appropriateness in the application of subject matter knowledge
<b>SUPPORT</b>	Quality and relevance of supporting details
<b>RATIONALE</b>	Soundness of argument and degree of understanding of the subject matter

### Sample Scoring Scale for Constructed-Response Assignments

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence generally supports the discussion; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a partial knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

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