GACE® Study Companion

Reading Assessment

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About the Assessment

Assessment Name	Reading
Grade Level	P–12
Test Code	Test I: 117 Test II: 118 Combined Test I and Test II: 617
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Reading assessment is designed to measure the professional knowledge of prospective Reading teachers in the state of Georgia.

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

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.

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Test I Subareas

Subarea	Approx. Percentage of Test
I. Curriculum and Instruction*	70%
II. Professional Learning and Leadership	30%

* 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' reading and writing needs in learning vocabulary, including academic and domain-specific words or phrases

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

Subarea	Approx. Percentage of Test
I. Assessment and Evaluation*	50%
II. Diversity and Literate Environment	50%

* 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

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

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.

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

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. A school is planning to use the Response to Intervention (RTI) model to address students' literacy needs. Which of the following best represents a way the school can effectively engage and sustain the involvement of families in the RTI process?

    A. Inviting parents to attend an RTI literacy night before implementing the process
    B. Providing informational pamphlets about RTI for families to read at home
    C. Forming a committee made of parents and teachers to advocate for students receiving RTI
    D. Collaborating and partnering with families during all phases of RTI

Answer and Rationale

2. A kindergarten teacher uses sound boxes, picture cards, and disk markers like the ones shown. The teacher models how to use the cards by slowly articulating each word while moving tiles up into the boxes for each distinct sound. Students are then asked to move a marker into the box representing the part of the word with the /t/ sound.
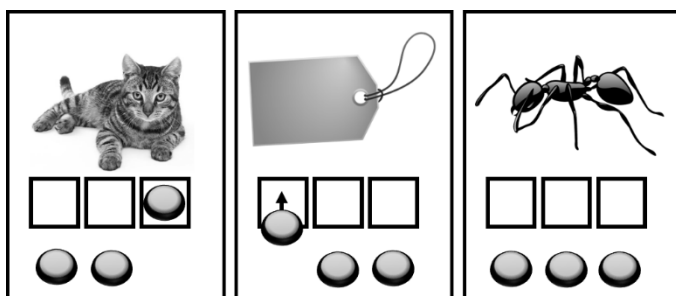
    This activity best promotes the development of

    A. syllabication.
    B. phonemic awareness.
    C. the alphabetic principle.
    D. onset and rime identification.

Answer and Rationale

3. Which of the following statements most accurately identifies best practice in literature selection?

   A. Reading selections should reflect the values, beliefs, and cultural experiences of the students' parents.
   B. Reading selections should consider all viewpoints, respect differences, and help students to become more self-aware.
   C. Students gain an appreciation for different types of literature by reading the main types of genres presented in textbooks.
   D. Students should primarily be exposed to literature from their own country of origin to help them learn more about the country's history.

Answer and Rationale

4. A teacher reads a story about a basketball game to students, pausing at different points in the story to model thinking about the events and feelings of the main character. Below are the teacher's reactions, stated aloud to students, while reading part of the text.

Text:	Amanda slowly dribbled the ball, dreading the moment when she would have to take the shot. She remembered the last time she stood on the line.
Teacher:	Amanda must feel very nervous and not confident in her ability to make the shot. I remember a time in high school when I let my hockey team down by missing a goal in a game. I felt really bad.
Text:	The game's outcome depended upon Amanda. Last time, she failed.
Teacher:	The game must be nearly over, and Amanda remembers how badly she felt in the last game, when her performance must have been the one thing that caused the team to lose.

The teacher's objective in conducting the think-aloud is to provide direct instruction in which of the following reading comprehension skills?

   A. Summarizing
   B. Inferring
   C. Visualizing
   D. Synthesizing

Answer and Rationale

5. A third-grade teacher asks students to use a graphic organizer to record predictions about a story before they read the text. The teacher instructs the students to confirm or adjust their predictions as necessary as they read the story. The teacher's most likely objective in using the activity is which of the following?

    A. To ensure that students monitor their comprehension as they read
    B. To encourage students to explore cause and effect relationships while reading the text
    C. To provide opportunities for students to make text-to-text connections as they read
    D. To have students use details while reading the text to determine the author's purpose

Answer and Rationale

6. Which of the following strategies best facilitates students' comprehension of reading in the content areas and builds on prior knowledge?

    A. Rereading passages of the text where there are unknown words to infer meaning from context
    B. Implementing skills-focused reading and rereading exercises during class
    C. Making predictions about the text and reviewing the predictions while reading
    D. Looking up words from the text in the glossary of the textbook or a dictionary

Answer and Rationale

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

7. Which of the following is the best example of a teacher using scaffolding to support students who are English-language learners?

    A. Having students use a dictionary to look up and record definitions of unfamiliar vocabulary before reading a text
    B. Encouraging the use of group reading and writing activities so students can rely on English-speaking peers for help
    C. Providing a graphic organizer that previews and highlights important information for a reading passage
    D. Modifying or shortening a writing assignment that follows the reading of a selected text

Answer and Rationale

8. Which of the following instructional strategies best completes the chart?

Reading Comprehension	Reading Fluency	Writing	Vocabulary
Directed reading-thinking activity	Shared reading	Sentence combining	Word hunts
Inquiry chart	Partner reading	Paragraph hamburger	Possible sentences
Think-pair-share	?	Revising	Word walls

    A. Semantic feature analysis
    B. Brainstorming
    C. Readers' theater
    D. Anticipation guide

Answer and Rationale

9. Which of the following words has three distinct phonemes?

   A. Phony
   B. Muck
   C. She
   D. Bright

Answer and Rationale

10. Which of the following is most important for a teacher to consider when identifying materials to improve the literacy development of a group of linguistically and culturally diverse students?

   A. Selecting books that use imaginary characters based on curriculum from popular culture
   B. Providing resources that reflect a variety of content, styles, social views, and racial experiences
   C. Including books that have a language-translation resource for students to use at home and in the classroom
   D. Choosing informational texts and literature at students' independent reading level

Answer and Rationale

11. Which of the following is the best way to foster a learning environment that is respectful of, and responsive to, linguistic and cultural diversity?

    A. Displaying images that portray traditional gender roles
    B. Playing recordings of songs performed in various languages
    C. Maintaining limited materials in the dramatic play area
    D. Providing puzzles that depict conventional families

Answer and Rationale

12. A teacher makes sure that over half of the books in the classroom library are nonfiction. Which of the following is the primary purpose for including nonfiction books?

    A. Ensuring students' ability to analyze text types found on standardized tests
    B. Providing readers with exposure to a variety of text structures and features
    C. Guaranteeing student mastery of grade-level content-area standards
    D. Motivating all readers to prefer nonfiction over fiction books

Answer and Rationale

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

13. Which of the following teacher actions best encourages and sustains students' motivation to engage in literacy tasks?

   A. Providing students with print materials that contain easily decodable vocabulary
   B Offering students frequent opportunities to interact with text independently and with peers
   C Having students respond to content-based comprehension questions while reading
   D Incorporating technology-based resources to develop students' interest in research skills

Answer and Rationale

14. During a reading conference, a teacher notices that a student is unable to answer basic comprehension questions about a book after reading it. Which of the following actions is best for the teacher to take first?

   A. Preparing an outline of the plot to assist the student in recalling important details
   B. Encouraging the student to reread the parts of the book that were difficult to understand
   C. Conducting a mini-lesson on active reading strategies the student can use while reading
   D. Administering an informal assessment to identify the skills with which the student is struggling

Answer and Rationale

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

15. While planning the reading curriculum for the coming school year, a new teacher is looking to develop clear expectations for instruction and assessment. Which of the following are most important for the teacher to read?

    A. Performance standards
    B. Assessment frameworks
    C. Student benchmarks
    D. Educational articles

Answer and Rationale

16. The most appropriate assessment for evaluating students' phonological awareness skills is to ask students to

    A. divide words into syllables.
    B. read a list of words from a passage rapidly.
    C. identify prefixes and suffixes in words.
    D. complete a cloze activity with a list of given words.

Answer and Rationale

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

17. A third-grade teacher is using recent assessment data to plan reading instruction. Which of the following strategies best supports the teacher in addressing the changing needs of all learners?

    A. Using flexible small groups to remediate and reinforce learning
    B. Progressing to more difficult texts for whole-class read-alouds
    C. Calling each student to a table for individualized instruction
    D. Pairing students with a partner to share the reading load

Answer and Rationale

18. Which of the following activities will best help to strengthen the bond between home and school?

    A. Posting pertinent classroom information on the school Web site
    B. Sending out frequent updates regarding current school activities
    C. Hosting a day each year when parents are invited to attend school for a portion of the day
    D. Providing regular opportunities for parents to give input and enhance students' learning opportunities

Answer and Rationale

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

19. For each of the following statements, indicate whether it describes an effective or ineffective integration of technology into the classroom.

    Select all that apply. Some rows may be empty. [**Note:** In the actual test, you will click in the boxes to select your answer choices.]

Statement	Effective	Ineffective
A teacher creates an environment in which there is more focus on content standards than there is on the technology being used.		
A school emphasizes the benefit of limiting the use of technology in the classroom.		
A teacher identifies students who are very comfortable using technology and designates them "classroom experts."		

Answer and Rationale

20. Which of the following classroom activities is the most nonthreatening way to facilitate students' use of formal English, particularly for English-language learners?

    A. Asking students to give a brief speech on a topic of interest to them
    B. Having students write an essay about their family traditions
    C. Leading a conversation in which students can build upon comments of others
    D. Reading a short passage aloud and then asking students questions about it

Answer and Rationale

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

21. Which of the following is the primary instructional purpose for allowing students to choose their reading texts?

    A. Encouraging students to take ownership of their learning
    B. Improving students' flexibility in applying reading strategies
    C. Providing opportunities for students to explore their interests
    D. Helping students locate texts at their independent reading level

Answer and Rationale

22. Ms. Thompson realizes that her class is made up of students who have had a variety of different experiences and who offer differing perspectives because of their many ethnic, cultural, and linguistic groups. She wants to ensure that all students, regardless of their background, are successful.

    For each of the following statements, indicate whether it describes an effective or ineffective strategy for increasing student achievement within a diverse group of students.

    Select all that apply. Some rows may be empty. [**Note:** In the actual test, you will click in the boxes to select your answer choices.]

Statement	Effective	Ineffective
Make adjustments to the standards and the level of expectations for students according to their background.		
Encourage parents and guardians to actively participate in the students' learning.		
Connect the learning taking place in the classroom with the students' backgrounds.		

Answer and Rationale

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

23. During a writing workshop, Ms. Dalton, a third-grade teacher, introduces personal narrative to the class. To model the type of writing for students, Ms. Dalton shares a piece she wrote about her first kayaking trip. The class then discusses important elements of the personal narrative story. Which of the following is the most appropriate next step for the teacher to take during the writing workshop?

    A. Having students write a piece independently on a self-selected topic in the same genre
    B. Providing students with opportunities to write while receiving supported practice
    C. Having students revise a piece of writing crafted by a teacher in a different class
    D. Asking students to write about a topic selected from a list of suggested ideas

Answer and Rationale

24. Which of the following is the best reason for an English teacher to use culturally diverse literature in the classroom?

    A. Representing a variety of perspectives on the human experience
    B. Fulfilling requirements set forth by the school's English curriculum
    C. Providing awareness of other languages by including texts that incorporate non-English words
    D. Pointing out stereotypes by teaching texts that portray individuals or groups in a clichéd manner

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	D	**Option D is correct.** Parents and families are valuable members of the RTI team. Their input and willingness to support and continue the RTI process at home greatly impact the success of the interventions. Back to Question
2	B	**Option B is correct.** The student is identifying individual phonemes in the words. The ability to isolate, blend, or manipulate phonemes is part of phonemic awareness. Back to Question
3	B	**Option B is correct.** The best practice is to use literature selection to build critical literacy, which is defined as building thinking skills that enable students to consider all viewpoints, to respect differences, and to become more self-aware. The goal of critical literacy is to help students to see the world through someone else's eyes, to learn to understand other people's circumstances and perspectives, and to empathize with them. Back to Question

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

Question Number	Correct Answer	Rationale
4	B	**Option B is correct.** The teacher's comments about his thinking show that he is considering information the author is giving (although perhaps not directly stated) and using his own prior experiences to "infer" what is happening in the story. Back to Question
5	A	**Option A is correct.** Monitoring comprehension is the ability for the reader to be aware of what he is reading. When students are asked to stop periodically to think about and respond to their reading, they are forced to stay engaged in the text and monitor their comprehension. Back to Question
6	C	**Option C is correct.** Making predictions and adapting those predictions based on what is read is the best way to build on prior knowledge while at the same time improving students' comprehension of content area text. Back to Question

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

Question Number	Correct Answer	Rationale
7	C	**Option C is correct.** Graphic organizers provide a structured overview that previews and highlights important information students will encounter. Back to Question
8	C	**Option C is correct.** Facilitating a readers' theater is an effective strategy for improving fluency skills. Back to Question
9	B	**Option B is correct.** The word "muck" has three distinct phonemes or sounds (m- the m sound, u- the short u sound, k-kuh). Phonemes are the smallest units making up spoken language. For example, the word "stop" has four phonemes (s-t-o-p with a short o sound), while "shop" has three phonemes (sh-o-p with a short o sound). Back to Question

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

Question Number	Correct Answer	Rationale
10	B	**Option B is correct.** Reading materials that reflect cultural and linguistic differences in their content are most appropriate. These materials are best in helping students connect their reading with their background knowledge and experiences. Materials that are culturally and linguistically diverse increase motivation to read and also allow students to celebrate their heritage. Back to Question
11	B	**Option B is correct.** By exposing children to music in various languages a teacher is incorporating diversity in the classroom. Creating a learning environment that respects diversity sets the scene for fostering children's positive self-concept and attitudes. Such an environment assists children in developing positive ideas about themselves and others, creates the conditions under which children initiate conversations about differences, and provides the setting for introducing activities about differences and creating fair and inclusive communities. Back to Question
12	B	**Option B is correct.** Including nonfiction texts in the classroom library provides readers with exposure to a variety of text structures and features. Back to Question

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

Question Number	Correct Answer	Rationale
13	B	**Option B is correct.** In classrooms in which students routinely interact with text and discuss text with peers, motivation and engagement in learning literacy skills are increased. Back to Question
14	D	**Option D is correct.** There are many factors that can contribute to reading comprehension difficulties, including phonological and fluency skills. Assessing the source of the student's difficulty will help the teacher to provide needed support in the area in which the student needs it most. Back to Question
15	A	**Option A is correct.** Performance standards provide clear expectations for instruction, assessment, and student work. Back to Question

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

Question Number	Correct Answer	Rationale
16	A	**Option A is correct.** Phonological awareness refers to words within sentences, syllables within words, and phonemes within syllables. Knowing if the students can divide a word into syllables helps assess their phonological awareness skills. Back to Question
17	A	**Option A is correct.** Flexible grouping is the best way to meet the needs of all learners. Flexible groups are changed as often as students' needs change. The small groups allow students to receive targeted instruction with only a few other students who need the same skills. Back to Question
18	D	**Option D is correct.** Offering these opportunities will best communicate that parents are welcomed and valued at their children's schools. Back to Question

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

Question Number	Correct Answer	Rationale
19	Statement 1 is Effective Statement 2 is Ineffective Statement 3 is Effective	**Statement 1:** The statement describes technology as a tool to support and enhance the teaching of the content standards. **Statement 2:** The statement describes technology as something to limit instead of using it to support student engagement and learning. **Statement 3:** The statement describes technology expertise as something that can be owned by stakeholders other than just the teacher. Students are invited to become experts and help their fellow classmates that may need extra support. Back to Question
20	C	**Option C is correct.** Leading a conversation in which students can build upon the comments of others is particularly helpful for ELL students, who may lack facility with the English language but can succeed with support. Back to Question
21	A	**Option A is correct.** Research has shown that when students are given a choice in the types of reading and writing activities provided within a classroom, students' autonomy in learning is promoted, and they assume a greater level of ownership and responsibility for engaging in their learning. Back to Question

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

Question Number	Correct Answer	Rationale
22	Statement 1 is Ineffective Statement 2 is Effective Statement 3 is Effective	**Statement 1:** The statement describes a strategy that is ineffective because teachers should have the same high expectations and standards for all students in the class and expectations should not be based on student background. **Statement 2:** The statement describes a strategy that is effective because children learn their first language at home. The more interaction parents and guardians have, the better students learn. **Statement 3:** The statement describes a strategy that is effective because students' motivation is increased when teachers validate what students have to share, and students become more engaged in lessons that include information they are familiar with. Back to Question
23	B	**Option B is correct.** In between direct instruction in the elements (characteristics) of a particular genre and modeling the genre, students need supported practice. For students to be successful writers, the element of scaffolding (supported practice) cannot be neglected. Back to Question
24	A	**Option A is correct.** Though different cultures and backgrounds have different values and experiences in life, they all contribute to the meaning of being human. It is important for students to see themselves and their peers represented by the literature they read in school. Back to Question

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. Download this guide for free from the Test Preparation Resources section of the GACE website at *www.gace.ets.org/prepare*.

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

Allington, R. L. (1998). *Teaching Struggling Readers: Articles from the Reading Teacher*. Newark, Del.: International Reading Association.

Alvermann, D. E., Moon, J., and Hagood, M. (Eds.) (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, Del: International Reading Association.

Anderson, V., and Roit, M. (1998). *Reading as a Gateway to Language Proficiency for Language-Minority Students in the Elementary Grades.* In R. M. Gersten and R. T. Jimenes (Eds.), *Promoting Learning for Culturally and Linguistically Diverse Students: Classroom Applications from Contemporary Research* (pp. 42–54). Belmont, Calif.:Wadsworth Publishing Company.

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

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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***

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

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