RICA

Comprehensive Success System

Don't Go Into Your RICA Test Unprepared

RICA®
"Comprehensive Success System"

1.3 Glossary

Terms	Definitions
Advanced organizer	The presentation of relevant learning activities or subject information to students before reading begins.
Affixes	A morpheme attached to a base word (also called root word) that changes the meaning of the base or its function.
Alphabetic Principle	The systematic use of alphabet letters to represent speech sounds or phonemes in a language
Assessment	A means for measuring a student's progress. Assessments should be varied and ongoing.
Auditory discrimination	The ability to tell the difference between one sound and another sound. Auditory discrimination is very important for developing phonemic awareness.
Background Knowledge	The knowledge that students already possess. Students who possess background knowledge in the subject of a reading text are more likely to read that text fluently and with comprehension.
Base Word	The word to which affixes are attached. A base word is also called a root word.
Big books	Large "child-friendly" volumes that help children learn concepts of print and enjoy positive reading experiences.
Blending	The ability to take separate sounds and blend them into a single word or syllable.
Cloze test	A "fill-in-the-blank" assessment tool often used to test reading comprehension.
Comprehension	The process of constructing meaning
Comprehension Strategies	The techniques that students can use to better understand reading texts. These techniques may include note taking, outlining, self-monitoring, rereading, summarizing, story mapping, and the use of learning logs.
Concepts About Print	An understanding of the ways in which letters, words, and sentences are represented on the page. The most basic "concept of print" is the idea that oral language can be presented in a print format.
Consonant Blend	Two or three consonants blended together. The sound that this blend makes is the sound of the consonants blended together.
Consonant	A pair of consonants that makes a single sound that is different

Terms	Definitions
Digraph	from each individual letter sound.
Content-Area Literacy	The ability to learn through reading
Context Clue	The use of information surrounding an unknown word or group of words to identify the unknown word. Important context information may include syntax, the meanings of the surrounding words, available pictures or photographs, or even typography.
Conventional Spelling	Students who have mastered conventional spelling will follow the essential conventions of English spelling. In addition, they will understand how to apply prefixes and suffixes, contractions, plurals, and verb markers to words. They will show an understanding of compound words, homophones, and homographs. Their use of silent consonants, silent vowels, and doubled consonants will improve. They will recognize when a word is spelled wrong and may consider alternate spellings for the same or similar sounds. They will apply irregular spelling patterns where appropriate. Their percentage of correctly spelled words is high.
Curriculum-Based Assessment	The use of measurement tools and tests that are directly related to the current classroom curriculum.
Decoding	Analyzing words by identifying sound units
Deletion	The removal of a sound or phoneme from a word. Sound deletion requires manipulation of phonemes in words and is considered to be more difficult than other types of phoneme awareness. Sound deletion generally involves only initial or final sounds in words.
Diagnosis	The identification of a specific learning problem or stumbling block.
Diagnostic Teaching	The use of assessments about student problems and progress to design lesson plans and organize reading instruction.
Diagnostic Test	An assessment designed to measure a student's academic strengths and weaknesses.
Diphthong	A gliding vowel sound normally represented by two adjacent vowels.
Direct instruction	An instructional strategy that includes modeling reading, writing, and speaking skills, the use of guided reading, and the encouragement of independent reading and writing.
Directed listening thinking activity (DLTA)	DLTA both assesses and instructs students. Listening, predicting, and confirming one's predictions are emphasized.

Terms	Definitions
Directionality	The ability to process words in a text in the correct order. Directionality includes both left-to-right word progression and the return sweep (the return to the beginning of the next line when one line is completed).
Emergent Literacy	The awakening of a student's reading ability. Emergent readers have well developed oral language skills, understand print concepts, and are phonemically aware.
Etymology	The study of the origins and histories of words.
Evaluative Comprehension Skills	The third and highest level of comprehension. This level of comprehension involves not only understanding the text but also being able to critique it effectively.
Explicit Instruction	An instructional strategy that emphasizes group instruction. The instruction offered should include a great deal of teacher-student interactivity.
Expository Text	Expository text is intended to teach the reader, to explain and describe, or to convince the reader of a point. Rather than being centered on a plot or a character, expository text is oriented around a subject. It contains little or (most often) no dialogue; its primary purpose is to provide facts and opinions.
Figurative Language	A tool employed by authors to communicate via simile or metaphor rather than strictly literally.
Final Position	The end of a word.
Fluency	Fluency is the ability to read smoothly with good comprehension. A fluent reader will possess a large sight word vocabulary, be able to deploy a number of decoding strategies, and have the ability to read with expression and with attention to the meaning of punctuation.
Formal Assessments	A test that must be administered in a particular way under specific conditions. An example of a formal assessment is a standardized test.
Frustration level	The reading level at which the student cannot accurately recognize or comprehend more than seventy percent of the text.
Graphophonic Cues	The process of "sounding out" a word. The use of letter-sound correspondence to identify unknown words in a text.
Guided Reading	Guided reading enables the teacher and a small group of children to read their way through a book, stopping frequently to question and discuss the text.
High-Frequency	The words that appear most often in printed materials.

Terms	Definitions
Words	
Implicit Instruction	Teaching that uses nondirective suggestions and tacit implications in place of explicit direction or modeling
Independent Level	The reading level at which the student can accurately recognize and comprehend words well enough that no teacher guidance is required.
Independent Reading	Reading that is done alone, without assistance from the teacher or from other learners. Independent reading is crucial to developing reading skills. It advances familiarity with common word structures, improves fluency and accuracy, increases vocabulary, broadens knowledge, enhances comprehension, and motivates the students to read yet more, both for information and for pleasure.
Inflectional Endings	Sounds, which are added to words to indicate tense, possession, number or comparison.
Inferential Comprehension	The second level of reading comprehension. At this level of comprehension, students should be able to draw conclusions about events or topics within a reading text that are not explicitly stated by the author.
Informal Assessments	Measurement tools that can be "sneaked" into classroom activities and daily routines. Informal assessments can be used as frequently and spontaneously as necessary without losing valuable instruction time. Informal assessments are either unstructured (such as looking at student writing exercises or learning logs) or structured (such as filling out a phonemic awareness or concepts of print checklist).
Informal Reading Inventory (IRI)	An assessment tool, which presents a student with reading passages and test, their comprehension with questions about the texts just read. The IRI is used to gauge a student's independent, instructional, and frustration reading levels.
Initial Position	The first part of a word.
Instructional level	The reading level at which a student recognizes and comprehends words well enough to avoid frustration but still requires some guidance or assistance from the teacher.
Irregular Sight Words	Common words that cannot be sounded out, such as "of" or "would."
Language Experience Approach (LEA)	The Language Experience Approach joins reading and writing instruction. Students use their own experiences and their own words to develop their reading, writing, and speaking abilities.
Learning Logs	Learning logs are a technique that teachers use to help students integrate course content, comprehension strategies, and personal

Terms	Definitions
	feelings. The principle behind learning logs is that the very act of writing can be educational. Students may make entries in their logs during the last few minutes of class, the first few minutes or class, or immediately after reading a text.
Letter-Sound Correspondence	The idea that each letter or group of letters within a word has a corresponding sound.
Listening Comprehension	Listening comprehension refers to the level at which students can understand texts that are read aloud to them. Listening comprehension is generally described by a grade level; for example, a student might be said to have "third-grade listening comprehension."
Literal Comprehension Skills	The first and most basic level of reading comprehension. Students at this level of comprehension can understand what the literal text, but cannot draw conclusions or effectively critique the text.
Literary Analysis	An argument or point of view about a reading text.
Literary Genres	Categories of literature that share a central theme. Examples of literary genres include mysteries, science fiction, and romance.
Literary Response	A student's expression of feelings about a literary text.
Mapping	Story mapping is a technique in which students relate the main incidents of a text they have read.
Medial Position	The middle portion of a word
Metacognition	A student's reflection on his or her own thought processes. Students use metacognition to critique their text decoding and reading comprehension strategies.
Mood	The emotional environment of a literary work.
Morpheme	The smallest unit of language that has meaning. For example, in the word "stomping," both "stomp" and "-ing" are morphemes.
Morphology	The study of word structure. Morphology encompasses the derivation of words, the use of inflections, and the creation of compound words.
Narrative Text	Narrative text is intended to amuse the reader, to relate a story, or to provide an aesthetic experience. It can be based on life experiences and is often person-oriented (although it may also be plot or idea oriented). Narrative text employs dialogue and most often uses language that is familiar to the reader. It is organized by a story grammar.
Note Taking	Writing down key points made by a reading text. Note taking is an important comprehension strategy.

Terms	Definitions
Onset	An onset is the part of the word or syllable that is followed by a vowel. For example, in the word "man," the onset is "m."
Open Syllable	A syllable that does not end in a consonant sound but rather in a vowel sound. For example, in the word "jumbo," the second syllable is an open syllable.
Orthography	The study of spelling and standard spelling patterns.
Outlining	Making a hierarchical, chronological list of key points made by a reading text. Outlining is an important comprehension strategy.
Phoneme	The smallest sound unit in written or oral language. A phoneme may be a letter or a group of letters.
Phonics	Systematic, explicit phonics refers to a program in which letter-sound correspondences (for both letters and groups of letters) are taught in a gradual progression from basic to complex.
Predictions	The ability to guess what a text might say or what words it might use given its subject.
Prefix	An affix that is attached to the beginning of a base or root word. For example, the prefix "pre-" may be added to the word "school" to form the word "preschool."
Prephonetic	An understanding that language can be represented on paper, but not that letters correspond to certain sounds.
Prior Knowledge	See Background Knowledge above.
Proficient Reader	A reader who can read most texts, including newspapers, magazines, and chapter books.
Proofreading	The process of examining a piece of writing for spelling, punctuation, grammatical, or word-choice errors.
R-controlled	A vowel sound, such as the "o" in "sailor," that is neither log nor short.
Reading Logs	A student's written response to classroom texts.
Reading Rate	The speed at which a reader can comprehend a text.
Rereading	Reading a text multiple times. This is a strategy that can increase reading fluency.
Rhyming Words	Words with a different onset but with the same or similar rimes, such as "meat" and "seat."
Rime	An onset is the part of the word or syllable that includes the vowel and any consonants that may follow the vowel.
Root Words	See Base Words above.

Terms	Definitions
Scaffolding	Scaffolding involves a student partnering with a more advanced peer or with a teacher or adult teaching assistant. The partner creates "scaffolds" on which comprehension can be built by the use of learning activities designed to model useful strategies or provide important information. As the student progresses, scaffolds can be removed until he or she is reading independently at grade level.
Schemata	The information that a reader already knows about a subject. As he or she learns more about that subject, facts and opinions can be added to the schemata. Schemata about one subject are often mentally cross-referenced with other subjects.
Segmentation	The ability to break a word into separate phonemes.
Self-Correction Strategies	Techniques used to understand a misread or unknown word.
Self monitoring	The ability of students to examine their own reading comprehension and word identification strategies and modify these strategies for greater success.
Semantic Cues	The use of knowledge about the subject of a written text and words associated with that subject to identify an unknown word within the text.
Semiphonetic	See Prephonetic above.
Sight words or sight vocabulary	Words that a reader can identify "on sight"; words that a reader knows immediately without working to identify them.
S.Q.3R	A teaching strategy to improve reading comprehension. The steps of SQ3R include Surveying, Questioning, Reading, Reciting, and Reviewing.
S.S.R	SSR, or "Sustained Silent Reading," involves having students selecting books that they want to read and giving them time (usually no more than twenty minutes) during the school day to read them. The teacher may use this time to model independent reading by choosing her own book.
Story Map/ Frame	A story map is a graphic presentation of major plot points and themes from a story. This learning tool improves reading comprehension and teaches students to be aware of story structure.
Structural Analysis	The practice of breaking a word into parts and defining those parts as a means of understanding the entire word.
Structures of Expository Text	There are seven basic structures of expository text: definition, description, process, classification, comparison, analysis, and persuasion.

Terms	Definitions
Study Skills	The skills required to learn curriculum information, such as the use of reference materials.
Substitution	The replacement of one phoneme in a word with another phoneme. For example, substitution "c" for "r" in "rat" forms the word "cat."
Suffix	An affix attached after a base word or root, such as y in sleepy
Syllabication	The breaking up of a word into one or more syllables.
Syllables	A phoneme or group of phonemes that form one of the sound units of a word.
Syntactic Cues	Hints based on syntax that help a reader decode and comprehend a text.
Systematic Instruction	An instructional plan, such as a yearlong lesson plan, that moves from simple concepts to more complex ones. For example, a systematic instruction plan for teaching letter-sound correspondence might begin with a simple recitation of the alphabet and end with lessons on the various sounds made by vowels.
Theme	The main idea of a reading text.
Think Aloud	A teaching strategy in which the teacher recites aloud thought processes that a proficient reader might use when reading or writing.
Tracking of Print	The ability to read along with a text as someone else reads aloud. Tracking of Print requires an understanding of left-to-right progression.
Transitional Spelling	In transitional spelling, students use morphological and visual information to determine the spelling of the word instead of relying solely upon phonetic spelling. They may include all of a word's letters, but in the wrong order. They may use multiple spellings for the same sound without understanding why the sound is spelled differently in different words. Their percentage of correctly spelled words will be high.
Vowel Digraphs	The short vowel sounds are /a/ as in *at*; /e/ in elf; /i/ in it; /o/ in odd; /u/ in up.
Word Families	Words that have some of the same combinations of letter combinations in them
Word Identification	The ability to identify a word in a reading text, either by sounding it out, by recognizing it on sight, or by using syntactic or semantic cues.
Word Recognition	See Word Identification above.

3.4.7 Terminology

Teachers are expected to know the terminology of phonics and other word-identification strategies and to communicate this terminology to their students.

The following table lists some common terms and their definitions. Any of these terms could appear on the test.

Term	Definition
Morpheme	The smallest meaningful unit in the grammar of a language
Phoneme	One of the sound units that make up a word. A phoneme can be represented by a letter or a group of letters
Grapheme	The unit of writing that represents a single phoneme. A grapheme can be a letter or a group of letters.
Orthography	The study of spelling and standard spelling patterns.
Morphology	The study of word structure. Morphology encompasses the derivation of words, the use of inflections, and the creation of compound words.
Onset	A word's initial consonant or consonant blend.
Rime	A word's vowel and any final consonants.
Consonant cluster	A group or sequence of consonants that appear together in a syllable without a vowel between them.
Consonant digraph	A pair of consonants that makes a single sound that is different from each individual letter sound.
Consonant blend	Two or three consonants blended together. The sound that this blend makes is the sound of the consonants blended together.
Vowel digraph	A pair of letters with the first letter making a long vowel sound and the second letter being silent.
Schwa	The vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable
Vowel generalization	The following generalizations govern vowel pronunciation: **1.** A single vowel followed by a consonant in a word or syllable usually has the short sound (such as can or cancel). **2**. A single vowel that concludes a word or syllable usually has the long sound (such as me, ti-ger, and lo-co-mo-tive). **3**. In the vowel digraphs oa,ea,ee, ai, and ay, the first vowel is usually long and the second is silent (such as coat, reap,

Term	Definition
	bead, wait, and play). The digraphs oo, au, and ew form a single sound tht is not the long sound of the first vowel (such as food, good, haul, and few). **4**. In words containing two vowels, one of which is final e, the final e is usually silent and the preceding vowel is long. **5.** Single vowels followed by r usually result in a blended sound (such as fir, car, burn, and fur). The vowel a followed by l or w usually results in a blended sound (such as yawn, tall, claw, awful).
Short vowel	The short vowel sounds are /a/ as in *at*; /e/ in elf; /i/ in it; /o/ in odd; /u/ in up.
Long vowel	The long vowel sounds are A as in game, E as in Pete, I as in pine, O as in home, U as in cute. Long vowels can also be spelled with two vowels, as in the following words: "sail," "bay," "meet," "seal," "lie," "moan."
R-controlled vowel	R-controlled vowels are neither long nor short. They are /ar/ as in car, /ur/ as in beggar, /or/ as in horn, /ur/ as in doctor, /ur/ as in her, /ur/ as in bird, and /ur/ as in burn.
Syllable patterns	Syllable patterns are common consonant vowel patterns that appear frequently in English, such as CVC, CVVC, CVCe, CCVCC, etc.
Affixes	Affixes are subordinate additions to root words with grammar-like functions. Affixes can either be added to the beginning (prefixes) or the end (suffixes) of words.
Roots	Roots are the main parts of words and have more semantic content than affixes.

Table 4: Phonics Terminology

3.5 Content Area 6: Spelling Instruction

3.5.1 Overview

Spelling transforms sound into words and sentences. The ability to spell and the ability to identify new words are strongly correlated. Spelling ability also builds word recognition, vocabulary development, and writing skills. Teachers should be able to identify and describe the stages of spelling. They should be able to assess students' spelling strengths and weaknesses and use morphology and etymology to enrich their spelling instruction.

56.) A Title I school that fails to meet Adequate Yearly Progress in reading/language arts for six consecutive years may be subject to which of the following correctional actions?

I. State takeover
II. Replace of relevant staff
III. Re-open as a charter school

a) I only
b) I or II only
c) II or III only
d) I, II, or III

57.) A sixth grade class is going to be studying a novel. Students will read chapters each night independently and participate in discussion and activities related to the novel during class time. The teacher is concerned about one of her students, Kylie. Kylie reads significantly below grade level and the teacher anticipates that she will struggle with this novel but wants her to be able to participate in class discussions and activities related to the text. The teacher approaches the reading specialist for advice. Which of the following suggestions could the reading specialist make that would best support Kylie's learning?

a) Give Kylie an alternative novel to read on her own that touches on similar themes as the class novel but that is at a more appropriate reading level for Kylie.
b) Give Kylie a copy of the novel ahead of time so she has more time to read it and become better prepared for class discussions.
c) Provide Kylie with an audio recording of the novel and ask her to listen to it while following along in the book.

d) Give Kylie a brief summary of the novel to read instead of the whole text.

58.) Word families are groups of words that share a common

a) prefix
b) suffix
c) onset
d) rime

59.) When designing a reading curriculum, the scope refers to

a) what material should be taught
b) the order in which material should be taught
c) daily lesson objectives
d) how objectives must be assessed

60.) Illegible handwriting and frustration with having to put ideas down on paper are common systems of which learning disability?

a) Dyslexia
b) Dysgraphia
c) Visual Processing Disorder
d) Central Auditory Processing Disorder

61.) Students in Mr. Thompson's fourth grade class are allowed to choose their own books for daily silent reading. Alexis is a student in his class who reads above grade level. In the second half of the school year, Alexis has been continuously choosing books from a single series that have a grade level equivalent of 4.2. She gets through them rapidly and they seem to have done little to enhance her literacy development. Which of these actions would be most appropriate for Mr. Thompson to take?

a) Let Alexis continue to read these books since silent reading books are student-selected.
b) Tell Alexis she has to read more difficult books.
c) Show Alexis why this series of books is not the best choice.
d) Suggest books with similar characteristics that are at a higher reading level.

62.) Which of these is a major benefit of using nonsense words with developing readers?

a) They increase whole-word recognition.
b) They help students to decode unfamiliar words.
c) They provide extra support for English Language Learners.
d) They are easy to decode since they are monosyllabic.

63.) Fifth grade students are using the internet for a research project. A student is frustrated because he cannot seem to find what he needs in a vast list of search results about his topic. The teacher should guide the student to employ which research strategy?

a) Evaluating sources for credibility
b) Creating accurate citations to avoid plagiarism
c) Taking notes on the important information found in the search
d) Refining keywords to narrow the scope of a search

64.) Which of these would most likely be the most effective strategy for encouraging reading at home among early elementary students?

a) Provide parents with statistics that support the importance of daily reading.

b) Provide parents with a suggested reading list of books that they and their children might enjoy reading together.
c) Keep parents abreast of their child's in-class reading progress.
d) Give students a grade dependent on the books they read at home with their parents.

65.) When a reading specialist acts as a reading coach, their role is to

a) provide one-on-one assistance to students struggling with reading
b) provide extra support for students with disabilities
c) provide professional development and support for classroom teachers implementing literacy programs
d) pull small groups of students out of the classroom for specialized literacy instruction

66.) "Effective literacy instruction takes place with a student's zone of proximal development."

The statement above is most in line with the work of which educational psychologist?

a) Jean Piaget
b) Lev Vygotsky
c) B.F. Skinner
d) Ivan Pavlov

67.) When giving initial instruction in reading by sounding out words phonetically, the first words chosen to demonstrate this process should

a) be CVC words that begin with a stop sound
b) begin with continuous sounds

c) contain consonant blends
d) be nonsense words

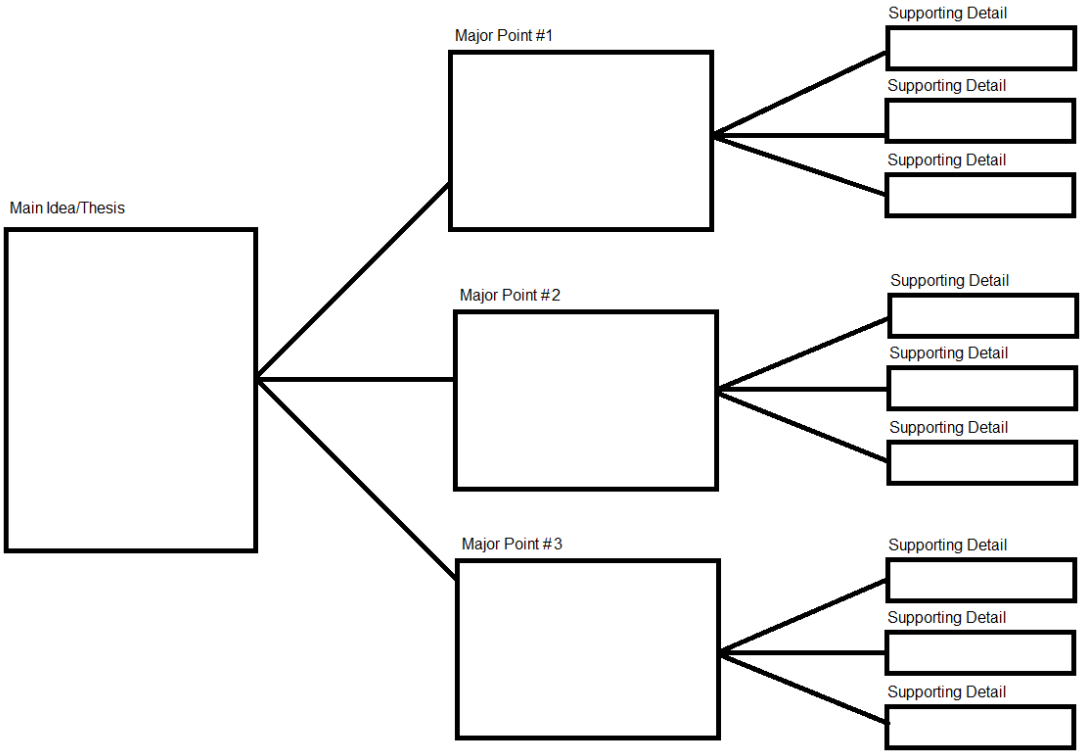
68.) Students have already been introduced to the basic types of punctuation and their teacher wants to ensure that her students really understand the purpose of punctuation and how it benefits both writers and readers. Which of these activities would best accomplish this purpose?

a) After completing a writing task, students exchange papers and correct one another's punctuation. They then return the work to its owner who will then review it.
b) Re-teach punctuation rules as a whole class through direct instruction, specifically addressing each punctuation mark's purpose.
c) Pairs of students share their writing aloud with one another and discuss how they want their writing to sound to the reader. They help one another to use the punctuation necessary to convey that sound to the reader.
d) Include punctuation as a graded area on rubrics for future writing assignments.

69.) An experienced elementary teacher is resistant to adopting a new district-wide reading curriculum in her classroom. A reading specialist could most help this teacher most by

a) reminding her that the program is mandatory and providing her with research behind the curriculum
b) asking her to attend a professional development workshop where details on requirements the new curriculum will be presented
c) trusting in her years of experience and allowing her to continue teaching reading the way she has been in the past

d) working with her individually to look at her traditional methods and lesson plans for teaching reading and how they may be adapted and supplemented to fit in with the new curriculum



70.) A graphic organizer such as the one above would be most useful as a prewriting activity for a student who struggles with

a) generating ideas to write about
b) formulating topic sentences
c) organizing an essay into logical paragraphs
d) conducting research

71.) A classroom teacher asks a reading specialist for help with how to assess student writing assignments in a way that aligns with the district's standards. Which of the following would be the most helpful action for the reading specialist to take?

a) Grade a sampling of the students' writing assignments and share the results with her
b) Work with students one-on-one who are struggling to meet district standards in writing
c) Encourage her to have her students grade one another's written work
d) Help her develop a high-quality rubric with evaluation criteria that align with the standards

72.) Which of the following is a material accommodation that would be most helpful for a student with dyslexia?

a) Providing a scribe to record the student's answers on an exam
b) Providing the student with a colored paper strip to place under the current line of text when reading to help the student keep track of where he is in the text
c) Giving step-by-step directions for assignments both orally and in writing
d) Provide frequent opportunities for cooperative learning so that the student can benefit from working with more skilled readers

73.) A teacher wants her students to use their textbook as a resource for completing an assignment. Which of the following actions would best support students' research skills related to this task?

a) Tell students which pages contain the necessary information.
b) Require students to find the information on their own, without any assistance.
c) Allow students to work in small groups so that they can help each other find the information needed.

d) Teach students how to use textual features such as the table of contents, index, and glossary to find information.

74.) When working with young children on letter recognition, which of these activities would be most helpful for a kinesthetic learner?

a) Practicing letter recognition with flashcards
b) Pointing out large, colorful pictures of the letters while singing the "ABC" song
c) Tracing letters with his finger while saying its name
d) Looking for and identifying letters on familiar objects such as signs and product packaging

75.) When learning a new vocabulary word, it can be beneficial for students to work with a nonlinguistic representation of the term by

a) putting its definition into their own words
b) reading the word in the context of several different sentences
c) seeing a list of examples of the concept
d) looking at pictures that illustrate the concept

76.) State reading tests are

a) designed as accurate indicators of individual need in literacy development
b) designed as measures of whether or not students, teachers, and schools are meeting standards
c) a teacher's most valuable tool for determining the skill level of his or her students
d) designed as diagnostic tools for reading difficulties

Answer Explanations:

56.) Answer D
Under No Child Left Behind, any school that does not meet Adequate Yearly Progress (AYP) for six consecutive years is

subject to a major restructuring, which could include any of these listed options.

57.) Answer C
Listening to an audio recording and reading along would best support Kylie. It would give her access to the entire novel so that she can fully participate in class discussions and other activities related to the novel, but it would provide extra support needed to access the text, which is above her independent reading level. (A) would not allow her to participate with the rest of the class in novel-related activities, which was one of the teacher's goals. (B) is incorrect because even with extra time, the text is too difficult for Kylie to read independently. She needs extra supports. (D) is incorrect because having only a summary would put her at a disadvantage when trying to participate in discussions and other activities related to the novel's content.

58.) Answer D
Rime is the portion of a word that begins with the first vowel (after the onset, which is the beginning consonants preceding the first vowel). Word families are groups of words that share a common rime. For example, hat, cat, mat, and sat are a word family because they share the common rime "at."

59.) Answer A

Curriculum is generally referred to in terms of scope and sequence. The scope outlines what should be taught—the overall objectives for the course. Sequence refers to the order in which the material should be taught. The scope typically does not include details down to the level of daily lessons or specific assessment requirements.

60.) Answer B

Dysgraphia is a writing disability in which a child may lack the motor and information processing skills necessary to be able to write thoughts on paper. They may display illegible handwriting, an awkward pencil grip, trouble writing complete or grammatically correct sentences, or frustration with their inability to express their thoughts in writing. Dyslexia (A) is a reading disability. A visual processing disorder (C) is a difficulty processing visual information. A central auditory processing disorder (D) is a disability that involves difficulty processing what you hear, including interpreting speech.

61.) Answer D

If Alexis reads above the fourth grade level, books at a 4.2 grade equivalency read in the second half of the fourth grade year may not provide enough of a challenge for Alexis or help her to grow. Mr. Thompson should try to steer Alexis toward reading that is more challenging for her but in a way that puts it in a positive light. Telling her she shouldn't be reading the books she likes (C) or that she has to read something harder (B) during an activity that is supposed to involve student choice could be detrimental to her motivation. A good route to take would be to find books that have similar characteristics to those she likes (same genre, subject matter, etc.) but that are on a more appropriate reading level for her (D).

62.) Answer B

Nonsense words are useful to help students practice decoding and syllabication (B). They can also help teachers assess students' decoding skills since they are unfamiliar and students therefore must decode them rather than reading them through whole-word recognition (A). (D) is incorrect because nonsense words may have one or more than one syllable. Caution should be used when using nonsense words with English Language Learners, however (C). This should generally be limited unless the teacher is confident the student understands that they are nonsense words since ELLs are still developing familiarity with English vocabulary and may confuse real words and nonsense words.

63.) Answer D

All of these answer choices represent important research strategies. The first step for this particular student, however, is to learn to use more strategic keywords to narrow his search since he is currently using terms that yield an overwhelming and unhelpful list of results.

64.) Answer B

For early elementary students who are just beginning to learn to read, it is important that they have support at home to practice their reading. Parental involvement makes a huge difference. One way to encourage parents and children to participate in regular at-home reading is to help them to find developmentally appropriate texts that they would enjoy reading together. If the experience is enjoyable rather than based merely on a grade (C, D) or data (A), they will be more likely to make it a habit and a positive learning experience.

65.) Answer C

As defined by International Reading Association, the role of a reading coach is to "provide professional development and to assist classroom teachers in delivering reading instruction." Reading coaches provide leadership in their schools by providing classroom teachers with the support and professional knowledge they need in order to effectively implement literacy instruction.

66.) Answer B

Vygotsky's Social Development Theory emphasizes the importance of social interaction to the learning process. This includes the concept of the zone of proximal development. According to this theory, there is a gap between what a student can achieve independently and what he or she can achieve with support from another person (typically a teacher). Operating within that zone optimizes the learning process. Piaget (A) outlined cognitive development as a series of stages. Skinner (C) and Pavlov (D) focused on behavioral conditioning.

67.) Answer B

Continuous sounds (those that can be sustained without distortion) facilitate blending. Words that begin with continuous sounds are the easiest for beginning readers to sound out. The first words introduced for phonetic decoding should be simple VC or CVC words that begin with a continuous sound.

68.) Answer C
Having students talk about their own writing and how they want it to sound to the reader is a great way to get students engaged in a meaningful way with the purpose of punctuation. It will help them to pay attention to how punctuation influences their reading and to be mindful of using it appropriately as a writer to convey their intended meanings.

69.) Answer D
Curricular overhauls can be overwhelming for teachers, and teachers may be skeptical or reluctant to change their methods, especially if they've had years of experience in doing things a certain way and have found relative success. When looking at a new curriculum, it can sometimes be difficult for teachers to wrap their heads around what it means for them on a practical level, including how much they will have to change and in what ways. The reading specialist can offer valuable support by helping the teacher assess her current practices and to improve and adapt them to fit in with the new program.

70.) Answer C
The graphic organizer would help a student who has difficulty with the organizational structure of an essay. The student could use each "major point" box and its related supporting details to create each body paragraph of the essay. The main idea/thesis would serve as the basis for the introduction and conclusion.

71.) Answer D

A detailed rubric is a valuable assessment tool for both teachers and students. It makes expectations for the assignment clear to the student and helps the teacher to grade the assignment in a clear and fair manner. Since the teacher is struggling with how to assess writing assignments, it would be beneficial for the reading specialist to work with her to develop a high-quality, standards-aligned rubric she could use in her classroom. (B) and (C) do not address the teacher's problem, which is that she is struggling with assessing students' writing. (A) would not be as beneficial as working together on a rubric because it would not provide a tool that the teacher could use in again for future writing assignments.

72.) Answer B

A material accommodation is one in which the physical materials given to the student are altered or in which the student receives extra material supports. If a student has difficulty tracking text while reading (a common component of dyslexia), providing a colored strip to cover up the text below the current line of reading could be a helpful material accommodation. The other responses could also be beneficial for many students with dyslexia or other reading difficulties but are not considered material accommodations.

73.) Answer D

Teaching students how to use these textual features will give them important research skills that will extend beyond this particular assignment. (A) and (C) may help for this particular instance but won't build lasting research skills. (B) does not provide enough support for students who may be unfamiliar with how to locate information in a non-fiction text.

74.) Answer C

Any of these activities could be helpful for children learning their letters but the most helpful for a kinesthetic learner in particular would be using his finger to trace letters as he names them. A kinesthetic learner is one who learns best through the physical use of the body. (A) and (D) would be helpful for visual learners. (B) would be helpful for visual and auditory learners.

75.) Answer D

All of these activities would help to enhance a student's understanding of a new vocabulary word. The only one that is *nonlinguistic* (not expressed in words), however, is (D), which uses a visual aid to enhance vocabulary understanding.

76.) Answer B

State reading tests—standardized tests of literacy skills given to all students at a certain grade level—are designed to measure the extent to which students, teachers, and schools are keeping up with state reading standards. While they can point toward an issue with reading, they are not meant to diagnose reading problems or to determine students' specific literacy needs. Teachers can gain much more detailed information about their students' needs through observation and classroom level assessments.