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Reading Teacher (Grades K–12)

Subtest 2 Sample Items

1. In a research-based, systematic phonics approach to beginning reading instruction, students are taught how to sound out and blend the sounds of letters to form words at which of the following points in the sequence of instruction?

- A. as soon as they have mastered the most common letter-sound correspondences for a small number of useful letters
- B. when they can name most letters in the alphabet and write their first names using both upper- and lowercase letters appropriately
- C. as soon as they are able to demonstrate mastery of the first 15 words from a list of the most frequently appearing words in texts
- D. when they demonstrate knowledge and skills in fundamental print concepts, including letter formation skills

2. Daily independent reading in a range of genres benefits students' academic success primarily by:

- A. promoting their metacognitive awareness.
- B. facilitating their use of comprehension strategies.
- C. expanding and improving their phonics skills.
- D. enriching their vocabulary and background knowledge.

3. Which of the following reading response skills relies on the reader's evaluative comprehension of a fictional text?

- A. describing a story's setting and characters
- B. recalling the sequence of important events in a story
- C. discussing the credibility of a story's ending
- D. using mental imagery to understand descriptive passages in a story

4. A reading teacher wants to enhance students' understanding of a variety of traditional literary genres. In one lesson, the teacher plans an activity in which students will collaboratively write an original fable based on a plot summary provided by the teacher. Which of the following plot summaries would be most appropriate for this purpose?

- A. A lazy lion tricks her prey into wearing a coat of bold stripes, only to discover that stripes provide the animal protective camouflage.
- B. A penniless young farmer completes a series of extraordinary tasks, proving himself worthy of a beautiful princess.
- C. A mountain climber thinks she has rescued an injured hiker, then learns the hiker disappeared on the mountain a hundred years earlier.
- D. A house cat and three mice form an unlikely alliance, joining forces to save the family home from being demolished.

5. After completing content-area reading assignments, a high school student is able to identify several isolated ideas and details from the reading, but demonstrates significant difficulty summarizing how the ideas or details relate to one another. Which of the following strategies would be most appropriate for addressing this student's demonstrated needs?

- A. explicitly teaching a range of question-and-answer relationships
- B. providing direct instruction in expository text structures
- C. regularly providing practice in making personal responses to texts
- D. reviewing definitions of content-specific vocabulary after reading

Answer Key

Item Number	Correct Response	Subarea	Objective
1	A	I. Word Analysis and Fluency Development	0010
2	D	II. Vocabulary and Comprehension Development	0012
3	C	II. Vocabulary and Comprehension Development	0013
4	A	II. Vocabulary and Comprehension Development	0014
5	B	II. Vocabulary and Comprehension Development	0015

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