



SECTION 2

SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

Section 2: Sample Questions

QUESTIONS

1. According to current research, which of the following should be the primary focus of reading instruction for adolescents?
 - A. promoting students' use of word analysis strategies to facilitate their reading of grade-level literary texts
 - B. increasing students' independent reading of high-interest texts
 - C. promoting students' use of cognitive and metacognitive strategies to facilitate their reading of content-area texts
 - D. increasing students' reading rate with challenging texts
2. The characteristics of an expository essay make it a particularly effective genre to use with middle school students for the purpose of:
 - A. providing examples of literary devices such as figurative language and symbolism.
 - B. illustrating the use of topic sentences and the development of a thesis.
 - C. introducing common elements of literary texts such as setting and theme.
 - D. demonstrating how to analyze words and concepts as they relate to multiple content areas.

3. Which of the following excerpts from the opening passage of an adolescent fiction story most clearly requires a reader to make inferences about the setting and characters in the story?
- A. The house peered at the town from the top of the hill, daring anyone to approach. Every day, on his walk to school, he recalled the events of last summer and hurried past the house.
 - B. Her uncle's cabin in the mountains was one of her favorite places in the world. It was nestled in a clearing in the woods next to a stream that lulled her to sleep every night.
 - C. He was a tall, lanky boy who played basketball with his friends every day after school, rain or shine. His dream was to play someday in the National Basketball Association.
 - D. She hated being the new girl in town. Life in a small town was so different than what she was used to in the city, and she longed for those familiar smells and sounds.

4. **Read the information below; then answer the question that follows.**

A middle school teacher designs the following plan for a student research project using library resources.

Step 1: Students identify a content-area topic that interests them.

Step 2: The school librarian presents a lesson on library research strategies.

Step 3: Students locate library resources on their chosen topic.

Step 4: Students read their sources and take notes about their topic.

Step 5: Students create a multimedia presentation about their topic.

The teacher could best facilitate the inquiry process by adding which of the following steps to the project?

- A. After Step 1, students formulate research questions about their topic.
- B. After Step 2, students write a summary of what they learned in the librarian's presentation.
- C. After Step 3, students create a bibliography of the resources they located.
- D. After Step 4, students use their notes to write a research paper.

Section 2: Sample Questions

5. A seventh-grade reading teacher introduces students to several science concepts using visual media and hands-on activities. Then students locate, select, and use both technological and print resources to explore intriguing questions that arise from the introductory activities. Which of the following best describes the primary benefit to students of this approach to reading instruction?
- A. Giving students freedom to select their own reading materials promotes their use of metacognitive comprehension strategies.
 - B. Having students read a variety of texts fosters their understanding of various textual features and organizational structures.
 - C. Involving students in the research process enhances their ability to select appropriate independent reading materials.
 - D. Encouraging students to investigate topics of interest motivates them to read authentic texts in a variety of genres and discourse modes.
6. Several students in a middle school class are struggling to comprehend grade-level texts. Which of these students is likely to benefit most from phonics instruction?
- A. Student A can use context clues to try to identify unfamiliar words but does not automatically recognize words that follow regular spelling patterns.
 - B. Student B can construct meaning from grade-level literary texts but has difficulty understanding content-area texts.
 - C. Student C decodes most grade-level words rapidly and accurately but reads aloud haltingly with a lack of appropriate expression and prosody.
 - D. Student D can recall information directly stated in a grade-level text but has difficulty making inferences about a text.

Read the passage below from an adolescent fiction story; then answer the two questions that follow.

By the time she plopped down in her seat, Sara's body ached from pulling her overloaded suitcases through the crowded airport in Atlanta. She was already starting to regret packing a year's supply of macaroni and cheese.

The flight seemed to last an eternity. Sara lost all sense of day and night as the plane crossed one time zone after another. At first, the in-flight movies and magazines kept her occupied, but, after a while, the repetitiousness of the journey took its toll. She began to doze from one meal to the next, slipping in and out of a bizarre dream world. She tracked the plane's flight path only by the meals—couscous for lunch over Morocco, fava beans for dinner over Egypt.

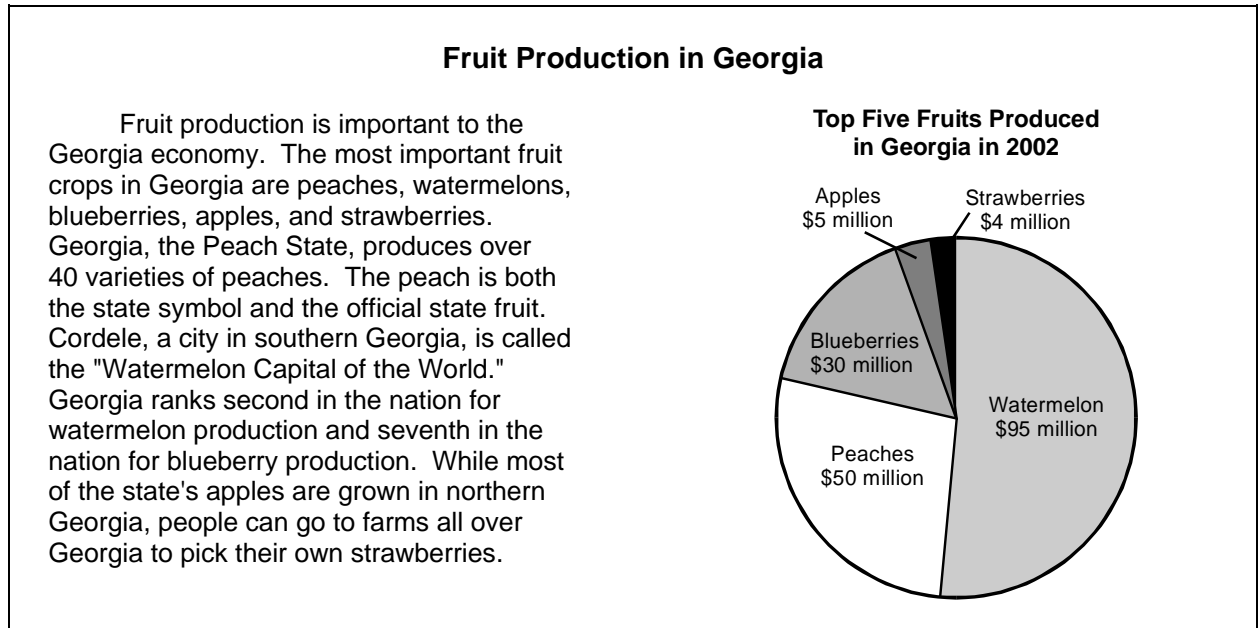
7. Which of the following questions would be most effective in promoting middle school students' inferential comprehension of this passage?
- A. Do you think Sara is enjoying the flight?
 - B. Where do you think Sara might be going?
 - C. Do you think Sara likes the food on the plane?
 - D. Where do you think Sara is from?
8. Which of the following words from the passage would be most appropriate to use as an example for teaching structural analysis as a word identification strategy?
- A. eternity
 - B. repetitiousness
 - C. bizarre
 - D. couscous

Section 2: Sample Questions

9. Which of the following activities is likely to be most effective in promoting middle school students' ability to locate evidence in a text to support an argument?
- A. Students read several essays that provide conflicting explanations of natural phenomena, and then they compare and contrast the structures of the essays.
 - B. Students read a variety of news magazine articles about a political event, and then they write an entry in their reading journals expressing their personal reactions to the articles.
 - C. Students read newspaper articles about a community issue, and then they write a letter to the editor suggesting possible solutions to the problem.
 - D. Students read Internet Web sites that present different perspectives on a controversial issue, and then they prepare notes to help them debate the issue from one of the perspectives.
10. A middle school reading teacher gives students a diagram to label as they read an article explaining the water cycle. This strategy is likely to promote students' reading development primarily by:
- A. encouraging them to use visualization as a comprehension strategy.
 - B. helping them to identify main ideas and supporting details in a text.
 - C. prompting them to adjust their reading rate based on the difficulty level of a text.
 - D. supporting their ability to make text-to-text connections as they read.

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

A fifth-grade teacher gives students the following handout as part of a social studies lesson.



11. Which of the following activities would be most effective in promoting students' ability to construct meaning from the graphic feature in this handout?
- encouraging each student to graph his or her five favorite fruits using a pie chart
 - asking each student to locate another example of a pie chart by scanning a variety of print resources
 - showing students examples of pie charts that represent fruit production in other states
 - helping students determine the total revenue represented in the pie chart by adding the five parts of the pie
12. After reading the handout, students work on a project researching, designing, and writing commercials to persuade consumers of the health benefits of eating various Georgia fruits. This activity is likely to be most effective in achieving which of the following instructional goals?
- promoting students' evaluative comprehension of content-area texts
 - encouraging students to apply words and concepts from the lesson to other subject areas
 - prompting students to monitor their own comprehension of content-area texts
 - activating students' background knowledge about the content of the lesson

Section 2: Sample Questions

13. Which of the following approaches to reading assessment is likely to be most effective in helping a classroom teacher monitor middle school students' reading development?
- A. using the results of formal norm-referenced assessments to plan instructional grouping and the results of informal assessments to test student achievement
 - B. supplementing the results of formal summative assessments with information from a variety of ongoing informal and performance-based assessments
 - C. using the results of formal assessments to collect data for reporting purposes and the results of informal assessments to make instructional decisions
 - D. emphasizing the use of formal standardized assessments that meet specific reliability and validity criteria over the use of informal performance-based assessments

14. A middle school student demonstrates strong comprehension of grade-level literary texts but more limited comprehension of grade-level content-area texts. Results of diagnostic reading assessments indicate that the student is performing at the appropriate grade level in the areas of decoding and vocabulary. Based on this information, this student would likely benefit most from reading instruction in:
- A. inference skills, such as drawing conclusions and making generalizations about a text.
 - B. word analysis skills, such as analyzing the morphology and etymology of unfamiliar words in a text.
 - C. study skills, such as identifying, mapping, and summarizing important information in a text.
 - D. evaluation skills, such as judging the merit of a text and formulating a personal opinion about a text's content.
15. Several middle school students are reading below grade level as indicated by their performance on both formal and informal reading assessments. Their teacher decides to use classroom interventions to try to address the students' needs. Which of the following guidelines would be most appropriate for the teacher to follow when planning classroom interventions for these students?
- A. Provide the students with explicit individualized reading instruction while supporting their access to grade-level texts and content.
 - B. Group the students homogeneously for reading instruction and use texts that are written at the students' current reading levels.
 - C. Pair each of the students with a peer mentor who can provide support during small-group and whole-class reading activities.
 - D. Arrange for the students to work independently using special materials and technologies designed to address reading difficulties.

Section 2: Sample Questions

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	By middle school, the focus of reading instruction is no longer on developmental reading processes and skills. Middle school students must be able to "read for learning" in various disciplines (e.g., language arts, mathematics, science, social studies). Reading instruction that promotes students' ability to apply cognitive-learning strategies (e.g., predicting, categorizing, comparing, drawing conclusions) and metacognitive-learning strategies (e.g., reflecting, self-monitoring) to literary and informational texts prepares middle school students to be strategic readers across the curriculum.	0001
2	B	The purpose of an expository essay is to explain a factual subject or a personal insight into a subject. Its key feature is the thesis statement, which states the main idea of the essay and makes the writer's purpose clear. The thesis of an expository essay is presented in the introductory paragraph, developed in the body (i.e., the supporting paragraphs), and restated or rephrased in the concluding paragraph. Each supporting paragraph includes a topic sentence and develops one important, supporting point related to the thesis.	0002
3	A	A reader must make inferences in order to comprehend information that is not explicitly stated in a text. In this story opening, the text does not explicitly state what happened last summer with respect to the house. However, the reader can use clues in the text (e.g., the description of the house, the character's reason for hurrying past the house) to infer that the events were somehow sinister and threatening.	0003
4	A	The first step in the inquiry process is to formulate a hypothesis or list of questions. In the context of a research project, the students would use their hypothesis or research questions to guide their selection of resources and focus their reading.	0004
5	D	To help middle school students become proficient in the unique vocabulary and text structures in each discipline (e.g., language arts, mathematics, science, social studies), teachers need to encourage students to read authentic texts from a variety of subject disciplines. They can accomplish this by creating meaningful contexts for reading across the curriculum. This reading teacher motivates students to read a variety of technological and print resources in the area of science by piquing students' curiosity about various science concepts and then encouraging and supporting their further exploration of those concepts.	0007

For question	The correct response is	Reason	Test Objective
6	A	Words that follow regular spelling patterns contain one or more of the dozens of major and minor English phonograms (e.g., <i>-at</i> , <i>-ight</i> , <i>-ent</i> , <i>-op</i> , <i>-us</i>). These phonograms provide the foundation for thousands of single-syllable and multisyllable words. A middle school student who cannot automatically recognize words that follow regular spelling patterns and who relies on the use of context clues as a word identification strategy would benefit from instruction that promotes development of phonics knowledge and decoding skills.	0008
7	B	Questions designed to promote students' inferential comprehension of a text must require the reader to read beyond what is explicitly stated in the text. This text makes no mention of Sara's destination. When thinking about possible answers to this question, students must draw conclusions based on other evidence in the text.	0009
8	B	Structural analysis is a word identification strategy in which the reader tries to determine the meaning of an unfamiliar word by analyzing its component parts (i.e., its root and affix[es]). The reader may consider the meaning of each component and/or make connections between the unknown word and words that contain the same or similar components. For example, a reader could use structural analysis to help determine the meaning of the word "repetitiousness" by comparing it to known words that are based on the same root, such as "repeat" or "repetition."	0006
9	D	Preparing for a debate about a controversial topic provides students with an authentic, meaningful context in which to practice locating evidence to support an argument. To be an effective debater, a person must understand all sides of an issue and be able to identify the most credible, compelling evidence to support his or her side.	0010
10	A	A diagram provides readers with a graphic representation or visualization of information in a text. Having students complete a diagram that illustrates a cycle of events (in this case, the steps in the water cycle) will help the students visualize the individual events that make up the cycle as well as the sequence of and relationships among those events.	0011
11	D	A pie chart is used to represent the relationship of parts to a whole. Adding the five parts of this pie chart together makes explicit to students what the whole of this pie chart represents—that is, the total revenue earned by these top five fruits.	0012

Section 2: Sample Questions

For question	The correct response is	Reason	Test Objective
12	B	The Georgia English Language Arts Performance Standards related to reading across the curriculum call for middle school students to relate words and concepts to multiple subject areas. This activity encourages students to apply words and concepts from this social studies text to science and health, by researching the health benefits of these fruits, and to language arts, by developing persuasive pieces of writing in the form of commercials for Georgia fruits.	0005
13	B	An effective approach to monitoring students' reading development includes both summative and evaluative assessments. Using a variety of developmentally appropriate classroom reading assessments helps the teacher develop a broad picture of students' reading strengths and needs, while engaging in ongoing assessment helps the teacher develop an understanding of students' reading progress over time.	0013
14	C	The student described has already mastered important aspects of developmental reading, including decoding skills, vocabulary development, and comprehension skills applied to literary texts. However, the student is struggling with important aspects of functional reading, in particular comprehension skills applied to informational texts. To promote this student's ability to "read for learning," the teacher needs to provide explicit instruction in strategies for comprehending informational texts, such as identifying specific information in a text, mapping and analyzing relationships among concepts, and summarizing key information.	0014
15	A	By middle school, students are expected to be able to "learn through reading" in all subject disciplines. Thus, middle school students who are struggling readers are at risk of falling behind their peers in all subject areas. Effective classroom interventions designed to meet the needs of these students therefore include both strategies for addressing the students' specific reading needs and strategies for providing students with access to the core curriculum, such as providing scaffolded or differentiated instruction using grade-level texts.	0015