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Study Guide

Master Degree in Elementary Education: Professional Reading Specialist

1. The label "emerging" is typically used to describe the beginning developing level of literacy with the literacy process lying on a development continuum. Explain the role of oral language, phonological awareness, and alphabetic principle in children's literacy development.
2. Children progress through various general stages when producing print. The beginning, of course, comes when children first hold a writing utensil. They typically begin to make marks on pages. These marks begin to take a variety of forms. This is often referred to as the scribble stage of writing. Identify and discuss the characteristics of five additional stages of developmental writing through which a child progress to reach conventional spelling.
3. Define literacy environment. Explain how would you organize the space in your classroom to meet the needs of students learning to read, write, listen, speak, and view? Keep in mind that the spatial areas should allow for literacy experiences to flow into one another. A cooperative, active style of learning is to be encouraged.
4. There are classroom contexts that directly support emerging literacy. To support this active process, explain how you would implement each of the following contexts: Read Alouds, Shared Reading, Guided Reading, and Interactive Writing.
5. Explain what kinds of learning context best promotes the acquisition of competencies and concepts of children in the transitional years of middle childhood. What role does the teacher play in developing learning contexts that promote continued skill and concept attainment?

6. When a child has problems with decoding an unfamiliar word, there are a number of strategies a child can use to make sense out of the print. Identify and discuss 4 decoding strategies.
7. Discuss at least 3 learning contexts a teacher can use to develop strategies for understanding expository text and images, i.e., DRTA, VIP,
8. Discuss a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
9. Who are the major reading researchers in reading and writing instruction? Discuss their research and contributions.
10. Classroom grouping options are essential for accomplishing a given purpose in the comprehension reading and writing classroom. Discuss the use of instructional group options (individual, small-group, whole-class, and computer based).
11. Discuss a wide range of instructional practices, approaches, and methods for learners at differing stages of development and differing cultural and linguistic backgrounds.
12. Discuss curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
13. Discuss authentic assessment and to plan effective reading instruction on a daily basis. Define the reading assessments used for daily assessment.
14. Discuss the use of standardized tests to plan effective reading instruction.
15. How would you use assessment information to plan, evaluate, and revise effective reading instruction that meets the needs of all students. How would you communicate the results of both formal and informal assessment to students, parents, caregivers, colleagues, administrators, and community?

16. How would you create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
17. Discuss how you would participate in, initiate, implement, and evaluate professional development programs.

**Reading Specialist Comprehensive Review Questions
Additional Questions upon which to Reflect**

1. What do you believe constitutes an appropriate and effective learning context to support children's emerging literacy? What would you expect to see?
2. How should we be documenting children's literacy progress? How should we use the data that are collected?
3. What is meant by literacy?
4. How does oral language affect literacy?
5. What is the link between oral language and written language?
6. What are the core components of literacy that I must be sure to include in my work with children?
7. What are the developmental stages children progress through in producing print?
8. What are classroom layouts that encourage, or discourage, learning to read and write?
9. What is the definition of literacy environment? What are the basic structures involved in fostering a setting in where the elements of reading and writing are both valued and encouraged?
10. What are specific strategies and activities you can use to increase the development of literacy concepts and skills in the children with whom you work?

11. What is phonemic awareness? What is the role of phonemic awareness in the classroom?
12. Choose 3 centers in your classroom. List the things you will need to add to these centers to make them more literacy-centered. Explain how you will introduce these to the children in your class.
13. What is Shared Reading? Guided Reading? Interactive Writing? How would you implement these in your classroom?
14. What strategies can teachers use to maintain children's high interest in learning to read and write in the early years?
15. What is fluency? What role does the teacher play in helping build fluency? What can and should we do about children who are lagging behind?
16. Identify several decoding strategies?
17. There are several strategies for developing an understanding expository texts and images. Identify and discuss 3 of these strategies.
18. What are metacognitive skills and how can the teacher help children develop these skills to think about what is being read and make connections between personal experiences and text read.