



Xavier University
Graduate Comprehensive Examination in Reading K-12
Study Guide for Graduate Comprehensive Examination in Reading

The final comprehensive examination constitutes a synthesis and application of the knowledge, skills, and dispositions acquired during the course of study leading to the master's degree in Reading. The exam will cover content from the following areas: the reading and writing process, educational and literacy research, linguistic and cultural diversity, comprehension instruction, and literacy assessment.

You will be tested on the knowledge gained from the following courses:

EDRE 569 Phonics and the Foundation of Literacy
EDRE 671 Content Area Literacy
EDRE 672 Theories in Reading
EDRE 678 Diagnosis and Remediation of Reading
EDRE 679 Practicum in Reading

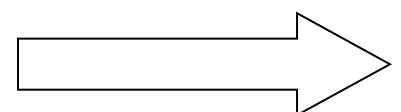
Reviewing for the Exam

Study Strategies:

Graduate candidates are expected to use appropriate authorities and relevant theories when responding to the examination; therefore, candidates should review pertinent literature in reading. Appropriate study strategies would include the following:

1. Review the table of contents of texts used in your graduate work. Look at chapter titles and major headings, which should bring to mind information, concepts, and understandings. If you do not remember general understandings, reread the section. Review class notes from your graduate courses. Think about how theories of reading translate into best practice in today's classrooms.
2. Be familiar with major scholars in literacy education/research and the histories of reading. What do these authorities espouse? Be able to cite scholars as you respond to the examination.
3. Be acquainted with scholarly journals in language arts and reading education such as *The Reading Teacher*, *Language Arts*, *Reading Research Quarterly*. Know some significant works (books, articles, studies, etc.) in reading education and research.
4. Be able to explain major ideas that are shaping current thinking and practice in reading.

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Possible Topics:

All of the questions on the examination will ask you to think beyond the literal level of understanding and address theoretical as well as practical application based on current research in reading. Your coursework in the M.Ed. program has addressed the K-12 curriculum; be able to apply your knowledge of literacy across the curriculum. The following are suggested topics to consider while preparing for the exam. These are not representative questions for the exam, but rather content that you should be familiar with as you approach the exam.

Here are some topics to consider:

- Have a clear understanding of the reading process. Be able to construct a meaningful diagram that explicates your definition of reading. Understand and be able to discuss current and historical perspectives regarding the reading process.
- What are the current theories of reading? Be able to identify major contributors to those theories.
- What concept of reading has made an impact on your teaching of reading?
- Be able to discuss the importance of trade texts in the reading curriculum.
- Discuss the importance of Content Area Literacy as it relates to your specific grade level and discipline(s). Develop your response with inclusion of specific strategies pertinent to the curriculum of your grade level.
- Understand how Oral language, Fluency, Phonics, Vocabulary, Writing, and Comprehension are important in the teaching of reading, as well as diagnosis and assessment.
- What is a comprehensive, balanced reading program? Discuss the major components as you see it, and support your response.
- Discuss the interrelationship of reading, writing, speaking, listening, viewing, visually representing.
- Discuss how technology might be used in the classroom to enhance reading/writing instruction.
- Be able to discuss and identify specific strategies for working with English language learners.
- Describe the process of diagnostically assessing a child in reading. Which instruments of assessment would you consider important to developing a working plan for teaching that child?