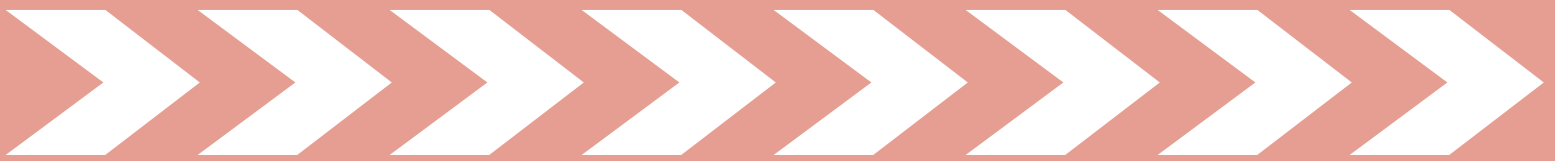




ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



STUDY GUIDE

46 Reading Endorsement K-8

**This test is now delivered as a computer-based test.
See www.aepa.nesinc.com for current program information.**

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PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 46: Reading Endorsement K–8

INTRODUCTION

This section includes a list of the test objectives, practice questions, an answer key for the selected-response questions, and a list of preparation resources.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

Preparation resources. The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Reading Endorsement K–8 test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

TEST OBJECTIVES

Field 46: Reading Endorsement K–8

Subareas:

Theoretical and Research Foundations
Assessment, Instruction, and Leadership Foundations
Literacy Assessment in Grades K–8
Essential Elements of K–8 Literacy Instruction and Intervention
Content-Area Literacy in Grades K–8

THEORETICAL AND RESEARCH FOUNDATIONS

0001 Understand linguistic foundations of language and literacy.

For example:

- demonstrating knowledge of language systems as related to reading and writing in English, including phonology, morphology (e.g., inflections, word formation), semantics (e.g., word meaning, the relation of meaning between words), syntax (e.g., how words are combined in sentences), and orthography (e.g., how spelling relates to phonology and morphology)
- demonstrating knowledge of oral language acquisition and language development as related to literacy development (e.g., features of various stages of language development; characteristics of students at different stages of literacy development)
- demonstrating knowledge of linguistic factors affecting second-language literacy development (e.g., differences in reading instruction for English language learners who have or have not developed first-language literacy skills, relationship and transfer of existing first-language literacy skills to English, implications for reading instruction in English when the first-language writing system differs significantly from that of English)

0002 Understand neurological, cognitive, and sociocultural foundations of language and literacy.

For example:

- analyzing the results of scientific neurological studies of good and struggling readers, including dyslexic readers (e.g., implications of the results of these studies on literacy instruction and intervention)
- recognizing cognitive processes (e.g., phonological and orthographic processing, active construction of meaning) involved in reading
- analyzing nonlinguistic factors related to literacy development, including affective (e.g., motivation), socioeconomic, cultural, and environmental factors
- recognizing theoretical models of reading

ASSESSMENT, INSTRUCTION, AND LEADERSHIP FOUNDATIONS**0003 Understand foundations of literacy assessment.**

For example:

- recognizing the role of valid and reliable assessment in guiding reading and writing instruction, intervention, and instructional decision making in order to promote and accelerate literacy achievement of all learners, including English language learners and students identified with reading or learning disabilities
- identifying primary purposes of reading assessments (e.g., screening, formative, summative, and progress-monitoring assessments) and various uses of assessment data (e.g., screening, diagnosis, planning instruction and interventions, assessing student progress toward standards, evaluating instructional or program effectiveness)
- demonstrating knowledge of concepts and issues related to valid and reliable assessment (e.g., validity, reliability, normative comparisons in test design and selection)
- identifying characteristics of a variety of formal and informal literacy assessments, including distinguishing between quantitative and qualitative data
- recognizing advantages and limitations of various types of reading assessments for use with English language learners
- applying knowledge of appropriate strategies for communicating results of assessments to stakeholders

0004 Understand foundations of literacy instruction and intervention.

For example:

- recognizing components of effective reading instruction (e.g., explicit instruction, modeling/demonstration, guided practice with corrective feedback, independent practice) and effective reading programs (e.g., explicit instruction, independent reading, read-aloud, reading and writing across the curriculum, opportunities for response, including an emphasis on oral language)
- recognizing components of effective, evidence-based early intervention programs
- recognizing components of effective, evidence-based intervention and tutorial programs
- applying knowledge of appropriate, evidence-based reading and writing strategies and materials to elicit student engagement and intrinsic motivation
- applying knowledge of effective instructional materials, including technology, to support literacy instruction and to promote student literacy development and learning

0005 Understand foundations of leadership in reading and literacy.

For example:

- applying knowledge of strategies for translating research into effective practices and for using research to inform and support reading instruction and the reading program
- applying knowledge of strategies for keeping well-informed in the field of reading and for sharing up-to-date knowledge of literacy development with colleagues
- applying knowledge of strategies for collaborating with and providing guidance to colleagues, including demonstrating knowledge of effective coaching practices
- demonstrating knowledge of the development, evaluation, and supervision of literacy programs, including processes and strategies for promoting organizational change
- applying knowledge of strategies for creating a literate school environment, including developing connections between the reading program and other school programs (e.g., after-school program, home–school projects)
- applying knowledge of strategies for promoting the involvement of parents/guardians in their children’s literacy development

LITERACY ASSESSMENT IN GRADES K–8

0006 Understand the selection and administration of assessments in essential elements of literacy in grades K–8.

For example:

- applying knowledge of how to select and administer appropriate assessments to determine students’ development of emergent literacy skills, including phonological awareness, phonemic awareness, concepts of print, letter recognition and formation, and letter-sound correspondence
- applying knowledge of how to select and administer appropriate assessments to determine students’ development of phonics and other word identification skills
- applying knowledge of how to select and administer appropriate assessments to determine students’ development in vocabulary and academic language
- applying knowledge of how to select and administer appropriate assessments to determine students’ development in key components of fluency (i.e., accuracy, rate, and prosody)
- applying knowledge of how to select and administer appropriate assessments to determine students’ development of reading comprehension and comprehension strategies
- applying knowledge of how to select and administer appropriate assessments to determine students’ development in spelling and writing

0007 Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for K–8 students.

For example:

- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in phonological awareness, phonemic awareness, concepts of print, letter recognition and formation, and letter-sound correspondence
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in phonics and other word identification skills
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in vocabulary and academic language
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in key components of fluency (i.e., accuracy, rate, and prosody)
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in reading comprehension and comprehension strategies
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction and interventions to address students' needs in spelling and writing

ESSENTIAL ELEMENTS OF K–8 LITERACY INSTRUCTION AND INTERVENTION**0008 Understand instruction and intervention in phonological awareness and phonemic awareness and other important emergent literacy skills, including concepts of print and letter recognition and formation.**

For example:

- demonstrating knowledge of the role of the phonological-awareness continuum and phonemic awareness in literacy development and strategies for linking phonological skills development to reading, writing (e.g., phonetic spelling), and meaningful use of language
- demonstrating knowledge of explicit, evidence-based instruction and interventions in phonological awareness
- demonstrating knowledge of explicit, evidence-based instruction and interventions in phonemic awareness
- demonstrating knowledge of explicit, evidence-based instruction and interventions in concepts of print and letter recognition and formation

0009 Understand instruction and intervention in phonics and other word identification skills.

For example:

- demonstrating knowledge of the critical role of the alphabetic principle in reading development and explicit, evidence-based instruction and interventions in the alphabetic principle and letter-sound correspondence
- demonstrating awareness of the importance of sequencing phonics instruction according to the increasing complexity of linguistic units and applying knowledge of explicit, systematic, evidence-based instruction and interventions in phonics
- demonstrating knowledge of explicit, evidence-based instruction and interventions in sight words and inflectional morphemes (e.g., *-ed*, *-er*, *-est*, *-ing*, *-s*)
- demonstrating knowledge of explicit, evidence-based instruction and interventions in syllabication patterns (e.g., open, closed) and structural analysis skills (e.g., recognizing word roots, derivational prefixes and suffixes, and compound words)
- applying knowledge of direct and explicit writing activities that support and reinforce students' development of phonics and other word identification skills

0010 Understand instruction and intervention in vocabulary and academic language.

For example:

- demonstrating awareness of the critical role vocabulary plays in reading and the importance of engaging students in early and robust language experiences to promote their development of listening, speaking, reading, and writing vocabularies and academic language
- recognizing evidence-based components of effective vocabulary instruction (e.g., explicitly teaching words and word-learning strategies, promoting word consciousness, linking to known words, using nonlinguistic representations, encouraging and supporting wide reading including a variety of genres, providing meaningful exposure to and multiple opportunities to use new vocabulary) and criteria for selecting words for vocabulary instruction
- applying knowledge of evidence-based instruction and intervention in word study, including direct and explicit teaching of word meanings, idiomatic expressions, foreign words and expressions commonly used in English, and etymology (e.g., common Latin and Greek roots)
- applying knowledge of direct and explicit evidence-based instruction and interventions in independent strategies for building vocabulary (e.g., using structural analysis) and for determining the meaning and pronunciation of unfamiliar or multiple-meaning words encountered through listening and reading (e.g., using appositives, semantic and syntactic clues, reference materials)
- applying knowledge of direct and explicit evidence-based instruction and interventions in academic-language structures (i.e., language structures used in oral and written academic discourse)
- applying knowledge of direct and explicit writing activities that support and reinforce students' development of vocabulary and academic language

0011 Understand instruction and intervention in fluency.

For example:

- demonstrating knowledge of key indicators of reading fluency (i.e., accuracy, rate, and prosody)
- demonstrating knowledge of common factors that disrupt fluency (e.g., lack of automaticity, weakness in phonics and other word identification skills, lack of familiarity with academic vocabulary and/or syntactic structures, limited background knowledge)
- applying knowledge of evidence-based, systematic instruction in fluency at all stages of reading development
- applying knowledge of the use of appropriate texts (e.g., leveled texts, decodable texts for students whose decoding is not automatic) and direct and explicit intervention strategies to address students' evidence-based needs in fluency (e.g., needs with respect to accuracy, rate, and prosody) to improve comprehension

0012 Understand instruction and intervention in reading comprehension and comprehension strategies.

For example:

- demonstrating knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative) and factors that affect reading comprehension (e.g., automatic decoding, fluency, vocabulary knowledge, knowledge of academic-language structures, background knowledge, comprehension strategies, linguistic and organizational complexity of text)
- applying knowledge of evidence-based, explicit instruction and intervention in comprehension strategies (e.g., using think-alouds, visualizing, summarizing, questioning, predicting, accessing prior knowledge, monitoring, applying knowledge of text structure, creating a nonlinguistic representation of a text) that students can use to enhance their own comprehension of texts and promote their independence and self-efficacy as readers
- applying knowledge of the use of appropriate texts and active and intentional oral language, reading, and writing activities to facilitate students' comprehension of texts before, during, and after reading and to reinforce their development of comprehension strategies
- demonstrating knowledge of the role of independent reading in literacy development and implicit and explicit strategies for promoting struggling readers' independent and at-home reading

0013 Understand instruction and intervention in spelling and writing.

For example:

- demonstrating awareness of the reciprocity between decoding and encoding and knowledge of strategies for integrating and sequencing spelling instruction systematically with phonics instruction to promote and reinforce students' spelling development as well as their word identification skills
- demonstrating knowledge of explicit, evidence-based instruction and interventions in common orthographic and morphological structures related to multisyllabic words (e.g., spelling changes based on the addition of an inflectional or derivational morpheme) and orthographic patterns based on etymology (e.g., *phys-*, *psych-*) to promote and reinforce students' spelling development as well as their word identification skills related to multisyllabic words
- applying knowledge of explicit instruction and interventions in the writing process, including prewriting, drafting, revising, editing, and publishing
- applying knowledge of explicit instruction and interventions in elements of effective writing, including expressing and supporting ideas and concepts in writing so as to accomplish the intended purpose; organizing ideas clearly; using appropriate voice; making appropriate word choices; developing sentence fluency (e.g., varying sentence length and structure); and applying writing conventions (e.g., capitalization, punctuation, spelling, grammar and usage, paragraph breaks)
- applying knowledge of explicit instruction and interventions in various applications of writing, including expressive (e.g., personal narratives, stories, poetry), expository (e.g., writing that supports a thesis), functional (e.g., letters, memos, forms), persuasive, literary response, and research

CONTENT-AREA LITERACY IN GRADES K–8

0014 Understand content-area texts and instruction and intervention in comprehension of content-area texts.

For example:

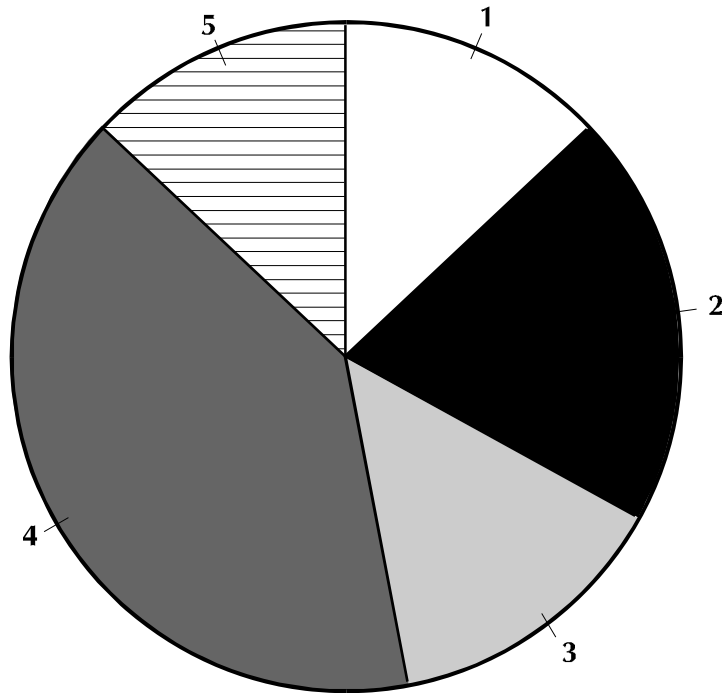
- applying knowledge of text structures and textual, graphic, and organizational features used in different content-area texts to promote students' comprehension
- applying knowledge of vocabulary and academic language used in different content-area texts (e.g., content-specific terminology, high-utility words across disciplines, language structures used in oral and written academic discourse) to promote students' comprehension of these texts
- applying knowledge of effective strategies for strengthening students' ability to recognize and comprehend different genres of fiction and nonfiction texts, including expository, persuasive, functional, and informational texts
- demonstrating knowledge of strategies for selecting supplemental content-specific texts appropriate for a variety of students' reading-proficiency levels for use in differentiated instruction and interventions

0015 Understand reading and writing as tools for content learning.

For example:

- applying knowledge of evidence-based strategies to improve students' critical-thinking skills with respect to content-area texts
- applying knowledge of evidence-based strategies for teaching students how to use reading and writing as tools for learning content
- applying knowledge of evidence-based strategies for teaching students how to use reading to build content concepts using different types of texts (i.e., fiction, nonfiction, expository, persuasive, functional, informational, multimedia, and digital)
- applying knowledge of evidence-based strategies for teaching students how to use writing as a tool for study, inquiry, and research (e.g., note taking, summarizing, using graphic organizers)
- applying knowledge of evidence-based strategies for teaching students how to use metacognitive strategies to support independent reading of content-area texts

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Theoretical and Research Foundations	13%
2. Assessment, Instruction, and Leadership Foundations	20%
3. Literacy Assessment in Grades K–8	14%
4. Essential Elements of K–8 Literacy Instruction and Intervention	40%
5. Content-Area Literacy in Grades K–8	13%

PRACTICE QUESTIONS

Field 46: Reading Endorsement K–8

1. In Ehri's model of word-reading development (1994, 1996), which of the following characteristics distinguishes readers who are in the orthographic phase of word reading?
 - A. primary reliance on sounding out letters and blending to pronounce unfamiliar words
 - B. frequent errors identifying words with high-frequency spelling patterns
 - C. primary reliance on context for identifying unfamiliar words in continuous text
 - D. recognition of word parts and syllable chunks in multisyllabic words
2. Which of the following common English morphemes is a derivational morpheme that is typically taught in the context of instruction in structural analysis?
 - A. -ing
 - B. -s
 - C. -ed
 - D. -ful
3. Functional magnetic resonance imaging (fMRI) confirms that skilled and dyslexic readers in all languages and of all ages activate different regions of the brain during reading. Longitudinal studies further indicate that, as children get older, skilled readers continue to activate the same brain region during reading, while dyslexic readers increasingly activate other brain regions. Which of the following conclusions about the nature of dyslexia can best be drawn based on these patterns of brain activation?
 - A. The development of neural connections in other parts of the brain eradicates dyslexia.
 - B. Children tend to outgrow dyslexia naturally as the brain matures.
 - C. The onset of dyslexia is closely and consistently associated with specific environmental factors.
 - D. Dyslexia is neurobiological in origin and persistent if untreated.

4. A reading teacher develops individual literacy profiles for each student that include standardized test scores, results of screening and diagnostic assessments, and representative work samples. This type of tool is most appropriate to use for which of the following assessment purposes?
- A. evaluating the alignment of a student's intervention plan with grade-level literacy standards
 - B. preparing a detailed analysis of a student's development in multiple dimensions of literacy
 - C. measuring the effect of specific interventions on a student's achievement of literacy standards
 - D. determining a student's rate of progress toward achieving long-term literacy goals
5. Which of the following procedures would best ensure the effectiveness of a school's early intervention program, such as a Response to Intervention (RTI) program?
- A. inviting stakeholders to submit anonymous summative evaluations of the program to the public education agency
 - B. providing parents/guardians with information about the program and how they can supplement it at home
 - C. making continual modifications to the program to accommodate participant teachers' instructional styles
 - D. establishing specific criteria to define fidelity of implementation for each component of the program
6. In a middle school that follows an effective, evidence-based Response to Intervention (RTI) program, differentiated instruction should take place in which of the following instructional settings?
- A. in general education classes only
 - B. in both general education classes and reading intervention classes
 - C. in reading intervention classes only
 - D. in general education classes in grade 6 and reading intervention classes in grades 7 and 8

7. A reading teacher serves, with other teachers, administrators, and parents in a school district, on a committee charged with implementation of an initiative designed to enhance students' academic-language development. Which of the following strategies for including the school's faculty in the development of the implementation plan would be most likely to promote the effectiveness of this initiative?
- A. asking teachers to keep detailed records regarding how they implement the initiative in their classrooms
 - B. explaining the rationale for the initiative and eliciting teachers' input about applying the plan to their age level and content area
 - C. ensuring that teachers include training related to the initiative in their professional development plans
 - D. distributing manuals about the initiative to teachers and offering hands-on training in applying the initiative to particular content areas
8. Which of the following assessment procedures would be most effective for measuring an emergent reader's skill in applying the alphabetic principle?
- A. asking a student to say as many words as possible that rhyme with a spoken target word and counting the words produced in a short period
 - B. asking a student to say the letter names in a series of familiar written words and calculating the percent correctly named
 - C. asking a student to read a series of written nonsense words and counting the letter sounds correctly pronounced in a given time
 - D. asking a student to identify the letters presented in random order on printed cards and calculating the percent correctly identified

9. After conducting an oral reading fluency test using a grade-level curriculum-based text, a reading teacher calculates and notes in the student's record the number of words correct per minute in the student's performance. Which of the following additional measures would be most important to note in the record for this assessment?
- A. the number of words the student repeated when reading the passage
 - B. the percentage of multisyllabic words in the passage
 - C. the average number of words per sentence in the passage
 - D. the percentage of words in the passage the student read accurately
10. The most advanced phonological-awareness skill a first-grade student demonstrates on an informal diagnostic assessment is the ability to detect beginning sounds in familiar words. In keeping with the research-based sequences within the phonological-awareness continuum, this result suggests that ongoing instruction for this student should focus *next* on which of the following skills?
- A. detecting ending sounds in words
 - B. substituting beginning sounds in words
 - C. segmenting words into syllables
 - D. blending a series of phonemes into words
11. When introducing a new vocabulary word to a small group of fifth-grade students in an intensive intervention class, a reading teacher first carefully pronounces the word syllable by syllable and then helps the students slowly say the whole word several times, following the teacher's model. This practice benefits students primarily by:
- A. developing their word consciousness.
 - B. promoting their phonological awareness with respect to the word.
 - C. enhancing their understanding of the word's spelling pattern.
 - D. providing them with multiple meaningful exposures to the word.

12. Several second-grade students inconsistently read some words ending in *-ing*, correctly identifying these words only some of the time. For example, a student sometimes reads the word *hoping* as "hopping," and the word *fitting* as "fighting." The teacher asks a reading coach for help in developing an appropriate instructional intervention for the students. Which of the following interventions would best address the students' demonstrated needs?
- A. using spelling sorts that focus on the targeted spelling pattern
 - B. teaching the students a mnemonic to help them remember the relevant orthographic rule
 - C. adding the inflected words to the students' individual spelling lists
 - D. using repeated reading with texts that include words with the targeted spelling pattern

13. A reading coach trains elementary teachers to use paragraph frames for scaffolding students' writing about informational texts. One of the paragraph frames discussed by the coach is shown below.

_____ and _____
 are both examples of
 _____, but
 they are different in important ways.
 First of all, _____ .
 Secondly, _____ .
 Finally, _____ .

This approach to helping students organize their ideas in writing also benefits student's ongoing content-area reading development in which of the following ways?

- A. by improving their automaticity reading general academic vocabulary
- B. by increasing their motivation to read nonfiction texts independently
- C. by expanding their repertoire of strategies for identifying unfamiliar words in print
- D. by enhancing their knowledge of syntactic structures

14. A third-grade student reads a grade-level passage accurately and slowly, pausing before sounding out some of the longer words in the text. Afterward, the student has difficulty answering literal comprehension questions about the passage. Which of the following factors is likely the primary cause of the student's disfluency?
- A. inattentive or careless decoding
 - B. lack of automaticity
 - C. limited oral vocabulary knowledge
 - D. gaps in phonics knowledge

15. A reading teacher is working with a small group of fourth-grade students. The teacher has the students take turns reading aloud the sentences shown below.

1. The only way to cool off was to jump in the pool.
2. I tried to go barefoot, but I burned my toes.
3. It was the hottest day of the whole summer.
4. My grandpa said you could fry an egg on the pavement.
5. The ice melted in my lemonade right away.

Then the teacher asks, "Which sentence tells about all of the others?" and models how to answer this question. Next, the teacher gives students a similar list of sentences and asks the same question. Participating in this type of activity is likely to promote students' reading comprehension in which of the following ways?

- A. by prompting students to activate their prior knowledge before reading an unfamiliar passage
- B. by helping students determine the main idea in a passage
- C. by encouraging students to make predictions about a text while they are reading
- D. by teaching students to use a graphic organizer to take notes on a text

16. A reading teacher regularly asks a fourth-grade student to write short descriptions of specific story elements after reading narrative texts. A representative sample of one of the descriptions is shown below.

The wolf was brown and gray. The wolf was big. The wolf was hungry.

The teacher would like to improve the student's sentence fluency. Which of the following strategies would likely be most effective for this purpose?

- A. prompting the student to think of words that could substitute for *big* and *hungry* in these sentences
- B. providing the student with explicit instruction in techniques for combining sentences
- C. asking the student to write additional sentences about the wolf as part of the description
- D. having the student read the sentences aloud, emphasizing different words each time
17. Which of the following guidelines is most appropriate to use when planning an intervention to improve a student's accurate spelling of words with Greek combining forms and Latin roots?
- A. Words most commonly used in the sciences should be introduced first.
- B. Students should be encouraged to memorize the letter sequences in the words without attending to letter-sound correspondences in English.
- C. Words with the same etymology should be taught together.
- D. Students should have already mastered the meaning of the words before instruction in spelling the words begins.

18. A reading teacher is selecting supplemental content-specific texts to promote the background knowledge and content-specific vocabulary of students who are struggling readers. Which of the following types of text would be most appropriate for this purpose?
- A. offline and online reference materials, such as word lists and glossaries from content-area textbooks, children's encyclopedias, and topic-oriented Web sites
 - B. authentic texts related to the topic, including excerpts from academic journals and technical texts
 - C. controlled texts about the topic in which key terms appear multiple times and words that appear only once are sight words or regular one-syllable words
 - D. challenging informational texts related to the topic that include an abundance of pictorial and graphic elements

19. **Read the passage below from an informational text; then answer the question that follows.**

The process of making silk was developed in China around 2700 B.C.E. The process of manufacture and even the origin of the fiber—threads collected from the cocoons of silkworms—was kept secret by the Chinese for thousands of years. The fine cloth, however, eventually made its way out of China and became known and admired in many parts of the world. As demand for the cloth grew, the silk trade blossomed, and an important new trade route linking China with Central Asia and Europe was established.

The paragraph above exemplifies which of the following organizational patterns?

- A. comparison and contrast
- B. definition
- C. chronological order
- D. classification

20. A reading teacher is planning targeted instruction to promote the study skills of a seventh-grade student who demonstrates comprehension of content-area reading materials but has significant difficulty using independent reading assignments to learn new content. Providing the student with explicit instruction and guided practice in which of the following comprehension strategies would be most appropriate to address this student's needs?
- A. using manipulatives
 - B. predicting and verifying predictions
 - C. self-questioning
 - D. paraphrasing and summarizing

Below are the directions for the Reading Endorsement K–8 performance assignment.

DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of up to 4 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Reading Endorsement K–8 performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment

21. **Read the information below; then complete the exercise that follows.**

A school's multidisciplinary intervention team meets for a third time to review the progress of a first-grade student whose primary language is English. The student has received a series of Tier 2 targeted interventions in vocabulary, including explicit review and guided practice in common words and conceptual categories. Progress-monitoring assessments indicate that none of the intervention strategies has provided her with adequate support to make sufficient and meaningful progress toward grade-level goals in vocabulary.

Exercise

Use your knowledge of theoretical and research foundations of literacy—including knowledge of the continuum of reading development, knowledge of literacy assessment, and knowledge of the essential elements of evidence-based literacy intervention—to write a response in which you complete the following tasks.

1. Identify one significant area of weakness in foundational reading skills that is likely a factor impeding the student's progress in vocabulary.
2. Explain how mastery of this foundational skill contributes to a student's development in vocabulary.
3. Assuming that the significant area of weakness you identified is the primary source of the student's difficulty in vocabulary, describe the key elements of an appropriate, evidence-based intervention plan to address her needs in this foundational skill. In your description, you must:
 - state a specific learning goal for the intervention;
 - describe two specific intervention strategies to be used; and
 - describe a plan for monitoring the student's progress.
4. Explain how the intervention plan you described, in conjunction with ongoing classroom instruction, will effectively promote the student's development in vocabulary.

Sample Performance Assignment Response: Score Point 4

One significant area of weakness that is likely a factor impeding this student's progress in vocabulary development is limited basic oral vocabulary knowledge. The fact that she has not made progress learning common words and conceptual categories during explicit classroom instruction and Tier 2 interventions strongly suggests she lacks knowledge of more basic words and concepts used by the teacher during instruction. For example, if the teacher explained, "a plant's roots grow under the ground and its leaves and stems grow above the ground," this description of plant parts would not be meaningful if the student didn't fully grasp the meaning of the prepositions *under* and *above*.

Being able to understand and use basic words such as prepositions (e.g., under, above, between, through) and descriptive adjectives (e.g., large, round, pointed, shiny) is foundational to the vocabulary development of first graders because these words are the building blocks of the language used both during instruction and during intentional classroom discussions designed to build language and knowledge. Vocabulary growth is dependent on students' having multiple exposures to new words in a variety of meaningful contexts, so intentional classroom discussions play a critical role in supporting vocabulary development because they provide contexts for both indirect word learning and for reinforcing new vocabulary. But students without sufficient vocabulary development are unable to follow these discussions well enough to deepen their knowledge of known words or to learn new words indirectly.

A specific learning goal for an intervention plan for this student would be for the student to acquire basic vocabulary that is foundational to learning grade-level vocabulary. I would begin by assessing the student further, including administering a diagnostic vocabulary assessment beginning one grade level below the student's current level of class performance. Based on these results, I would target specific categories of basic words (e.g., prepositions) for intensive intervention.

One intervention strategy I would use to teach prepositions would be direct instruction using concrete demonstrations, illustrated word cards, and intensive guided student practice. For example, to teach the preposition "under," I would put a toy dog under a chair and say, "The dog is under the chair. Where is the dog?" After prompting the student to repeat the modeled statement, I would repeat this process, placing the dog under other things and using different objects. I would then use illustrated word cards (e.g., "under" with a picture of a ball under a table) to reinforce learning and expose the student to the target word in print. I would point to the printed word and say, "The ball is under the table. Where is the ball?" I would also have the student engage in guided practice (e.g., directing her to put the dog under various objects of her choice, having her say each time where the dog is). During each successive lesson, I would use these activities to regularly review and provide additional practice with prepositions previously learned.

(continued on next page)

Sample Performance Assignment Response: Score Point 4 (continued)

A second intervention strategy I would use is small-group or one-on-one teacher read-alouds followed by intentional academic discussions designed to provide multiple practice opportunities using previously taught prepositions as well as to build the student's background knowledge related to topics in the classroom curriculum. For example, I would read aloud an illustrated informational book that included target prepositions and ask questions that required the student to use them (e.g., "Where do the tadpoles live?" "The tadpoles live under the water.")

Informal progress-monitoring would be ongoing during the interventions (e.g., maintaining a checklist of words and conceptual categories the student has mastered and those requiring additional practice). Also, once a week, I would use a more formal assessment such as a scripted, curriculum-based oral interview to measure her progress. At the beginning of the intervention, I would develop a chart with an aim line showing the rate of progress needed for the student to reach grade-level vocabulary goals by year's end, and then I would plot results from weekly CBAs on this chart.

Direct instruction of prepositions using demonstrations and word cards would be effective because it contextualizes the vocabulary and provides the student with opportunities for intensive guided practice using the vocabulary in meaningful, concrete contexts. The read-aloud/discussion strategy would be effective because it reinforces and deepens the student's understanding of the target words by providing her with additional exposure to the words in new printed contexts. Also, the small-group and individualized settings would give the student a significant number of opportunities to use newly learned words and would allow me to closely monitor and scaffold her comprehension. Finally, coordinating the interventions with content from the first-grade curriculum would help the student learn the target vocabulary while concurrently preparing her to understand and benefit from classroom academic instruction and discussions.

ANSWER KEY

Field 46: Reading Endorsement K–8

Question Number	Correct Response	Objective
1.	D	Understand linguistic foundations of language and literacy.
2.	D	Understand linguistic foundations of language and literacy.
3.	D	Understand neurological, cognitive, and sociocultural foundations of language and literacy.
4.	B	Understand foundations of literacy assessment.
5.	D	Understand foundations of literacy instruction and intervention.
6.	B	Understand foundations of literacy instruction and intervention.
7.	B	Understand foundations of leadership in reading and literacy.
8.	C	Understand the selection and administration of assessments in essential elements of literacy in grades K–8.
9.	D	Understand the selection and administration of assessments in essential elements of literacy in grades K–8.
10.	A	Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for K–8 students.
11.	B	Understand instruction and intervention in phonological awareness and phonemic awareness and other important emergent literacy skills, including concepts of print and letter recognition and formation.
12.	A	Understand instruction and intervention in phonics and other word identification skills.
13.	D	Understand instruction and intervention in vocabulary and academic language.
14.	B	Understand instruction and intervention in fluency.
15.	B	Understand instruction and intervention in reading comprehension and comprehension strategies.
16.	B	Understand instruction and intervention in spelling and writing.
17.	C	Understand instruction and intervention in spelling and writing.
18.	C	Understand content-area texts and instruction and intervention in comprehension of content-area texts.
19.	C	Understand content-area texts and instruction and intervention in comprehension of content-area texts.
20.	D	Understand reading and writing as tools for content learning.

PREPARATION RESOURCES

Field 46: Reading Endorsement K–8

The resources listed below may help you prepare for the AEPA test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

STATE STANDARDS AND GUIDELINES

Arizona Department of Education. (2010). Arizona English Language Arts Standards.
<http://www.ade.state.az.us/standards/CommonCoreStandards/default.asp>

Arizona Department of Education. (2009). AZ Reads. <http://www.azed.gov/azreads>

NATIONAL STANDARDS

International Reading Association. (2006). Standards for Middle and High School Literacy Coaches.
<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

International Reading Association/National Council for Accreditation of Teacher Education. (2010). Standards for Reading Professionals.
<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

OTHER ONLINE RESOURCES

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): Curriculum & Instruction.
http://www.ade.state.az.us/azrti/webRTI_CurriculumInstruction_012009.pdf

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): Data Based Decisions.
http://www.ade.state.az.us/AZRTI/webRTI_DataBasedDecisions.pdf

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): Elementary Technical Assistance Paper. <http://www.ade.az.gov/azrti/elemRTITAPaperFNL.pdf>

Arizona Department of Education. (2009). AZ Response to Intervention (AZRTI): Literacy.
<http://www.ade.state.az.us/AZRTI/LiteracyforRTI.pdf>

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): Research Based Assessment System. http://www.ade.state.az.us/azrti/webRTI_Assessment.pdf

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): RTI Glossary.
<http://www.ade.az.gov/azrti/RTIGLOSSARY.pdf>

Arizona Department of Education. (2009). AZ Response to Intervention (RTI): Secondary Technical Assistance Paper. <http://www.ade.az.gov/azrti/secRTITAPaperFNL.pdf>

Armbruster, B. B., Lehr, F., & Osborn, J. (2006). *Put Reading First: Research Building Blocks for Teaching Children to Read: Kindergarten through Grade 3* (3rd ed.). National Institute for Literacy.
<http://www.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

- Biancarosa, G., & Snow, C. E. (2006). *Reading Next—A Vision for Action and Research in Middle and High School Literacy* (2nd ed.). Washington, DC: Alliance for Excellent Education.
<http://www.all4ed.org/files/ReadingNext.pdf>
- Center on Instruction: Adolescent Literacy
http://www.centeroninstruction.org/resources_searchresults.cfm?searchterms=Adolescent%20Literacy&explicit=1 (offers a variety of resources related to adolescent-literacy instruction)
- Center on Instruction: Reading <http://www.centeroninstruction.org/resources.cfm?category=reading> (offers a variety of resources related to reading instruction)
- IDEAL: Arizona’s eLearning Platform. <https://www.ideal.azed.gov/pl/> (offers a variety of resources, including online coursework for Arizona educators in K–12 literacy instruction)
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A Review of Developmental and Remedial Practices. *Journal of Educational Psychology, Vol. 95, No. 1*, 3–21. <http://www.ciera.org/library/reports/inquiry-2/2-008/2-008.html>
- National Institute for Literacy. (2007). *What Content-Area Teachers Should Know about Adolescent Literacy*. http://www.cdl.org/resource-library/pdf/what_contentarea_teachers_should_know_about_al.pdf
- National Reading Panel. (2000). *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction: Reports of the Subgroups*.
<http://www.nationalreadingpanel.org/Publications/subgroups.htm>
- Stanovich, P. J., & Stanovich, K. E. (2003). *Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular and Instructional Decisions*. The Partnership for Reading. http://niel.gov/publications/pdf/Stanovich_Color.pdf

OTHER RESOURCES

- Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.
- Alvermann, D., & Phelps, S. (1994). *Content Reading and Literacy: Succeeding in Today’s Diverse Classrooms*. Needham Heights, MA: Allyn and Bacon.
- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth, NH: Heinemann.
- Banks, J. A., & Banks, C. (Eds.). (2001). *Multicultural Education: Issues and Perspectives* (4th ed.). New York: John Wiley & Sons, Inc.
- Baumann, J. F., & Kame’enui, E. J. (2004). *Vocabulary Instruction: Research to Practice*. New York: The Guilford Press.
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.

- Beck, I., McKeown, M., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples (Solving Problems in the Teaching of Literacy)*. New York: The Guilford Press.
- Beers, K. (2003). *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6–12*. Portsmouth, NH: Heinemann.
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- Calkins, L. M. (1983). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
- Ehri, L. (1994). Development of the Ability to Read Words: Update. In Ruddell, R., Ruddell, M., & Singer, H. (Eds.). *Theoretical Models and Processes of Reading* (pp. 323–358). Newark, DE: International Reading Association.
- Farstrup, A. E., & Samuels, S. J. (Eds.). (2002). *What Research Has to Say about Reading Instruction* (3rd ed.). Newark, DE: International Reading Association.
- Gillion, G. T. (2004). *Phonological Awareness: From Research to Practice*. New York: The Guilford Press.
- Henry, M. K. (2003) *Unlocking Literacy: Effective Decoding & Spelling Instruction*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
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- Liberman, A. (1997). How Theories of Speech Affect Research in Reading and Writing. In B. Blachman (ed.), *Foundations of Reading Acquisition and Dyslexia* (pp. 3–20). Mahwah, NJ: Lawrence Erlbaum.
- McCardle, P., & Chhabra, V. (2004). *The Voice of Evidence in Reading Research*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Moats, L. (2009). *LETRS (Language Essentials for Teachers of Reading and Spelling, All Grade Levels)* (2nd ed.). Modules 1–7. Longmont, CO: Sopris West.
- Moats, L. (2000). *Speech to Print*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
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- Moats, Louisa C. (1994). The Missing Foundation in Teacher Education: Knowledge of the Structure of Spoken and Written Language. *Annals of Dyslexia, 44*, 81–102.

- Ruddell, R. B., & Unrau, J. (Eds.). (2004). *Theoretical Models and Processes of Reading* (5th ed.). Newark, DE: International Reading Association.
- Shaywitz, S. (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York: Knopf.
- Simmons, D., & Kame'enui, E. (Eds.). (1998). *What Reading Research Tells Us about Children with Diverse Learning Needs: Bases and Basics*. Mahwah, NJ: Erlbaum.
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- Snow, C. E., Griffin, P., & Burns, M. S. (Eds.). (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass.
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