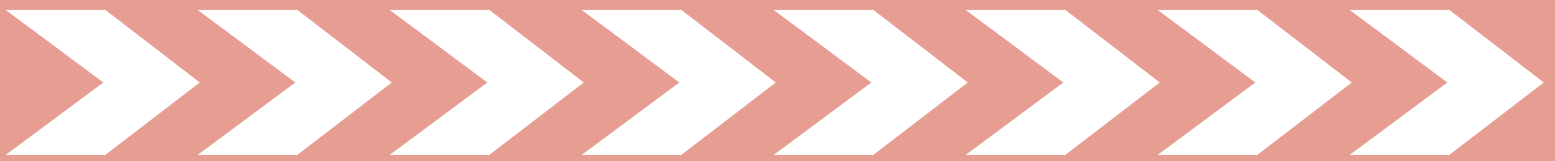# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®

STUDY GUIDE

47 Reading Endorsement 6–12

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STUDY GUIDE ORDER FORM

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 47: Reading Endorsement 6–12

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 6–12 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 47: Reading Endorsement 6–12

Subareas:

Theoretical and Research Foundations
Assessment, Instruction, and Leadership Foundations
Literacy Assessment in Grades 6–12
Essential Elements of 6–12 Literacy Instruction and Intervention
Content-Area Literacy in Grades 6–12

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 6–12

0006   Understand the selection and administration of assessments in essential elements of literacy in grades 6–12.

For example:

- applying knowledge of appropriate assessments to determine adolescents' engagement and motivation with respect to reading
- applying knowledge of how to select and administer appropriate assessments to determine adolescents' development in phonological awareness and phonemic awareness, and in phonics and other word identification skills (e.g., phonics screener, spelling inventory)
- applying knowledge of how to select and administer appropriate assessments to determine adolescents' development in vocabulary and academic language
- applying knowledge of how to select and administer appropriate assessments (e.g., curriculum-based fluency measures) to determine adolescents' development in key components of both oral and silent fluency (i.e., accuracy, rate, and prosody)
- applying knowledge of how to select and administer appropriate assessments to determine adolescents' development of reading comprehension and comprehension strategies (e.g., core assessments, curriculum-based measures)
- applying knowledge of how to select and administer appropriate assessments to determine adolescents' development in spelling and writing (e.g., spelling inventory)

0007   Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for students in grades 6–12.

For example:

- demonstrating ability to interpret and use assessment results to plan appropriate instruction and interventions to address adolescents' needs with respect to their motivation and engagement in reading
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction, interventions, and remediation to address adolescents' needs in phonemic awareness, phonics, and other word identification skills
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction, interventions, and remediation to address adolescents' needs in vocabulary and academic language
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction, interventions, and remediation to address adolescents' needs in key components of both oral and silent fluency (i.e., accuracy, rate, and prosody)
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction, interventions, and remediation to address adolescents' needs in reading comprehension and comprehension strategies
- demonstrating ability to interpret and use assessment results to plan appropriate differentiated instruction, interventions, and remediation to address adolescents' needs in spelling and writing

ESSENTIAL ELEMENTS OF 6–12 LITERACY INSTRUCTION AND INTERVENTION

0008   Understand engagement and motivation with respect to adolescent readers.

For example:

- recognizing adolescent identity issues as integral in literacy development in grades 6–12
- applying knowledge of strategies for connecting adolescent readers with content and context
- recognizing the importance of using students' interests, reading abilities, and backgrounds as foundations for instruction and interventions to promote engagement and motivation
- recognizing the importance of promoting a shared vision that all students can develop effective literacy skills
- recognizing the key role independent reading plays in literacy development and applying knowledge of implicit and explicit strategies for promoting struggling adolescent readers' independent and at-home reading to consolidate and reinforce their competence and confidence with respect to reading and to promote their personal growth and lifelong learning

0009   Understand instruction and intervention for adolescents in phonemic awareness and in phonics and other word identification skills.

For example:

- recognizing English as an alphabetic language and the critical role phonemic awareness plays in reading development with respect to alphabetic languages
- applying knowledge of explicit, evidence-based interventions to promote struggling adolescent readers' phonemic awareness skills
- demonstrating awareness of the importance of sequencing phonics instruction according to the increasing complexity of linguistic units and applying knowledge of this principle to the instructional design and delivery of phonics interventions with struggling adolescent readers
- demonstrating knowledge of explicit, evidence-based instruction and interventions to promote struggling adolescent readers' accurate, automatic recognition of grade-level-appropriate sight words and words containing 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) to promote adolescent readers' accurate, automatic recognition of multisyllabic words
- applying knowledge of direct and explicit writing activities that support and reinforce struggling adolescent readers' development of phonics and other word identification skills

0010   Understand instruction and intervention for adolescents in vocabulary and academic language.

For example:

- demonstrating awareness of the critical role vocabulary plays in reading development and the importance of engaging adolescents in continual language experiences to promote their robust 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 and a love of words, encouraging and supporting wide reading, providing meaningful exposure to and 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 for adolescents in both oral and silent 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 and interventions in fluency for struggling adolescent readers
- applying knowledge of the use of appropriate texts and active and intentional intervention strategies to address adolescents' evidence-based needs in fluency (e.g., needs with respect to accuracy, rate, and prosody) to improve comprehension

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

For example:

- demonstrating knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative)
- demonstrating knowledge of various 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, mental imagery, summarization, and/or questioning; predicting; accessing prior knowledge; monitoring; applying knowledge of text structure; creating a visual 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 adolescents' comprehension of texts before, during, and after reading and to reinforce their development of comprehension strategies

0013   Understand instruction and intervention for adolescents in spelling and writing.

For example:

- demonstrating awareness of the reciprocity between decoding and encoding and applying knowledge of strategies for integrating and sequencing spelling instruction systematically with phonics instruction to promote and reinforce struggling adolescent readers' 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 struggling adolescent readers' spelling development as well as their word identification skills related to multisyllabic words

- applying knowledge of explicit interventions to promote adolescents' understanding and effective use of various components of 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 types 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 applications

CONTENT-AREA LITERACY IN GRADES 6–12

0014   Understand instruction and intervention for adolescents 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-use 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 promoting and enhancing 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 promoting adolescent readers' development of critical literacy skills (e.g., deconstruction and reconstruction of text, critical analysis of text meaning in context, questioning personal connections to text, questioning intent of text, recognizing the power of language in a text with respect to the text's cultural and social context)

- 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 for struggling adolescent readers

0015   Understand reading and writing as tools for promoting adolescents' content learning.

For example:

- applying knowledge of evidence-based strategies to improve adolescents' critical thinking 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)
- applying knowledge of evidence-based strategies for teaching struggling adolescent readers how to use metacognitive strategies to support their independent reading of content-area texts

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM
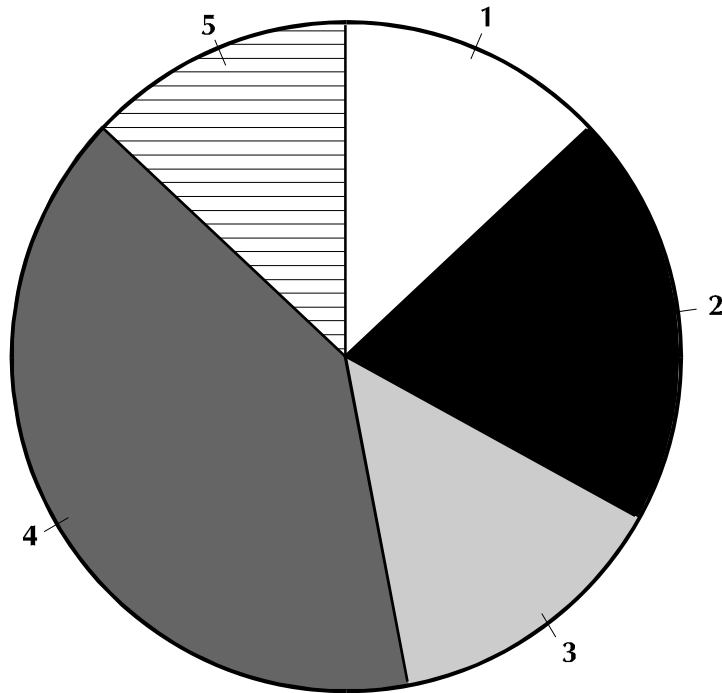
Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Theoretical and Research Foundations	13%
2. Assessment, Instruction, and Leadership Foundations	20%
3. Literacy Assessment in Grades 6–12	14%
4. Essential Elements of 6–12 Literacy Instruction and Intervention	40%
5. Content-Area Literacy in Grades 6–12	13%

PRACTICE QUESTIONS

Field 47: Reading Endorsement 6–12

1. 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

2. 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

3. Which of the following conclusions about dyslexia can best be drawn based on the results of longitudinal neurological studies of skilled and dyslexic readers and their patterns of brain activation during reading?

    A.   Dyslexia appears to have no neurological basis and can be prevented or eliminated by improving a reader's ability to maintain focus during reading.

    B.   As the brain matures, many children with dyslexia will outgrown it naturally without specific intervention or remediation.

    C.   The onset of dyslexia typically occurs in late childhood, and it cannot be prevented or remediated.

    D.   Dyslexia has a neurological basis that can be effectively treated through explicit and intensive instructional intervention.

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 secondary 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 grades 6–8 and reading intervention classes in grades 9–12

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. Based on literacy motivation research, which of the following dimensions of motivation would be most important to focus on when assessing a particular student's reading motivation?

   A. the type of extrinsic incentive the student most prefers

   B. the student's skill level as a reader

   C. the type of reading task the student engages in most frequently

   D. the student's self-concept as a reader

9. One goal in a middle school student's Tier 2 intervention plan is for the student to achieve the fall grade-level benchmark in oral reading fluency (ORF). The student's diagnostic ORF score was over 20 words correct per minute less than the benchmark. After receiving the targeted instruction outlined in the intervention plan for a period of time, the student's trend line on his fluency progress-monitoring chart is flat for three consecutive assessments. Which of the following steps would be most appropriate for the student's intervention team to take at this time?

   A. readministering the diagnostic ORF assessment to determine if the initial results were inaccurate

   B. increasing the student's aim line to the winter benchmark to foster continued growth in fluency

   C. focusing attention on the student's other goals now that the established fluency goal has been achieved

   D. adjusting the intervention to better facilitate the student's growth toward the fluency goal

10. During a diagnostic assessment, a ninth-grade student writes about nearly being hit by a truck the previous evening. An excerpt from the student's written work is shown below.

   > The truck was located on the oppasit side of the intersecshun so I probly woodnt woud'nt of even notised it exept it's lites where espeshully brite.

   "The truck was located on the opposite side of the intersection, so I probably wouldn't have even noticed it except its lights were especially bright."

   Based on this writing sample, which of the following goals would likely be most appropriate to include in the student's intervention plan?

   A. identifying and mastering consonant digraphs

   B. following orthographic rules when adding common inflections to words

   C. recognizing and encoding common sight words

   D. segmenting consonant and vowel sounds to spell regular words

11. Research conducted by the National Reading Research Council (1997) suggests that which of the following components of a literacy motivation program is likely to be most effective in encouraging middle and high school students to read for pleasure?

    A. talking with peers about their reading

    B. maintaining personal reading logs

    C. responding to open-ended teacher questions about their reading

    D. earning bonus grades for reading

12. A high school reading teacher is working with the school's English Language Development (ELD) teacher in planning beginning reading instruction for a recently arrived English language learner who has intermediate-level oral language skills in English but has no literacy skills in either English or the home language. In addition to teaching letter recognition, the reading teacher plans to focus initial reading instruction on oral activities designed to develop the student's phonemic awareness. Which of the following statements accurately explains the research-based rationale for this instructional decision?

    A. Phonemic-awareness activities are designed to promote the accurate articulation of words, which contributes to the development of skilled decoding and encoding.

    B. Strong oral vocabulary development is foundational to the development of effective reading comprehension skills and strategies.

    C. Phonemic-awareness skills are prerequisite for developing the beginning reading skill of sounding out and blending the letters of regular printed words.

    D. Strong auditory discrimination and listening comprehension skills promote skillful decoding of morphologically complex words.

13. A reading teacher writes the following pairs of words on the board.

ridden	*rider*
dotted	*doting*
buggy	*bugle*

    These word pairs would be most appropriate to use as examples in a targeted intervention designed to promote students' recognition of:

    A. the difference between inflectional and derivational morphemes.

    B. the distinguishing features of regular open and closed syllables.

    C. the difference between denotative and connotative word meanings.

    D. the distinguishing features of continuant and stop phonemes.

14. A middle school reading coach shows content-area teachers how to construct and use a semantic features analysis chart to support students' understanding of new content-specific vocabulary. Such charts are designed to promote students' comprehension and retention of new content-specific vocabulary primarily by helping them achieve which of the following objectives?

    A. parsing complex sentences into their component words and explaining each word's syntactic function and meaning

    B. breaking up multisyllabic words into pronounceable syllables and blending the syllables to identify the word (e.g., *in-sen-si-tiv-i-ty— insensitivity*)

    C. recognizing morphologically complex words in order to identify the meaning of the root that forms a word's base

    D. analyzing the key characteristics of related concepts (e.g., *planetary satellite, comet*, *asteroid*) to determine their similarities and differences

15. As part of a high school student's Tier 3 reading intervention plan, a reading teacher will provide systematic, explicit instruction in phonics and syllabication skills that the student is lacking. In addition to promoting the student's decoding skills, targeted instruction in these areas would also have the most immediate and direct impact on which of the following dimensions of the student's reading fluency?

    A. accuracy

    B. rate

    C. prosody

    D. automaticity

16. After providing instruction in self-monitoring to a small group of students in a reading intervention class, a reading teacher has the students practice the strategy using an assigned chapter on the Civil War from their U.S. history text. Which of the following student think-alouds best reflects effective use of self-monitoring?

    A. "This subheading says the Battle of Gettysburg was an important turning point in the war."

    B. "It says here that the attack on Fort Sumter started the Civil War, but I still don't understand why some little fort was so important."

    C. "This chapter starts with a general introduction, and then it's divided up into eight main sections."

    D. "I keep hearing what a great president Abraham Lincoln was. It'll be interesting to read about some of the things he actually did."

17. A middle school reading teacher has been providing a small group of sixth graders with explicit instruction on targeted strategies for spelling multisyllabic words. Which of the following activities would be most effective in reinforcing what was taught during the intervention?

   A. including in regular weekly spelling assessments some multisyllabic words introduced during the intervention as well as new words they have been studying

   B. asking the students to work in pairs to write a short story that includes as many words as possible that were used in the intervention

   C. having the students look up the meaning of each of the words introduced during the intervention and include the definitions in their spelling notes

   D. conducting regular scaffolded dictations of multisyllabic words that follow the same patterns as the words used in the intervention

18. A ninth-grade student who reads at the sixth-grade instructional level will be taking a biology class. The reading teacher is concerned that the textbook will be too difficult for the student to comprehend. Which of the following strategies would be most appropriate and effective for the reading teacher to use in addressing this issue?

   A. obtaining an audio recording of the biology textbook for the student to listen to at home

   B. arranging for another student in the biology class to take notes on the textbook chapters for the student

   C. using a readability measure to select supplemental nonfiction biology texts for the student

   D. providing popular science magazines for the student to read that address topics related to biology

19. A middle school reading teacher is working with a small group of students in a reading intervention class. The teacher asks the students to read aloud the sentences shown below.

    • The sheep eats grass.

    • The sheep's wool is white.

    • The sheep is very lazy.

    • The sheep is bored.

    Next, the teacher asks the students to determine whether each sentence could be proven to be true. Engaging students in this exercise would be most effective for promoting their ability to:

    A. recognize subjective and objective statements in texts.

    B. make a personal connection to a given text by activating background knowledge.

    C. determine word meaning using contextual clues.

    D. analyze text structure by determining the main topic and supporting details.

20. A high school reading teacher would like to teach struggling readers to use visualization as one strategy to support their independent reading of content-area texts. Which of the following steps would be most effective for the teacher to take *first* in introducing this strategy?

    A. reading aloud a passage from a content-area text, and then having the students draw a picture including as many details as possible from the passage

    B. having the students silently read a selected paragraph from one of their textbooks, and then showing them a photograph or illustration related to the paragraph

    C. asking the students to select a chapter in one of their textbooks and analyze how the author uses maps, charts, and other graphic features to clarify the chapter's content

    D. modeling for the students how to read a sentence or two about a particular concept or event and then to pause to form and describe a mental picture of that content

Below are the directions for the Reading Endorsement 6–12 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 6–12 performance assignment.

SUBJECT TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	**The "4" response reflects a thorough knowledge and understanding of the subject matter.** • 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	**The "3" response reflects an adequate knowledge and understanding of the subject matter.** • 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	**The "2" response reflects a limited knowledge and understanding of the subject matter.** • 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	**The "1" response reflects a weak knowledge and understanding of the subject matter.** • 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	**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.**
B	**There is no response to the assignment.**

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 high school student whose primary language is English. The student has received a series of Tier 2 interventions in comprehension of content-area texts, including targeted interventions in content-specific vocabulary and content-specific comprehension strategies. Progress-monitoring assessments indicate that, while the student improved in these specific areas, none of these interventions has provided her with adequate support to make sufficient and meaningful progress toward grade-level goals in comprehension of content-area texts.

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 comprehension of content-area texts.

2. Explain how mastery of this foundational skill contributes to a student's development in comprehension of content-area texts.

3. Assuming that the significant area of weakness you identified is the primary source of the student's difficulty in comprehension of content-area texts, 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 comprehension of content-area texts.

Sample Performance Assignment Response: Score Point 4

A high school student who is making progress developing content-specific vocabulary (i.e., comprehension at the word level) and comprehension strategies specific to content-area texts (i.e., comprehension at the text level) but who is still struggling to meet grade-level goals in comprehension of content-area texts is most likely having difficulty at the sentence level. Therefore, a factor likely impeding this student's progress is a weakness in syntax.

Content-area texts include many syntactic structures, such as passive constructions, that are not commonly used in everyday oral discourse. Passive voice is acquired late in the course of a child's syntactic development because students aren't typically exposed to it in social communication. Since passive sentences tend to de-emphasize who or what is performing an action, a reader must recognize that the grammatical subject is not performing the action of the main verb but is receiving it. Thus, mastery of passive-voice contributes to a student's comprehension of content-area texts by promoting accurate interpretation of cause and effect relationships in a text, which enhances both literal and inferential comprehension.

A specific learning goal for an intervention plan for this student would be demonstrating ability to recognize and interpret passive-voice sentences in content-area texts. Two specific intervention strategies I would use are explicit instruction in passive-voice constructions and intensive guided practice interpreting and using the passive voice in reading, writing, and speaking.

In the first strategy, I would start with explicit explanations of passive voice usage, elements, and meaning, followed by modeling and guided practice in developing passive voice sentences. I would identify when passive voice is typically used (e.g., in some disciplines or styles of academic discourse) and provide examples, explaining that the key to understanding passive sentences is knowing that the grammatical subject of the sentence is not "active," and that whoever or whatever is performing the action is de-emphasized or even omitted. Using a sentence frame on the board, I'd model transforming sentences from active to passive voice. Then, I'd guide the student in transforming sentences using the frame by asking questions about meaningful elements in the active sentences. For example, to transform the active sentence, "The collie herded the sheep" into "The sheep were herded by the collie," I would ask, "What is the verb?" "Which animal was herded?" "Herded by whom?"

In the second intervention strategy, I would begin by asking the student to identify the voice of sentences from content-area texts then to rewrite them in the alternate voice. Next, the student would write a paragraph about a recent personal experience, using only the active voice—a task well within the student's ability—and then rewrite the paragraph using only the passive voice. To provide the student with guided practice, I'd

(continued on next page)

Sample Performance Assignment Response: Score Point 4 *(continued)*

also have her practice speaking about familiar topics (e.g., her weekend), using at least five passive-voice sentences. After the student mastered passage construction using familiar topics, I would guide her in applying the skills to topics from content-area texts.

To monitor the student's progress, I would keep anecdotal records of the student's daily progress in recognizing, interpreting, and constructing passive-voice sentences in both familiar and content-area contexts. On a weekly basis, I would use a curriculum-based assessment (using content-area texts) to assess the student's ability to comprehend passages containing passive constructions, graphing the student's progress on a trend line in order to monitor progress toward the intervention's aim-line goals and grade-level goals. These assessment strategies would allow close monitoring of the effectiveness of the interventions and permit timely adjustments.

This intervention plan would be effective in promoting the student's comprehension of content-area texts because it develops her sentence-level reading comprehension by developing her knowledge of passive voice. The first strategy builds on the student's current knowledge of syntax by having her transform sentences from the familiar active voice to the passive voice. The second strategy first reinforces new learning (identifying and transforming active and passive sentences), then builds on this foundation to help the student construct original discourse in the passive voice, progressing from familiar topics to content-area topics. Such intensive practice would promote the student's ability to interpret grammatical relationships in passive-voice sentences automatically during content-area reading. By developing the student's sentence-level comprehension, this intervention plan complements the word-level and text-level progress she has already made, thus improving her overall comprehension of content-area texts.

ANSWER KEY

Field 47: Reading Endorsement 6–12

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.	D	Understand the selection and administration of assessments in essential elements of literacy in grades 6–12.
9.	D	Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for students in grades 6–12.
10.	C	Understand how to interpret the results of various literacy assessments and to use assessment data to plan appropriate instruction and interventions for students in grades 6–12.
11.	A	Understand engagement and motivation with respect to adolescent readers.
12.	C	Understand instruction and intervention for adolescents in phonemic awareness and in phonics and other word identification skills.
13.	B	Understand instruction and intervention for adolescents in phonemic awareness and in phonics and other word identification skills.
14.	D	Understand instruction and intervention for adolescents in vocabulary and academic language.
15.	A	Understand instruction and intervention for adolescents in both oral and silent fluency.
16.	B	Understand instruction and intervention for adolescents in reading comprehension and comprehension strategies.
17.	D	Understand instruction and intervention for adolescents in spelling and writing.
18.	C	Understand instruction and intervention for adolescents in comprehension of content-area texts.
19.	A	Understand instruction and intervention for adolescents in comprehension of content-area texts.
20.	D	Understand reading and writing as tools for promoting adolescents' content learning.

PREPARATION RESOURCES

Field 47: Reading Endorsement 6–12

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/p/ (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://nifl.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.

Birsh, J. R. (2005). *Multisensory Teaching of Basic Language Skills* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

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.

Juel, C. (1988). Learning to Read and Write: A Longitudinal Study of 54 Children from First through Fourth Grades. *Journal of Educational Psychology, 80,* 437–447.

Lapp, D., Flood, J., & Farnan, N. (2008). *Content Area Reading and Learning: Instructional Strategies* (3rd ed.). New York: Routledge.

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.

Moats, L. (1999). *Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.* Washington, DC: American Federation of Teachers.

Moats, L. C. 1994. The Missing Foundation in Teacher Education: Knowledge of the Structure of Spoken and Written Language. *Annals of Dyslexia 44*, 81–102.