

Arizona Educator Proficiency Assessments® (AEPA®)

FIELD 38: MIDDLE GRADES LANGUAGE ARTS/READING TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions*
I. Reading Process and Comprehension	1–6	35%
II. Writing Process, Conventions, and Applications	7–12	35%
III. Listening and Speaking	13–15	18%
IV. Viewing and Presenting	16–17	12%

*May not add to 100% due to rounding.

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Arizona Educator Proficiency Assessments® (AEPA®) Subject Knowledge Test

Test Objectives Field 38: Middle Grades Language Arts/Reading

Subareas:

Reading Process and Comprehension
Writing Process, Conventions, and Applications
Listening and Speaking
Viewing and Presenting

READING PROCESS AND COMPREHENSION

0001 Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.

For example:

- demonstrating knowledge of the skills associated with phonological awareness (e.g., distinguishing spoken words, syllables, onsets/rimes) and phonemic awareness (e.g., segmenting, blending, rhyming)
- demonstrating knowledge of the alphabetic principle (i.e., recognition that each phoneme corresponds to a letter or letter combination) and how emergent readers use the alphabetic principle to master letter–sound correspondence and to decode simple words
- demonstrating knowledge of various word identification strategies, including the use of phonics, semantic and syntactic cues, context clues, syllabication, and word structure (e.g., base words, word roots, prefixes, suffixes) and the recognition of high-frequency sight words with regular and irregular spellings
- demonstrating knowledge of the relationships between words (e.g., homonyms, synonyms, antonyms) and the issues related to word selection (e.g., denotative and connotative meanings, words with multiple meanings, idioms, similes, metaphors)
- identifying strategies for building and extending readers' vocabulary knowledge (e.g., linking new vocabulary to concrete experiences, selecting vocabulary words that are conceptually related and that provide opportunities to read across content areas and to apply vocabulary knowledge in new contexts)

TEST OBJECTIVES
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0002 Understand strategies for developing reading comprehension and fluency.

For example:

- demonstrating knowledge of factors that influence reading comprehension and fluency (e.g., vocabulary, reading rate, intonation, interest in text, familiarity with genre of text)
- recognizing the appropriate reading strategy (e.g., scanning, skimming, in-depth reading, rereading) to use for different texts and purposes (e.g., reading a newspaper for a specific story, reading a textbook to learn about an unfamiliar topic, reading a poem to determine its theme)
- demonstrating knowledge of strategies to use before, during, and after reading to enhance comprehension (e.g., activating and developing prior relevant knowledge, making connections to personal experience, previewing, predicting, using graphic organizers, taking notes, self-monitoring/self-questioning and using other metacognitive skills, outlining, summarizing)
- demonstrating knowledge of oral language activities that promote comprehension (e.g., retelling, think-alouds, discussing)
- demonstrating knowledge of literal comprehension skills (e.g., ability to identify the sequence of events in a text; ability to identify facts, ideas, and causal relationships conveyed explicitly in a text)
- demonstrating knowledge of inferential comprehension skills (e.g., ability to make generalizations from information presented in a text, ability to interpret information conveyed implicitly in a text)

TEST OBJECTIVES
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0003 Understand strategies for reading expository texts.

For example:

- identifying the characteristics and purposes of various types of expository texts (e.g., newspaper and journal articles, textbook and encyclopedia entries, biographies, essays)
- demonstrating the ability to use effectively the organizational features of expository texts (e.g., table of contents, headings, captions, key/guide words, glossary, endnotes, index)
- recognizing accurate summaries of information presented in an expository text
- distinguishing between general statements and specific details presented in an expository text
- identifying the main idea and purpose of an expository text, whether stated or implied, and details used to support the main idea
- recognizing primary and secondary source material and assessing the credibility and objectivity of various sources of information (e.g., Internet, print, nonprint) used in expository text
- demonstrating the ability to make inferences and draw conclusions from information presented in an expository text
- recognizing the organizational structures of expository texts (e.g., cause and effect, chronological, compare and contrast) that aid in comprehension
- interpreting graphic features in expository texts (e.g., tables, graphs, maps, photographs)

TEST OBJECTIVES
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0004 Understand strategies for reading persuasive and functional texts.

For example:

- identifying the characteristics and purposes of various types of persuasive and functional texts (e.g., editorials, petitions, marketing brochures, consumer product information, warranties, safety regulations, technical/instructional manuals)
- distinguishing between fact and opinion in a persuasive text
- evaluating the relevance, importance, and sufficiency of facts offered in support of an argument presented in a persuasive text
- assessing the credibility and objectivity of various sources of information used in a persuasive text
- analyzing how tone, style, and rhetorical techniques (e.g., repetition, exaggeration, bandwagoning, euphemisms, testimonials, loaded questions) are used to achieve certain effects in a persuasive text
- recognizing incomplete, inaccurate, extraneous, or unclear information and faulty reasoning in persuasive and functional texts
- demonstrating the ability to use information presented in a functional text to complete a procedure or adhere to rules/guidelines
- interpreting graphic features in functional texts (e.g., flowcharts, schematic drawings)

TEST OBJECTIVES
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0005 Understand strategies for reading literary texts.

For example:

- recognizing the elements of plot (e.g., exposition, complication/conflict, crisis/climax, denouement) in a literary text
- analyzing how plot is developed (e.g., through subplots, parallel plots, episodic plots, flashbacks, foreshadowing) in a literary text
- analyzing how setting (e.g., geographic place, physical surroundings, weather/climate, time of day or year, historical period) is used to help advance the plot, evoke a mood, or develop a theme in a literary text
- analyzing the thoughts, feelings, words, actions, and motivations of the characters in a literary text
- recognizing the use of point of view (e.g., first person versus third person, limited versus omniscient, objective versus unreliable) in a literary text and how point of view affects the interpretation of a literary text
- analyzing themes in a literary text
- analyzing how word choice is used to create or reveal a particular mood, tone/voice, or style in a literary text
- recognizing the characteristics of various literary genres (e.g., prose, poetry, drama) and subgenres (e.g., biography, essay, short story, novel, mystery, fantasy, fable, epic, tragedy, comedy)
- analyzing how the elements of poetry (e.g., meter, rhyme, assonance, consonance, alliteration, figurative language) are used in various forms of poetry (e.g., ballad, sonnet, haiku)

TEST OBJECTIVES
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0006 Understand the historical, social, and cultural aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and culture.

For example:

- demonstrating knowledge of the roles of major writers, works, and movements in the development of American, British, and world literature
- demonstrating knowledge of the major writers, works, themes, and genres (e.g., problem novels, coming-of-age stories, biographies, science fiction/fantasy) of traditional and contemporary literature for adolescents
- analyzing how writers from diverse cultural backgrounds and various historical periods have commented on major historical events and influenced public opinion about and understanding of social and cultural issues through their literary works
- recognizing common structural and stylistic elements of and shared themes in mythology, folklore, and other literary works (e.g., creation myths, myths that explain natural phenomena, animal-trickster tales) from diverse cultures and various historical periods
- analyzing the uses and patterns of language (e.g., slang, dialect) and the expression of values (e.g., national, regional, tribal, cultural, social) in various literary works

TEST OBJECTIVES
FIELD 38: MIDDLE GRADES LANGUAGE ARTS/READING

WRITING PROCESS, CONVENTIONS, AND APPLICATIONS

0007 Understand the writing process.

For example:

- applying strategies for generating ideas (e.g., brainstorming, drawing on prior knowledge or personal experience, discussing ideas with others, searching in print and electronic media) and organizing ideas (e.g., outlining; clustering; using graphic organizers such as Venn diagrams, story webs/maps, and plot pyramids) before writing
- determining the audience and purpose of writing (e.g., to inform, to entertain, to explain, to persuade)
- recognizing methods of drafting text so that it shows consistent development of a central idea or theme, including providing strong supporting details and organizing key points or events logically
- recognizing methods of revising text to eliminate wordiness, ambiguity, redundancy, and clichés
- recognizing methods of revising text to clarify meaning, including varying sentence structure (e.g., simple, compound, complex, compound-complex), subordinating ideas, maintaining parallel form, inserting appropriate transitional words and expressions, and keeping related ideas together
- recognizing methods of editing text so that it conforms to the conventions of standard American English (e.g., eliminating comma splices, run-on sentences, sentence fragments, and misplaced or dangling modifiers)
- demonstrating familiarity with proofreading techniques (e.g., reading text backward, reading text aloud) and other tools used to finalize a text for publishing (e.g., word-processing software with spelling and grammar checks and find-and-replace features)

TEST OBJECTIVES
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0008 Understand the elements of effective composition.

For example:

- recognizing the clear, concise, and coherent presentation of original ideas or perspectives in a text
- recognizing the appropriate organizational structure/format (e.g., business/friendly letter, essay, report, poem, play), tone/voice (e.g., formal, casual), and choice of words (e.g., technical terms, figurative language) to use for various writing purposes and audiences
- recognizing methods of developing an introduction to a text that draws a reader's attention, specifies the topic or issue, or provides a thesis
- recognizing effective ways to organize ideas in a text (e.g., spatially, chronologically, from general to specific, in order of importance, problem–solution)
- recognizing effective ways to emphasize, link, and contrast important ideas in a text (e.g., repetition, restatement, parallelism, transitional words and expressions)
- recognizing effective ways to incorporate graphic features in a text (e.g., tables, graphs, charts, maps, photographs, illustrations)
- recognizing methods of developing a conclusion to a text that provides a restatement or summary of ideas, a resolution, or a suggested course of action

0009 Understand the conventions of standard American English grammar and usage.

For example:

- demonstrating knowledge of the conventions of capitalization (e.g., capitalizing proper nouns and adjectives, titles of persons, titles of works, brand names)
- demonstrating knowledge of the conventions of punctuation (e.g., using commas in compound and complex sentences, for words or phrases in series, and for appositives; using apostrophes in contractions and for possessives; using quotation marks in dialogue and with other punctuation)
- demonstrating knowledge of the conventions of spelling (e.g., using context to distinguish between homonyms; forming plurals; recognizing and correcting commonly misspelled words)
- demonstrating knowledge of the correct use of the parts of speech (e.g., nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections) in simple sentences
- recognizing ways to form simple, compound, and complex sentences in which subject and verb agree in person and number

TEST OBJECTIVES
FIELD 38: MIDDLE GRADES LANGUAGE ARTS/READING

0010 Understand the process of writing to describe or inform.

For example:

- demonstrating knowledge of forms of writing (e.g., newspaper article, formal essay, research paper/report) that are appropriate for describing events, providing information about issues, and answering questions
- demonstrating the ability to select an appropriate subject/topic for writing (e.g., subject not too narrow/broad) and to formulate a specific question for addressing through writing
- identifying appropriate primary sources (e.g., interviews/transcripts, surveys/polls, experimental data) and secondary sources (e.g., printed reference works and periodicals, electronic databases and the Internet) for locating and gathering information about a subject/topic
- evaluating the relevance and reliability of information sources (e.g., how current is the information? who authored it? what biases are reflected?)
- recognizing methods of developing a thesis statement that expresses the central idea of a piece of writing (e.g., makes a specific claim, provides a focus, conveys a purpose)
- demonstrating the ability to select an appropriate structure or scheme for developing ideas in writing (e.g., classification, analogy, cause and effect, narration)
- demonstrating knowledge of methods of paraphrasing, summarizing, and quoting sources appropriately and for acknowledging and documenting sources to avoid plagiarism

TEST OBJECTIVES
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0011 Understand the process of writing for personal expression and for literary response and analysis.

For example:

- demonstrating knowledge of forms of narrative and analytical writing that are appropriate for telling a story, reflecting on a theme, exploring points of view, and expressing personal thoughts and feelings (e.g., short story, poem, sketch/skit, play, song, journal, personal and analytical essays)
- applying strategies for writing a personal narrative that makes effective and appropriate use of various literary elements (e.g., plot, character, setting, theme, point of view, dialogue, figurative language)
- applying strategies for writing a cogent analysis of a literary text that offers original insights about the use of various literary elements in the text (e.g., how a character's actions advance the plot, how setting creates a mood, how symbolism suggests a theme, how dialogue reveals the thoughts/feelings of characters)
- identifying specific words and phrases as well as general styles and tones in a literary text that can be used to illustrate a point or support an interpretation made about the text
- relating characters, themes, and points of view from one literary text to characters, themes, and points of view from other literary texts

0012 Understand the process of writing to persuade or instruct.

For example:

- demonstrating knowledge of forms of writing that are appropriate for influencing beliefs, arguing a point, expressing an opinion, or explaining rules or procedures (e.g., editorials, petitions, brochures, safety regulations, directions, instructions)
- demonstrating the ability to establish a clear position or controlling idea in persuasive writing and to develop it logically through the use of meaningful examples/details, sound reasoning, and effective transitions
- demonstrating the ability to select relevant, complete, and accurate information or evidence that can be used to support points expressed in persuasive writing
- demonstrating the ability to anticipate questions, concerns, and counter-arguments for points expressed in persuasive writing and to incorporate effective responses to them into the writing
- recognizing methods of producing writing that provides instruction or performs a function related to everyday activities/tasks (e.g., poster, sign, label, recipe, graph/chart, schedule, walking/driving directions, questionnaire/form, personal and business letters, properly addressed envelope)

TEST OBJECTIVES
FIELD 38: MIDDLE GRADES LANGUAGE ARTS/READING

LISTENING AND SPEAKING

0013 Understand strategies for effective listening.

For example:

- demonstrating knowledge of the components of the listening process (e.g., focusing, decoding, interpreting)
- identifying the characteristics and purposes of various types of listening, including critical (e.g., listening to distinguish fact from opinion or to determine the speaker's point of view), empathic or reflective (e.g., listening to improve mutual understanding and trust), and deliberative (e.g., listening to learn information)
- demonstrating knowledge of the barriers to listening effectively, including selective listening (e.g., listening only to what's considered important, listening only to what's expected or what's interesting)
- applying strategies for listening actively, including encouraging the speaker verbally and nonverbally; clarifying, restating, and summarizing or paraphrasing the speaker's remarks; building (e.g., asking questions, suggesting other ideas); reflecting; and validating

0014 Understand strategies for effective speaking.

For example:

- identifying the characteristics, purposes, and organizational patterns (e.g., chronological, topical, spatial) of informative speeches
- identifying the characteristics, purposes, and organizational patterns (e.g., cause and effect, problem–solution) of various types of persuasive speeches (e.g., propositions of fact, value, and policy)
- demonstrating knowledge of a systematic approach to preparing a speech (e.g., selecting and limiting a topic and purpose, conducting and analyzing research, determining appropriate and logical patterns of organization, constructing an outline, preparing notes and manuscripts, rehearsing)
- demonstrating knowledge of various types of speech delivery (e.g., manuscript, memorized, extemporaneous, impromptu)
- distinguishing among styles of language (e.g., formal, informal, technical, regional, jargonistic, slang) appropriate to various purposes, content, audiences, and occasions
- demonstrating knowledge of rhetorical strategies used to enhance clarity and interest in speeches (e.g., previews, summaries, rhetorical questions, transitions)
- recognizing the different roles that voice (e.g., volume, rate, pitch, tone/quality) and body language (e.g., posture, hand gestures, facial expressions, eye contact) play in speech delivery

TEST OBJECTIVES
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0015 Understand strategies for participating in conversations and group discussions.

For example:

- demonstrating knowledge of skills needed for participating in conversations for various purposes and in various contexts (e.g., greetings and introductions, sharing experiences and ideas, conducting business)
- recognizing the importance of social etiquette, norms, and conventions in interpersonal communication and how these are influenced by factors such as self-concept, self-talk, perception of others, and culture
- demonstrating knowledge of the various purposes of participating in group discussions (e.g., presenting ideas, promoting group cohesion, questioning, agreeing/disagreeing, brainstorming) and methods for conducting group discussions (e.g., agenda, parliamentary procedure)
- demonstrating knowledge of the principles of group dynamics and factors that influence group effectiveness (e.g., group size, norms, and composition; environment; roles assumed by group members)
- applying strategies for identifying, managing, and resolving conflict in groups (e.g., compromise, negotiation, collaboration, accommodation, coercion)

VIEWING AND PRESENTING

0016 Understand strategies for analyzing and evaluating visual images in various media.

For example:

- recognizing messages, meanings, and themes conveyed through various visual images (e.g., illustrations, political cartoons, photographs, documentaries, advertisements) in various media (e.g., print, television, film, the Internet)
- recognizing how certain media combinations (e.g., photograph accompanying a newspaper story, music accompanying a television commercial) are used to emphasize and reinforce messages, meanings, and themes
- analyzing how the elements of visual images (e.g., symbols, shapes, color, composition, perspective, style, content) are manipulated to convey particular messages, meanings, and themes
- analyzing how visual images are used to change behavior and influence public opinion by appealing to reason, emotion, authority, and convention
- recognizing the role that an individual's prior experience and personal knowledge play in how the individual interprets certain visual images

TEST OBJECTIVES
FIELD 38: MIDDLE GRADES LANGUAGE ARTS/READING

0017 Understand strategies for delivering effective presentations.

For example:

- recognizing methods of establishing clear objectives for a presentation (e.g., taking a particular action, changing a point of view, entertaining, inspiring)
- recognizing methods of organizing a presentation to achieve objectives and meet an audience's needs and expectations (e.g., selecting points of emphasis, incorporating a sufficient level of detail, creating an appropriate tone)
- recognizing methods of modifying a presentation to better correspond to the unique characteristics of various audiences (e.g., demographics, attitudes, values)
- recognizing methods of incorporating appropriate and effective visual aids (e.g., posters, flip charts, slides, videotapes, multimedia presentations) into a presentation to reinforce a message, clarify points, or create excitement and interest
- demonstrating knowledge of appropriate technologies and media to use to produce various types of communications (e.g., class newspapers, multimedia reports, video reports) and to convey specific messages