



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



STUDY GUIDE

38 Middle Grades Language Arts/Reading

**This AEPA test was replaced by a NES test.
Examinees may continue to find this study guide useful as they
prepare for the NES, as the previous AEPA test may have
covered objectives and content similar to the NES test.**

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TABLE OF CONTENTS

Field 38: Middle Grades Language Arts/Reading

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

AN OVERVIEW OF THE AEPA..... 1-1

- Test Development Process
- Characteristics of the AEPA
- Test Administration
- How AEPA Test Scores Are Computed and Reported

HOW TO PREPARE FOR THE TESTS 1-3

- Study the Test Objectives
- Focus Your Studies
- Identify Resources
- Develop Study Techniques
- Answer the Practice Questions
- Review the Sample Answer Sheet and Written Response Booklet
- Test Directions
- Sample Answer Sheet
- Sample Written Response Booklet

WHAT TO EXPECT THE DAY OF THE TEST 1-12

- The Morning of the Administration
- At the Test Site

SAMPLE TEST OBJECTIVES AND QUESTIONS 1-13

- Organization of the Test Objectives
- Question Formats and Strategies
- Selected-Response-Question Formats
- Performance Assignment Formats
- Evaluation of the Sample Written Performance Assignment Response

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION 2-1

TEST OBJECTIVES 2-2

PRACTICE QUESTIONS 2-13

ANSWER KEY 2-60

PREPARATION RESOURCES 2-63

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 38: Middle Grades Language Arts/Reading

INTRODUCTION

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

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. A sample response is provided immediately following the written performance assignment. The sample response in this guide is 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 Middle Grades Language Arts/Reading 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 38: Middle Grades Language Arts/Reading

SUBAREAS:

1. Reading Process and Comprehension
2. Writing Process, Conventions, and Applications
3. Listening and Speaking
4. 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)

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)

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)

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)

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)

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 heritage.

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 various backgrounds and historical periods have commented on major historical events and influenced public opinion about and understanding of social and heritage-based 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 various backgrounds and historical periods
- analyzing the uses and patterns of language (e.g., slang, dialect) and the expression of values (e.g., national, regional, tribal, social) in various literary works

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)

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

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 assumptions 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

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 counterarguments 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)

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

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 society
- 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:

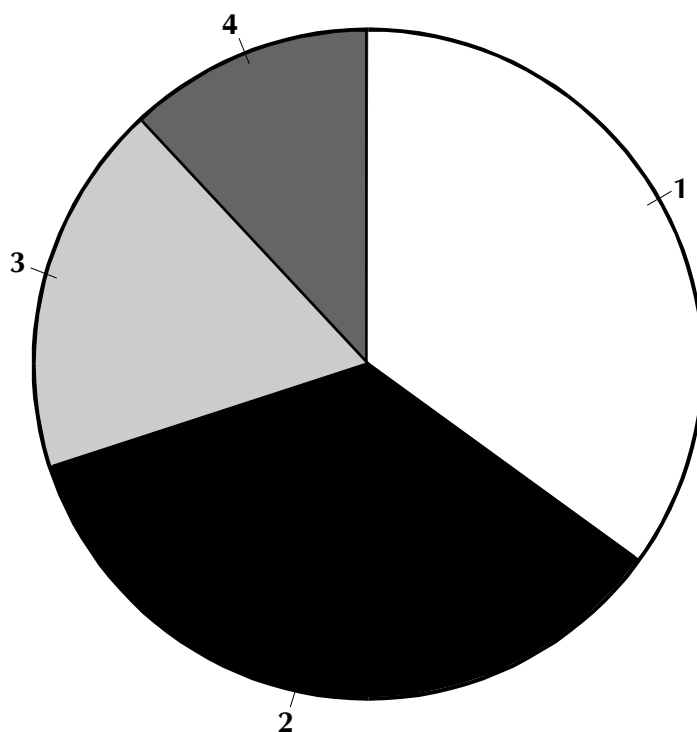
- recognizing messages, meanings, and themes conveyed through various visual images (e.g., illustrations, political cartoons, photographs, documentaries, advertisements) in various media (e.g., print, television, film, the Internet)
- recognizing how certain media combinations (e.g., photograph accompanying 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





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

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea		Approximate Percentage of Selected-Response Items on Test Form
	1. Reading Process and Comprehension	35%
	2. Writing Process, Conventions, and Applications	35%
	3. Listening and Speaking	18%
	4. Viewing and Presenting	12%

PRACTICE QUESTIONS

Field 38: Middle Grades Language Arts/Reading

1. A language arts teacher designs an activity in which students read newspaper articles once for the main ideas and then read the articles again to identify unfamiliar vocabulary words that they need to look up and define. This activity builds and extends students' vocabulary knowledge by:
 - A. increasing appreciation of the relationships between familiar words and phrases.
 - B. linking language acquisition to a concrete, authentic experience.
 - C. raising awareness of conceptual connections between various content areas.
 - D. encouraging the use of context clues in the process of decoding meaning.
2. A language arts teacher would like to begin a class for emergent readers with an activity that focuses on phonemic awareness. Which of the following activities would be most appropriate for that purpose?
 - A. Students take turns substituting the first sound in each of their names for the first sound in the name of another student (e.g., Marta says "Meter" to Peter, who then says "Pasha" to Sasha, and so on).
 - B. Students say all the words that they can think of that fit into a sentence with a missing verb (e.g., The boy *hits, bounces, throws* the ball.).
 - C. Students work on determining the meaning of an unfamiliar word in a story read aloud by the teacher based on clues from illustrations and word structure (e.g., meaning of *herbivore* in a book on dinosaurs).
 - D. Students tap once on their desks for each syllable of a word on a list read aloud by the teacher (e.g., won-der-ful, pre-tend, tum-ble, and so on).

3. Which of the following pairs of words consists of synonyms?
 - A. accelerate, cruise
 - B. magnify, enlarge
 - C. attempt, triumph
 - D. begin, continue
4. Highly decodable texts are designed to help emergent readers practice which of the following skills?
 - A. determining the meaning of unfamiliar words based on context clues and illustrations
 - B. reading a text in which most of the words have conventional pronunciations
 - C. predicting the end of a story based on clues provided by the author in the development of the plot
 - D. reading a text in which the challenging vocabulary has already been introduced in other content areas
5. Before beginning a social science unit, a middle school teacher asks students to look at a list of statements about civil rights and write down whether they think each statement is true or false. The teacher then asks students to check the accuracy of the statements as they read a chapter on civil rights in their textbooks. This activity best promotes students' reading comprehension by helping them develop which of the following skills?
 - A. distinguishing between facts and opinions in a text
 - B. setting definite goals that guide their reading of a text
 - C. understanding the overall organizational structure of a text
 - D. determining which sections of a text to include when taking notes
6. Students in a sixth-grade class are about to read an earth science text that discusses the different factors that can affect a region's climate. For which of the following tasks would it be most appropriate for the students to scan the text?
 - A. creating an overview of all the different factors that may affect a region's climate
 - B. guessing the meaning of new vocabulary words related to climate
 - C. determining whether the text contains information about the effect of ocean currents on climate
 - D. predicting which factors have a greater effect on climate than others

7. Which of the following is an example of a literal comprehension skill?

- A. predicting the contents of a book based on its title
- B. making a generalization about a topic based on specific examples presented in a textbook
- C. evaluating the tone of the author of a newspaper editorial
- D. determining a cause-and-effect relationship from events described in a chapter from a book

8. While previewing a chapter in a science textbook, a reader would be most likely to refer to the glossary of the book to:

- A. consult a list of books recommended by the author for further reading.
- B. locate the pages on which topics from the chapter are mentioned elsewhere in the book.
- C. explore a collection of supplementary information about concepts covered in the chapter.
- D. clarify the meanings of specific terms as they are used in the chapter.

9. **Read the excerpt below; then answer the question that follows.**

There are many reasons for keeping a personal diary. First, writing in a diary can be very therapeutic; it compels a person to confront and reflect on his or her own thoughts and feelings and so become more self-aware. Writing in a personal diary can also help a person better process and make sense of the day-to-day events taking place in his or her life; seeing an event played back on the page can provide new insights and perspectives. And perhaps most significant is the fact that writing in a diary creates a historical record of one's life. Although diaries are often begun for the benefit of just one person, they may eventually become valuable resources for others, such as family and friends, to use to share personal and family history across generations.

This excerpt uses which of the following organizational structures?

- A. chronological order
- B. spatial order
- C. order of importance
- D. sequential order

10. Use the information below to answer the question that follows.

A middle school language arts teacher distributes the graphic organizer below for students to fill out as they read a chapter from a work of fiction.

Problem Page
Book: Chapter:
Characters in this chapter:
Setting of the chapter:
Problem encountered in this chapter:
People/places involved in the problem:
What led up to the problem: 1. _____ 2. _____ 3. _____ 4. _____
Solution to the problem:

Using this graphic organizer while reading the chapter will help students:

- A. understand the sequence of events that make up the plot in the chapter.
- B. draw conclusions about the mood of characters described in the chapter.
- C. make connections between the chapter itself and the work as a whole.
- D. draw on background knowledge to interpret the theme of the chapter.

11. **Read the excerpt below from a student newspaper article; then answer the question that follows.**

Of course, there have always been some students who plagiarize the work of others in their essays and research papers. Now the Internet has made the theft of "intellectual property" much easier and more common. According to a recent article in *Date* magazine, the percentage of high school students who admit to having plagiarized material from the Internet has risen steadily over the past few years. Teachers at our school agree that this is a growing problem. History teacher Mrs. Grier said that she has repeatedly had to inform students about what exactly constitutes plagiarism and remind students of the consequences of getting caught plagiarizing. She blames the problem, in part, on so-called Internet paper mills: Web sites that provide students with customized papers—for a price—written for specific needs or requirements. According to information available at one such Web site, Bamboozle.com, the demand for services has increased by over 50 percent from 2002 to 2006. Educators are deeply concerned about this issue, and they are actively investigating possible solutions. At our school, some students say that Ms. Smith, our principal, is hoping to impose much harsher penalties for plagiarism, including expelling students for repeated offenses.

Which of the following sources cited in this excerpt would be considered a primary source?

- A. *Date* magazine
- B. Mrs. Grier
- C. Bamboozle.com
- D. Ms. Smith

Read the excerpt below; then answer the two questions that follow.

Most speakers of American English use the expression "the whole nine yards" when they are referring to one thing in its entirety or to many things all together. Yet there remains some confusion and disagreement about the exact origin of the expression and what its literal meaning might be. The two prevailing theories are that the expression refers to either the holding capacity of a cement truck or the length of an ammunition belt carried by a World War II aircraft. Unfortunately, there are flaws in both these theories. As for the first theory, the average holding capacity of cement trucks from the mid-1960s, the earliest period to which the expression can be traced, was only four and a half cubic yards, not nine cubic yards. And as for the second theory, ammunition is almost always measured by caliber or by weight, not by the length of an ammunition belt; further, the type of aircraft on which these theoretical nine-yard ammunition belts were used is unknown. Still other theories claim that "nine yards" refers to: (1) the length of cloth needed to produce a specific garment, (2) the number of properties, or yards, that make up a standard city block, and (3) some aspect of American football. Ultimately, we may never know the origin of this expression. Or maybe someday an audacious etymologist will go "the whole nine yards" and finally discover its true meaning.

12. Which of the following statements provides the best summary of this excerpt?
- A. People may disagree on the meaning of the expression "the whole nine yards," but they are confident that the true meaning will one day be revealed.
 - B. Many familiar expressions, such as "the whole nine yards," have arisen from creative misinterpretations of factual information.
 - C. We would soon know the origin of the expression "the whole nine yards" if scholars began researching the topic more rigorously.
 - D. There are several interesting theories about the origin of the expression "the whole nine yards," none of which has yet proved accurate.
13. In this excerpt, the author implies that:
- A. the study of the origins of words and phrases is hard work and generally yields few results.
 - B. most theories about the origin of the expression "the whole nine yards" are interesting and fun to consider.
 - C. the city-block theory is least convincing because few city blocks have room for nine whole yards.
 - D. only professionals should bother studying the origins of words and phrases.

14. Read the excerpt below; then answer the question that follows.

Voter Registration Information

Qualifications

In order to register to vote, you must be

- a resident of Arizona,
- 18 years of age on or before the date of the next election, and
- a U.S. citizen.

How to Register

You may register to vote in person

- at the office of the County Recorder of the county in which you reside, or
- at any Motor Vehicle Division office in the state of Arizona.

You may register by mail.

If you prefer to register by mail, complete and sign the voter registration form, fold as directed, affix a first-class stamp in the upper right-hand corner, fill in the address of the office of the County Recorder of the county in which you reside, and drop the form into any U.S. post office mailbox.

The excerpt contains information needed to answer which of the following questions?

- A. Where can you obtain a mail-in voter registration form?
- B. How can you find out the address of the office of your County Recorder?
- C. What forms of identification do you need in order to register to vote?
- D. How old do you need to be in order to register to vote?

Read the excerpt below; then answer the two questions that follow.

If a substance that is found in common, everyday food products is known to pose a threat to U.S. public health, then the U.S. government has an ethical responsibility to regulate it carefully or ban it completely. Yet, despite the known health risks of trans fats, which are found in foods that we in the United States consume every day, our government has failed to pass regulations that control their production and use. This oversight could be easily addressed by establishing a limit on the percentage of trans fats that any given food product can contain. Establishing such a limit could help improve the health of many Americans and maybe even save some lives.

Dangerous trans fats are created when vegetable oils are manipulated chemically through an industrial process called partial hydrogenation. These trans fats are harmful because, once consumed, they increase the amount of "bad" cholesterol in our blood and decrease the amount of "good" cholesterol. Trans fats occur naturally in foods such as pomegranates, cabbage, peas, red meat, and milk, but these natural trans fats are much less dangerous than the artificial, synthesized ones. Studies have shown that as few as five grams of synthesized trans fats a day can increase a person's risk of heart disease by as much as 28 percent. To put those numbers in perspective, consider that an average-size order of french fries from any fast food restaurant contains about five to eight grams of trans fats.

According to the National Academy of Sciences, the only safe amount of trans fats for a person to consume daily is zero grams. Despite this clear warning and the fact that trans fats content is indicated clearly on most food product labels, most people do not regulate their intake of trans fats. A recent U.S. national survey conducted through various newspapers' Web sites revealed that 75 percent of parents do not limit their children's intake of trans fats. Given this alarming news, a government-imposed limit on trans fats in foods is needed; it could go a long way toward improving the health of Americans.

15. Which of the following sentences from this excerpt offers an opinion rather than a fact?
- A. If a substance that is found in common, everyday food products is known to pose a threat to U.S. public health, then the U.S. government has an ethical responsibility to regulate it carefully or ban it completely.
 - B. Yet, despite the known health risks of trans fats, which are found in foods that we in the United States consume every day, our government has failed to pass regulations that control their production and use.
 - C. According to the National Academy of Sciences, the only safe amount of trans fats for a person to consume daily is zero grams.
 - D. A recent U.S. national survey conducted through various newspapers' Web sites revealed that 75 percent of parents do not limit their children's intake of trans fats.
16. Which of the following sentences from this excerpt is *least* relevant to the author's argument?
- A. These trans fats are harmful because, once consumed, they increase the amount of "bad" cholesterol in our blood and decrease the amount of "good" cholesterol.
 - B. Trans fats occur naturally in foods such as pomegranates, cabbage, peas, red meat, and milk, but these natural trans fats are much less dangerous than the artificial, synthesized ones.
 - C. Studies have shown that as few as five grams of synthesized trans fats a day can increase a person's risk of heart disease by as much as 28 percent.
 - D. To put those numbers in perspective, consider that an average-size order of french fries from any fast food restaurant contains about five to eight grams of trans fats.

Use the information below to answer the two questions that follow.

A young woman who frequently purchases her music on compact discs (CDs) by ordering through the Internet receives an unsolicited package in the mail. The package contains a glossy brochure featuring photographs of popular recording artists, a long list of CD titles, and a membership application. Also enclosed is the letter below.

Congratulations!

You are one of a select group of individuals who have been preapproved for membership in the Compact Disc Club. As a true devotee of fine music, you cannot afford to miss this extraordinary opportunity to expand your CD collection with recordings by the world's finest classical, country/western, and jazz artists. To qualify for truly amazing discounts on thousands of CDs, simply pay the one-time activation fee of \$50.

*Nine out of ten members say that our club is a wonderful way to buy music and save money at the same time. If you are not 100% satisfied with the club, simply cancel your membership.**

Call the toll-free telephone number listed in the enclosed brochure TODAY and you will receive 10 CDs ABSOLUTELY FREE! Don't delay! This offer ends soon!

Yours truly,

The Compact Disc Club Membership Committee

**Penalties may apply.*

17. Which of the following statements best describes how a rhetorical technique is used in this letter?
- A. Technical words and phrases are used to imply that only highly trained musicians may apply for club membership.
 - B. Testimonials from satisfied club members confirm that the membership offer is authentic and worth pursuing.
 - C. A slightly menacing tone suggests that failing to join the club now could have serious consequences later on.
 - D. Flattering words and expressions are used to affirm that only those with the finest taste in music are invited to join the club.
18. The woman who received this letter would need to know more about which of the following in order to make a well-informed decision about joining the club?
- A. number of current club members
 - B. qualifications for membership "preapproval"
 - C. penalties for canceling membership
 - D. expiration date for this special membership offer

Read the excerpt below from *The Giver*, a novel by Lois Lowry; then answer the two questions that follow.

"I worry a little about Asher's Assignment," Jonas confessed. "Asher's such *fun*. But he doesn't really have any serious interests. He makes a game out of everything."

His father chuckled. "You know," he said, "I remember when Asher was a newchild at the Nurturing Center, before he was named. He never cried. He giggled and laughed at everything. All of us on the staff enjoyed nurturing Asher."

"The Elders know Asher," his mother said. "They'll find exactly the right Assignment for him. I don't think you need to worry about him. But, Jonas, let me warn you about something that may not have occurred to you. I know I didn't think about it until after my Ceremony of Twelve."

"What's that?"

"Well, it's the last of the Ceremonies, as you know. After Twelve, age isn't important. Most of us even lose track of how old we are as time passes, though the information is in the Hall of Open Records, and we could go and look it up if we wanted to. What's important is the preparation for adult life, and the training you'll receive in your Assignment."

"I know that," Jonas said. "Everyone knows that."

"But it means," his mother went on, "that you'll move into a new group. And each of your friends will. You'll no longer be spending your time with your group of Elevens. After the Ceremony of Twelve, you'll be with your Assignment group, with those in training. No more volunteer hours. No more recreation hours. So your friends will no longer be as close."

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| <p>19. Which of the following themes is most clearly being developed in this excerpt?</p> <ul style="list-style-type: none"> A. the transformational journey of growing from a child into an adult B. the importance of choosing a career that provides self-fulfillment C. the reluctance of young people to give up play for work D. the bittersweet feeling of nostalgia that comes with growing older | <p>20. Which of the following statements best describes a feature of this excerpt that characterizes it as a work of fantasy?</p> <ul style="list-style-type: none"> A. Extensive dialogue is used to portray the relationships between characters. B. Unfamiliar practices and institutions are referred to matter-of-factly and without explanation. C. Unconventional punctuation and capitalization are used to obscure the meanings of words. D. Few strong sensory details are provided to help illustrate the setting and atmosphere. |
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21. Read the excerpt below from *Great Expectations*, a novel by Charles Dickens; then answer the question that follows.

My father's family name being Pirrip, and my Christian name Philip, my infant tongue could make of both names nothing longer or more explicit than Pip. So I called myself Pip, and came to be called Pip.

I gave Pirrip as my father's family name on the authority of his tombstone and my sister—Mrs. Joe Gargery, who married the blacksmith. As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like were unreasonably derived from their tombstones. The shape of the letters on my father's gave me an odd idea that he was a square, stout, dark man, with curly black hair. From the character and turn of the inscription, "*Also Georgiana Wife of the Above*," I drew a childish conclusion that my mother was freckled and sickly. To five little stone lozenges,¹ each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine—who gave up trying to get a living exceedingly early in that universal struggle—I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trousers pockets.

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening.

¹lozenges: diamond-shaped objects

This excerpt best exemplifies which of the following elements of plot?

- A. exposition
- B. complication
- C. crisis
- D. resolution

Read "To Some Few Hopi Ancestors" below, a poem by Wendy Rose; then answer the two questions that follow.

No longer the drifting
and falling of wind,
your songs have changed;
they have become
thin willow whispers
that take us by the ankle
and tangle us up
with red mesa stone,
that keep us turned
to the round sky,
that follow us down
to Winslow, to Sherman,
To Oakland, to all the spokes
that leave Earth's middle.
You have engraved yourself
with holy signs, encased yourself
in pumice, hammered on my bones
till you could no longer hear
the howl of the missions
slipping screams through your silence,
dropping dreams from your wings.

Is this why
you made me
sing and weep
for you?

Like butterflies
made to grow another way
this woman is chiseled
on the face of your world.
The badger-claw of her father
shows slightly in the stone
burrowed from her sight,
facing west from home.

22. Which of the following statements best describes how aspects of setting are used in this poem to help develop a theme?
- A. The speaker's description of the unpredictable nature of the wind illustrates her struggle to feel at home in a natural environment.
 - B. The interaction of ancestral voices and natural elements reflects the inescapable connection between the speaker and her Hopi ancestry.
 - C. The speaker's spare, unembellished description of the physical landscape shows that it has little or no effect on her spiritual life.
 - D. The references to Winslow, Sherman, and Oakland indicate the speaker's desire to feel more at home in an urban environment.
23. The attitude that the speaker expresses toward her ancestors in this poem is:
- A. rebellious.
 - B. condescending.
 - C. conflicted.
 - D. dismissive.

24. **Read the excerpt below from "Song of Myself," a poem by Walt Whitman; then answer the question that follows.**

Have you reckon'd a thousand acres much? have you reckon'd the earth much?
Have you practis'd so long to learn to read?
Have you felt so proud to get at the meaning of poems?
Stop this day and night with me and you shall possess the origin of all poems,
You shall possess the good of the earth and sun, (there are millions of suns left,)
You shall no longer take things at second or third hand, nor look through the eyes of the dead, nor
feed on the spectres in books,
You shall not look through my eyes either, nor take things from me,
You shall listen to all sides and filter them from your self.
This excerpt most clearly illustrates which
of the following themes characteristic of
Whitman's work?

- A. a belief that all living things are connected through one universal spirit
- B. a commitment to the principles of the U.S. form of democratic government
- C. a celebration of the U.S. people
- D. a belief that human beings may find truth through greater self-awareness

25. The literary works of contemporary U.S. authors Gary Soto, Laurence Yep, and Jhumpa Lahiri most often examine which of the following themes?
- A. the challenges of finding spiritual rewards in a professional career
 - B. the relationship between humans and the natural world
 - C. the experience of growing up in a family with global influences
 - D. the potential hazards of technological advancement
26. In fables, the main purpose of using animals to represent humans is to:
- A. maximize the popularity and longevity of the stories by appealing to readers of all ages.
 - B. suggest that human beings are not as advanced or enlightened as they consider themselves to be.
 - C. entertain readers while conveying to them symbolically important lessons or moral truths.
 - D. encourage readers to take an interest in protecting animals and their natural habitats.

27. **Read "Dream Boogie" below, a poem by Langston Hughes; then answer the question that follows.**

Good morning, daddy!
Ain't you heard
The boogie-woogie¹ rumble
Of a dream deferred?

Listen closely:
You'll hear their feet
Beating out and beating out a—

*You think
It's a happy beat?*

Listen to it closely:
Ain't you heard
something underneath
like a—

What did I say?

Sure,
I'm happy!
Take it away!

*Hey, pop!
Re-bop!
Mop!
Y-e-a-h!*

¹**boogie-woogie:** a percussive, largely instrumental style of jazz music played on the piano

In this poem, the speaker's use of a combination of slang and standard words and expressions helps reinforce the idea that the:

- A. structure of the music is a modern variation on an old form.
- B. mood of the music is more complex than it seems at first.
- C. theme of the music is too sophisticated to be enjoyed by most listeners.
- D. rhythm or pace of the music is too irregular to follow closely.

28. Read "Legacy II" below, a poem by Leroy Quintana; then answer the question that follows.

Grandfather never went to school
spoke only a few words of English,
a quiet man; when he talked
talked about simple things
planting corn or about the weather
sometimes about herding sheep as a child.
One day pointed to the four directions
taught me their names

El Norte
Poniente Oriente
El Sur

He spoke their names as if they were
one of only a handful of things
a man needed to know

Now I look back
only two generations removed
realize I am nothing but a poor fool
who went to college

trying to find my way back
to the center of the world
where Grandfather stood
that day

Which of the following stylistic devices
used in this poem best reinforces the idea
that the speaker's grandfather, though
lacking formal education, had acquired
a simple yet profound wisdom that the
speaker lacks?

- A. extended flashback sequence
- B. striking natural descriptions
- C. arrangement of Grandfather's words
- D. minimal use of punctuation

29. Read the sentence below; then answer the question that follows.

An astronomer in the laboratory
sighted a planet through a telescope
that she could not identify.

Which of the following edited versions
of this sentence best clarifies the intended
meaning of the sentence?

- A. An astronomer in the laboratory
sighted through a telescope a planet
that she could not identify.
- B. A planet was sighted by an
astronomer through a telescope
in the laboratory that she could
not identify.
- C. In the laboratory, an astronomer
sighted a planet through a telescope
that she could not identify.
- D. An astronomer sighted a planet in
the laboratory that she could not
identify through a telescope.

30. **Read the excerpt below; then answer the question that follows. Note that each sentence in this excerpt has been individually numbered and that errors have been intentionally included.**

¹Sometimes I think that my husbend loves our parakeets more than he loves me.

²Since I'm the one who has to clean out the cage, I think their more of a nuisance than he does. ³It's not that I dont love them, though. ⁴My favorite one is a blue bird named louie who sings all day long.

Which of the following errors in this excerpt would most likely be missed by the spelling–grammar check function of a word-processing program?

- A. Sentence 1: use of "husbend" instead of "husband"
- B. Sentence 2: use of "their" instead of "they're"
- C. Sentence 3: use of "dont" instead of "don't"
- D. Sentence 4: use of "louie" instead of "Louie"

31. A writer is preparing an article for a national magazine that is read mainly by the parents of young children. The purpose of the article is to interest readers in visiting Rancho La Brea, a famous site of fossil excavation in Los Angeles, California. Which of the following would be the most effective introduction for the article?

- A. Millions of years ago, during the Miocene epoch, the remains of marine plankton decomposed and eventually became what we now call "fossil fuel." Although no fossil fuels have yet been discovered in Rancho La Brea, the search goes on.
- B. Visitors to Rancho La Brea learn that mammal bones found on this site belong almost exclusively to seven species. All these species are extinct today, except for the coyote, which has managed to thrive in both urban and rural areas.
- C. Rancho La Brea is Los Angeles before the freeways, before the cars, even before the last ice age. You can admire a powerful mastodon, gape into the open jaws of a saber-toothed cat, and try to solve a 9,000-year-old murder mystery.
- D. Since paleontologists began excavating Rancho La Brea in the early 1900s, they have removed over one million bones from over 100 tar pits. Excavation is now limited to Pit 91, and it takes place only during the summer.

Use the information below to answer the three questions that follow.

A writer is working on a descriptive essay about a West African musical style known as highlife. During the information-gathering process, she takes the notes below.

- Highlife music emerged in Ghana and Sierra Leone in the 1920s.
- Highlife's "boisterous syncopation, brassy horns, and sweet harmonies" have made it very popular in dance halls.
- During the 1930s, three distinct styles emerged: ballroom dance style, village brass band style, and rural guitar band style.
- The ballroom dance style was popular among the coastal elite.
- The guitar band style had a less Westernized sound for a less Westernized audience.
- Highlife has been a major influence on all subsequent African music and on world music.
- Highlife is a fusion of indigenous dance rhythms and melodies and Western sounds.
- Influences include sea shanties, hymns, regimental brass bands, European fox-trots, and Caribbean music.
- Instrumentation includes African drums, harmonicas, horns, guitars, and accordions.

32. Based on these notes, which of the following organizational structures would the writer be most likely to use for her essay?

- A. division and classification
- B. cause and effect
- C. advantages and disadvantages
- D. compare and contrast

33. Given that the writer plans to develop a descriptive essay, which of the following sentences would be most appropriate for her to use in the introduction?
- A. By the time that you finish reading this essay, I hope that you will be inspired to listen to highlife music and maybe even purchase an album or two.
 - B. Jubilant couples rush onto the dance floor as African drums begin a hypnotic thrumming and a lone trumpet furiously chases notes up and down the scale.
 - C. Did you know that the word *sound* can be used to refer to an auditory effect, or to a long, relatively wide body of water, or to the air bladder of a fish?
 - D. The West African music style known as highlife first appeared on the music scene in the 1920s and since then has become the most influential music style in Africa.
34. Which of the following graphic features would be most effective for the writer to include in the essay?
- A. a photograph of a highlife band performing and the audience dancing
 - B. a topographical map of Africa with an inset focusing on Ghana and Sierra Leone
 - C. an illustration of the types of both African and European instruments used in highlife music
 - D. a time line highlighting important political events in the history of West Africa

Read the excerpt below; then answer the two questions that follow. Note that each sentence in this excerpt has been individually numbered and that errors have been intentionally included.

¹How many humps does a camel have? ²The answer is not as simple as it seems because the number of humps depends on the type of camel. ³The Arabian camel, or dromedary, has only one hump, while the Bactrian camel has two. ⁴The number of humps is not the only difference between the two types of camel. ⁵The Arabian camel has longer limbs and shorter hair. ⁶Despite their differences, both animals are very useful to humans because they are easily domesticated and can survive without water for as long as five days. ⁷Another difference between Arabian and Bactrian camels is their place of origin, the Arabian camel comes from the desert and plains of, as one might guess, Arabia, while the Bactrian camel comes from the deserts of China and Mongolia, which have extremely cold winters. ⁸To adapt to this climate, the Bactrian camel grows a warm, shaggy coat in the winter and then sheds it in the summer. ⁹For centuries, the Arabian and Bactrian camels have been raised to produce milk, wool, and meat as well as to plow and fertilize fields.

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| <p>35. Which of the following changes would most improve the organization of this excerpt?</p> <ul style="list-style-type: none">A. Reverse the order of Sentence 2 and Sentence 3.B. Move Sentence 6 after Sentence 8.C. Reverse the order of Sentence 4 and Sentence 5.D. Move Sentence 9 after Sentence 4. | <p>36. Which of the following revisions is needed to correct an error in sentence structure?</p> <ul style="list-style-type: none">A. Sentence 3: Remove the comma after <u>dromedary</u>.B. Sentence 6: Replace the comma after <u>differences</u> with a colon.C. Sentence 7: Replace the comma after <u>origin</u> with a semicolon.D. Sentence 8: Remove the comma after <u>climate</u>. |
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37. Which of the following sentences contains an error in capitalization?

- A. The man's full name is Raymond Penfield, Jr.
- B. I enjoyed reading *A Farewell to Arms*.
- C. Chile is a country located in south America.
- D. The girl's aunt took her to the Lincoln Memorial.

38. Which of the following sentences contains an error in punctuation?

- A. Enrique, the captain of the baseball team, hit a home run.
- B. Cecilia searched and searched but, she could not find her missing bracelet.
- C. We decided to stay inside on the cold, windy winter day.
- D. Before I was allowed to watch television, I had to finish my homework.

39. Which of the following sentences contains an error in spelling?

- A. Her greatest wish was to receive a bicycle for her birthday.
- B. A promising new medecine was developed by a team of doctors.
- C. The committee members decided to vote in favor of the proposal.
- D. I could not read the letter because the handwriting was illegible.

40. Which of the following sentences contains an error in agreement?

- A. All of the apples and pears at the farm stand look ripe enough to eat.
- B. Either the sales clerk or the cashier knows the cost of a gallon of milk.
- C. Each of the candidates claim to be the leader in the race for mayor.
- D. Three-fourths of the bookstore consists of historical novels.

41. **Read the sentences below; then answer the question that follows.**

- Sandra Day O'Connor grew up on a family ranch near Duncan, Arizona.
- Sandra Day O'Connor was the first woman to become a U.S. Supreme Court justice.

Which of the following sentences combines most accurately and concisely the two sentences above?

- A. Sandra Day O'Connor, who grew up on a family ranch near Duncan, Arizona, was the first woman to become a U.S. Supreme Court justice.
- B. Sandra Day O'Connor was the first woman to become a U.S. Supreme Court justice after growing up on a family ranch near Duncan, Arizona.
- C. Since Sandra Day O'Connor grew up on a family ranch near Duncan, Arizona, she was the first woman to become a U.S. Supreme Court justice.
- D. Sandra Day O'Connor was the first woman to become a U.S. Supreme Court justice, and Sandra grew up on a family ranch near Duncan, Arizona.

42. A writer is developing a paragraph in an expository essay about Spanish words that have been adopted into the English language. Which of the following modes of organization would likely be most effective for the writer to use for this topic?

- A. specific-to-general scheme
- B. developing through analogy
- C. problem–solution scheme
- D. developing through examples

43. Use the information below to answer the question that follows.

A student is preparing a bibliography for a research paper that he has written about the life, works, and achievements of the astronomer and mathematician Galileo. Information about one of the sources that the student used for the paper is provided below.

Hardcover copy of a book entitled *The Cambridge Companion to Galileo*, which was edited by Peter Machamer and published by Cambridge University Press in Cambridge, United Kingdom, in 1998

Which of the following citations for this source would be most appropriate for the student to use in the bibliography?

- A. Peter Machamer. *The Cambridge Companion to Galileo* (1998, Hardcover). Cambridge, UK: Cambridge University Press.
- B. Machamer, Peter, Ed. Cambridge University Press, Cambridge, UK (1998): *The Cambridge Companion to Galileo*.
- C. Peter Machamer, Ed. (1998) *The Cambridge Companion to Galileo* (Hardcover). Cambridge, UK: Cambridge University Press.
- D. Machamer, Peter, Ed. *The Cambridge Companion to Galileo*. Cambridge, UK: Cambridge University Press, 1998.

44. A writer is developing an article for a business magazine about entrepreneurial opportunities in Phoenix, Arizona. Which of the following sources would provide the most relevant information for this topic?
- A. a business school textbook published in Phoenix in 1996
 - B. an interview conducted with four Phoenix business owners a month ago
 - C. a videotape of a Phoenix television news broadcast from two days ago
 - D. a Phoenix business association Web site that was last updated in 2003
45. Which of the following thesis statements would provide the best focus for an essay about the significance of the witches in William Shakespeare's tragic play *Macbeth*?
- A. For centuries, theatergoers and critics have debated the importance of the witches in *Macbeth*.
 - B. The witches in *Macbeth* are also known as the weird sisters, and "wyrd" meant "fate" in Old English.
 - C. Shakespeare clearly intended for audiences to ponder the existence of the witches in *Macbeth*.
 - D. The witches in *Macbeth* raise important questions about the roles of fate and free will in people's lives.
46. A writer is developing a research paper about computer animation. The writer plans to insert throughout the paper many quotations from various books. A "Works Cited" page at the end of the paper will contain complete information about all source books quoted from in the paper. The writer would also like to use abbreviated, in-text citations after each quotation that appears in the paper. Which of the following pieces of information about the source book would most typically appear in such abbreviated, in-text citations?
- A. the name of the publisher and a page number
 - B. the title of the book and the first and last names of the author
 - C. the name of the publisher and the date of publication
 - D. the last name of the author and a page number

47. A writer would like to develop some text-based material that educates young children about protection from overexposure to the summer sun. Which of the following types of writing would be most appropriate for the writer to use for this purpose?
- A. a humorous personal essay about the writer's own attempts to alleviate the discomfort caused by a sunburn
 - B. a song about a mythological character whose artificial wings fail him when he flies too close to the sun
 - C. a fast-paced skit featuring three polar bears who are packing umbrellas, hats, and sunscreen for a trip to the beach
 - D. a series of limericks about people who suffer the consequences for not wearing sunblock and sunglasses
48. A writer is developing a short story about a character's solitary, though personally satisfying, road trip through Arizona. Which of the following descriptions of setting would best convey the mood of contentment that the writer would like to establish?
- A. The asphalt is an uncoiled snake. The cars are the skin that the snake silently sheds as it tries to elude the sun.
 - B. The road is a river cooled by a soft breeze. Cars surrender to the current, shimmering like sun-dappled trout.
 - C. The highway is as endless as time. Cars tick by, disappearing into a horizon that is only a mirage.
 - D. The blacktop is a bottomless cup of coffee. The cars are grains of sugar that refuse to dissolve in the heat.

Use the information below to answer the three questions that follow.

A writer is developing a literary analysis of the poem below.

¹At Casa Grande,* only the names
²of stolen rivers
³remain, echoes above the rock.
⁴Yet everywhere
⁵is the memory of water
⁶that sweetened the mornings:
⁷of birds, women dipping jars,
⁸bathing, skin shining and soft.
⁹The leaves of bean plants
¹⁰stood stiff with water.
¹¹Blossoms of squash,
¹²resilient and smooth.
¹³Who would have thought,
¹⁴standing by those rivers
¹⁵older than stories,
¹⁶as old as the beginning,
¹⁷that they would someday vanish
¹⁸and take with them
¹⁹those who should have come after.
²⁰The memories of water
²¹are the memories of ancestors.
²²They are everywhere,
²³the mark of feet and stream
²⁴clear to the eye.

²⁵We walk along arroyos.
²⁶We hear some singing
²⁷that sometimes sounds
²⁸like clear water
²⁹over rounded stones.

—"Dry Rivers—Arizona," Ramona Wilson

*Casa Grande Ruins National Monument in Arizona

49. As part of the analysis, the writer would like to examine how the theme of loss is developed in the poem. Focusing on which of the following features of the poem would best help the writer accomplish this goal?
- A. the very detailed and accurate description of the landscape
 - B. the use of a metrical pattern borrowed from everyday speech
 - C. the references to harvested vegetables like beans and squash
 - D. the vivid images of rivers and flowing water
50. The writer would like to claim that the speaker in the poem feels resentment over the disappearance of the river. Which of the following sets of lines from the poem would provide the writer with the best support for this claim?
- A. Lines 4–10
 - B. Lines 13–19
 - C. Lines 20–24
 - D. Lines 25–29
51. Which of the following sets of lines from the poem would provide the writer with the best examples of how alliteration is used to support the theme in the poem?
- A. Lines 1–3
 - B. Lines 11–12
 - C. Lines 20–21
 - D. Lines 26–29

Use the information below to answer the three questions that follow.

A writer is developing a letter in which she hopes to persuade a local school board to begin offering ballroom dancing as an after-school activity. An excerpt from the first draft of the letter appears below.

Ballroom dancing is not the answer to all of our schools' problems, but it could be the answer to some of them. As you know, our children can be much too sedentary for their own good, especially when extreme weather keeps them indoors. Ballroom dancing will give our kids an aerobic workout and increase their muscle strength. _____

Ballroom dancing's potential benefits extend beyond physical fitness. Dancing teaches communication skills and teamwork. Without good communication and teamwork, dance partners can trip, stumble, and fall. Learning to communicate and cooperate with others on the dance floor helps children better communicate and cooperate in school.

Finally, today's ballroom dancers are tomorrow's high school graduates. Students will accept their diplomas with shoulders back and heads held high, because ballroom dancing develops not only poise and good posture but also self-confidence. Thanks to the self-esteem they acquire on the dance floor, our children will be able to face the future confidently and perform impressively.

52. Which of the following sentences would be most appropriate to use in the blank at the end of the first paragraph?
- A. About 12,000 public school children participate in New York City's ballroom dance program.
 - B. Fewer than one percent of the school district's 24,000 students receive any private music instruction.
 - C. Ten minutes of energetic rumba dancing consumes about the same amount of calories as bicycling two miles.
 - D. Professional ballroom dancers compete for significant prize money at national competitions.
53. The writer would like to include in the letter a quotation from a source that would support her argument in favor of adding ballroom dancing as an after-school activity. Which of the following sources would most likely provide the best quotation for the writer to use in the letter?
- A. a Web site sponsored by a well-known manufacturer of dance shoes
 - B. an interview with a ballroom dance student from another school district
 - C. an autobiography of a former professional ballroom dancer
 - D. a brochure distributed by a local private dance academy

54. Which of the following sentences would be most effective for the writer to use in the letter to respond to a potential argument against adding ballroom dancing as an after-school activity?
- A. Cross-training in other sports helps keep some serious ballroom dancers in peak physical condition.
 - B. Proponents of making ballroom dancing an Olympic sport have coined the term "dancesport."
 - C. Shy children may experience physical symptoms when they face their first dance partner.
 - D. Ballroom dance teachers also give children lessons in history, geography, and world heritages.

55. A group of concerned citizens is developing a text in which they would like to persuade city residents to cast a "yes" vote at the next election for a measure that calls for constructing new playgrounds in the city. Which of the following text forms would be most appropriate for the group to achieve their goal?

- A. a petition signed by parents of young children
- B. a brochure listing locations of city recreational facilities
- C. a pamphlet detailing how city tax revenue is spent
- D. an editorial focusing on the health benefits of exercise

56. **Use the information below to answer the question that follows.**

A hotel manager writes the directions below for inclusion on the hotel's Web site. The directions are intended to help hotel guests find their way from the airport to the hotel.

From the airport, take Highway 10 to Exit 21. From the Exit 21 off-ramp, turn right onto Redwood Boulevard and continue for three blocks (approximately 0.5 mile) to the intersection with La Serenata Road. Our hotel is located at the corner of Redwood Boulevard and La Serenata Road on the right. The guest parking lot is accessible from La Serenata Road.

Which of the following changes to these directions would be most important for the hotel manager to make in order to be more clear?

- A. indicating that the English translation of *la serenata* is "the serenade"
- B. referring to the hotel by its actual name instead of calling it "our hotel"
- C. instructing drivers in which direction to travel on Highway 10 from the airport
- D. using a fraction instead of a decimal for the number of miles to travel on Redmond Boulevard

57. Two friends, Albert and Kevin, are having a conversation at a coffee shop. Which of the following remarks made by Kevin during the conversation indicates that he is having difficulty with the decoding component of the listening process?
- A. "What did she say when you said that? I bet she was angry."
 - B. "She said what? You know, it's really noisy in here."
 - C. "Why would she say a thing like that? That's totally weird."
 - D. "What if you sent her some flowers? That might help."
58. Which of the following statements best describes a situation in which critical listening occurs?
- A. A theater director listens to an original monologue performed by an actor auditioning for a part.
 - B. A backpacker listens to a forest ranger provide her with directions to her hiking destination.
 - C. A sales clerk listens to her coworker express how badly he feels about spreading a rumor.
 - D. A group of students listens to a professor give a lecture on contemporary young adult literature.
59. At a town council meeting, a council member speaks about the urgent need to repair potholes in roads in the downtown business district, even if doing so means spending an amount that exceeds what the town has budgeted. Which of the following responses from other council members to this comment most clearly indicates that selective listening has occurred?
- A. "I agree that the potholes downtown are a problem, but if we don't stay within the limits of the budget we'll be in real trouble."
 - B. "I think it's a good idea. There's a pothole right in front of my house. I've been trying for months now to get somebody to come out and fix it."
 - C. "What if we looked into getting some financial assistance from the county or the state in order to get those potholes fixed?"
 - D. "I'm not sure that potholes should be our first priority. We've just finished paying this quarter's utility bills, and we're already over budget."

60. Which of the following behaviors is characteristic of active listening?
- A. taking detailed notes on the main points that a speaker makes
 - B. closing one's eyes in order to concentrate on what a speaker is saying
 - C. asking a speaker to clarify an ambiguous remark
 - D. focusing one's attention on evaluating the logical progression of a speaker's argument
61. A speaker who is adapting a written manuscript for use in an oral presentation can best revise the manuscript to meet the needs of a listening audience by making which of the following changes?
- A. combining simple sentences to create compound sentences
 - B. introducing restatement and repetition
 - C. changing the point of view from the first person to the second person
 - D. incorporating direct quotations
62. A speaker plans to address an audience of 200 adults from the stage of a large auditorium. Which of the following techniques would be most effective for the speaker to use to emphasize key points in her speech?
- A. tapping the podium with a pencil
 - B. making eye contact with individual audience members
 - C. varying the volume of her voice
 - D. pacing rapidly from one side of the stage to the other
63. A city resident is annoyed that many dog owners ignore the local "leash law" and allow their dogs to run free in a local park. The resident plans to deliver a speech to the city council in which she will ask the council to enforce the law more strictly. Which of the following approaches to delivering the speech would be most appropriate to use?
- A. describing how a petition for a leash law made it as a local ballot measure and eventually became law
 - B. telling an emotionally gripping story about a dog-bite incident and pleading for help on behalf of the bite victim
 - C. reading the leash law as it is written on park signs and citing examples of dog owners openly disregarding it
 - D. explaining why unleashed dogs are a public safety hazard and proposing that their owners be ticketed and fined

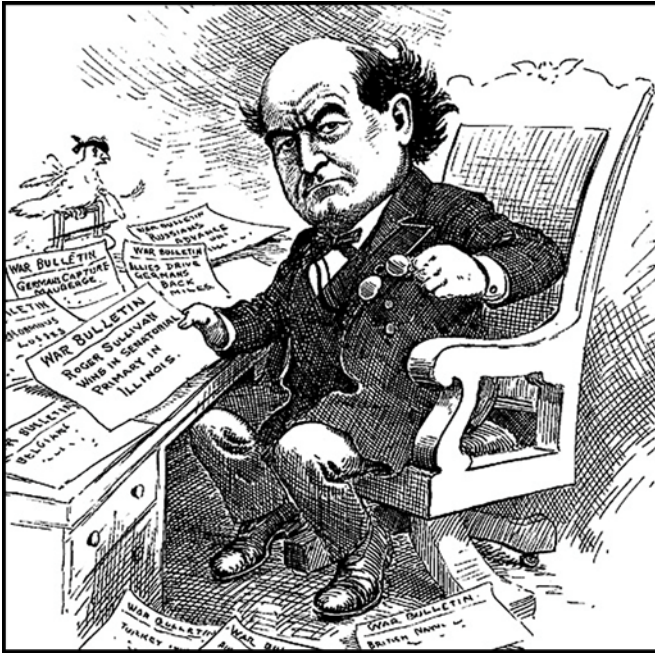
64. Which of the following transitional phrases would be most appropriate for a speaker to use when introducing an example?
- A. "Let me remind you . . ."
 - B. "In conclusion . . ."
 - C. "On the other hand . . ."
 - D. "In particular . . ."
65. Which of the following elements of vocal delivery is used to distinguish a question from a statement?
- A. volume
 - B. pitch
 - C. articulation
 - D. pauses
66. Having an awareness of a conversation partner's background enables a speaker to:
- A. be sensitive to that person's values and traditions.
 - B. make accurate predictions about that person's actions.
 - C. maintain that person's attention and interest.
 - D. understand that person's use of oral inflection and tone.
67. Members of a charitable organization have decided to conduct a brainstorming session in order to come up with ideas for a future fundraising event. Which of the following strategies would be most effective for the members to use to ensure that the brainstorming session is productive?
- A. allowing everyone to speak simultaneously and to announce their ideas as quickly and freely as possible
 - B. encouraging each person to write a list of reasons for and against each idea as the idea is being presented
 - C. requesting that each person suggest only those ideas that have not yet been suggested by others in the group
 - D. asking everyone in the group to speak one at a time and to reserve evaluating their ideas until after the session

68. Which of the following types of interpersonal communication is best described as highly structured and not completely planned, though possessing certain goals and expectations?
- A. personal interview
 - B. small-group discussion
 - C. manuscript speech
 - D. two-person conversation
69. Which of the following steps should a discussion leader take *first* to establish a framework for productive discussion in a problem-solving group?
- A. present a list of potential solutions to the problem
 - B. identify and describe clearly the problem
 - C. solicit group members' questions about the problem
 - D. analyze the likely causes of the problem
70. As part of a unit on mass media, a middle school language arts teacher asks a group of four students to develop a mock advertising campaign for a popular soft drink. The group quickly becomes divided over two distinct plans for the campaign, and work on the campaign soon comes to a stop. Which of the following strategies would best help the students resolve the conflict and continue work on the campaign?
- A. listing the strengths and weaknesses of each plan and then selecting the plan with the most strengths and fewest weaknesses
 - B. engaging in a dialogue that involves active listening and speaking to describe the others' point of view of their plan
 - C. developing both plans fully and presenting them to the teacher for decision on which plan will work best
 - D. discussing as a group the unique aspects of each plan and identifying those areas in which the contrast between the plans is greatest

71. A television commercial begins with two circus clowns carelessly unloading cans of paint from an old truck. The clowns take down a ladder, balance it over a barrel, climb up onto the ladder, one at each end, and then begin slopping paint on the side of a house as they seesaw up and down on the ladder. Finally, one clown is catapulted into the air as the other applauds gleefully. Then the name "Paint Pros" and a telephone number appear on the screen, and a voice says, "Next time, call Paint Pros. We don't clown around." Which of the following messages is this television commercial trying to convey?
- A. The painters at Paint Pros use high-quality materials and are fully insured.
 - B. Paint Pros provides free estimates on residential paint jobs.
 - C. The painters at Paint Pros take their work seriously and will do a good job.
 - D. Paint Pros is currently hiring experienced house painters.
72. A travel magazine includes an article that encourages readers to plan a trip to Scotland, where they may spend a week touring some of the country's oldest castles. The article features photographs of the interiors and exteriors of some of the castles on the tour. The main advantage of featuring the photographs in the article is that they:
- A. provide visual images that complement and reinforce the message of the text.
 - B. serve as "virtual tours" for readers who cannot afford the actual tour described in the text.
 - C. provide colorful distractions for readers who become bored with reading the text.
 - D. direct attention away from details of the tour such as lodging costs and travel restrictions.

73. In print and television journalism, an eye-level camera angle, in which the camera is directed straight ahead, is generally used to make a subject appear:
- A. active and influential.
 - B. sincere and approachable.
 - C. severe and threatening.
 - D. anxious and untrustworthy.
74. Lisa Sparks is running for city council against Bill Jensen, the longtime incumbent. A television advertisement for the Sparks campaign uses video images from around the city with audio excerpts from one of Jensen's speeches. As Jensen says, "Since I have been in office, our children have better places to play," viewers see broken playground equipment. As Jensen says, "Our families all have safe, affordable housing," viewers see a family eating a meal in a homeless shelter. And as Jensen says, "People have secure, good-paying jobs," viewers see long lines at the city's unemployment office. This television advertisement is intended to imply that:
- A. Jensen misrepresents what he has accomplished in office.
 - B. Sparks will provide creative solutions to the city's problems.
 - C. Jensen cares more about healthcare than about high unemployment.
 - D. Sparks will focus on cleaning up the city's parks and playgrounds.

75. Use the reproduction below of "News from the Front," a political cartoon by Clifford K. Berryman, to answer the question that follows.



The viewer's ability to interpret the visual image presented in this cartoon depends primarily on a knowledge of the:

- A. political situation at the time when the cartoon was created and published.
- B. political opinions held personally by the cartoonist.
- C. editorial policy of the newspaper in which the cartoon first appeared.
- D. conventions of caricature used by political cartoonists.

Use the information below to answer the two questions that follow.

An archaeologist has been invited to give a presentation to employees of a large corporation. The presentation is part of a series of noontime talks that management hopes will broaden employees' intellectual horizons. The archaeologist recently published a book about the Anasazi cliff dwellings in Arizona's Canyon DeChelly and plans to incorporate some information from the book in the presentation.

76. Which of the following steps should the archaeologist take *first* to establish a clear objective for the presentation?
- A. developing an outline of talking points based on the organizational structure used in the book
 - B. creating a slide show using digital photographs of Anasazi pottery
 - C. asking management what they would like employees to take away from this noontime talk
 - D. researching the corporation's history and learning its mission statement
77. The archaeologist would like to begin the presentation in a way that engages the audience fully and creates an interest in the topic. Which of the following approaches would best accomplish this goal?
- A. sharing a personal anecdote about exploring an Anasazi ceremonial chamber
 - B. listing all the Anasazi artifacts that have so far been discovered
 - C. telling a joke that derives its humor from a play on words from the field of archaeology
 - D. describing in detail Anasazi construction methods

78. A computer software expert is giving a presentation on how computer viruses work. Halfway through the presentation, she notices that audience members appear confused by her explanation of the differences between e-mail viruses and other types of viruses. The software expert could best respond by taking which of the following approaches?
- A. informing audience members that there will be time for questions at the end of the presentation
 - B. repeating the presentation from the beginning while focusing on controlling the volume of her voice
 - C. assuring audience members that understanding the differences is not particularly important
 - D. acknowledging the confusion and explaining the concept again using a different approach
79. A visual aid would likely be most useful in a presentation designed for which of the following purposes?
- A. comparing the characters in two dramatic works
 - B. describing the architectural design of a historic building
 - C. evaluating the validity of an economic model
 - D. examining the causes of an international conflict
80. A middle school student is memorizing a speech that will be delivered as part of a presentation she plans to give. Which of the following uses of technology is likely to be most effective in improving the student's delivery of the speech during the presentation?
- A. taking digital photographs of a speech rehearsal, then viewing the photos sequentially on a computer monitor to evaluate her changing posture during the speech
 - B. using a word-processing program to prepare a large-print version of the manuscript of the speech that she can refer to during the presentation
 - C. audiotaping a speech rehearsal and then listening to the tape while making notes in the speech manuscript to indicate where she should increase the volume of her voice
 - D. videotaping a speech rehearsal and then studying the tape to determine how well she makes eye contact and uses vocal modulation and body language during the speech

Below are the directions for the Middle Grades Language Arts/Reading 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 approximately 2–3 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 Middle Grades Language Arts/Reading 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. <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	The "3" response reflects an adequate knowledge and understanding of the subject matter. <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	The "2" response reflects a limited knowledge and understanding of the subject matter. <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	The "1" response reflects a weak knowledge and understanding of the subject matter. <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	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

81. Read "The Sound of the Sea" below, a poem by Henry Wadsworth Longfellow; then complete the exercise that follows.

The sea awoke at midnight from its sleep,
And round the pebbly beaches far and wide
I heard the first wave of the rising tide
Rush onward with uninterrupted sweep;
A voice out of the silence of the deep,
A sound mysteriously multiplied
As of a cataract¹ from the mountain's side,
Or roar of winds upon a wooded steep.²
So comes to us at times, from the unknown
And inaccessible solitudes of being,
The rushing of the sea-tides of the soul;
And inspirations that we deem our own,
Are some divine foreshadowing and foreseeing
Of things beyond our reason or control.

¹**cataract:** waterfall

²**steep:** mountain slope

Write an essay in which you analyze the poem above, supporting your points with specific references to the poem. In your essay:

- describe a significant theme being developed in the poem;
- analyze how the organizational structure of the poem helps develop the theme that you have described; and
- analyze how the author's choice of words and use of literary or rhetorical devices help further develop the theme that you have described.

Sample Performance Assignment Response: Score Point 4

One significant theme being developed in Longfellow's poem "The Sound of the Sea" is the Romantic idea that human inspirations—like some forces of nature—emerge from mysterious and divine sources. The speaker in the poem first describes how the quiet sea, seemingly asleep during the night, awakes with the emergence of "the first wave of the rising tide." This wave emerges invisibly and with ever-increasing range and momentum ("Rush[es] onward with uninterrupted sweep/A sound mysteriously multiplied"). The speaker next considers how inspiration emerges similarly in us, with the "rushing of the sea-tides of the soul."

"The Sound of the Sea" is written in a Petrarchan (or Italian) sonnet form; it consists of 14 lines in iambic pentameter with a distinctive rhyme scheme (*abbaabba cdecde*). In the first eight lines, the octave, the speaker describes a somewhat mysterious natural phenomenon—the emergence of the rising tide. Then, in the last six lines, the sestet, the speaker looks inward to contemplate a similarly mysterious creative phenomenon—the emergence of inspiration in human beings. The whole poem works as an analogy, with the octave describing the natural world, and the sestet relating this description to the more abstract, spiritual realm, beginning with the first phrase of the sestet, "So comes to us at times."

In addition to the overall structure of the poem, word choices and poetic meter are used to support the theme. First, the rhythm of the rising tide is conveyed by the relatively strict iambic pentameter of the lines describing the sea: the meter is more irregular in the other parts of the sonnet. Words such as "mysteriously," "unknown," and "inaccessible" underscore our powerlessness over our inspirations: even though "we deem [them] our own," they come from "some divine" source that is "beyond our reason or control." These word choices develop a Romantic idea of the artist as a vehicle for divine expression. Such inspiration may reveal certain truths by giving us a "foreshadowing and foreseeing." Another Romantic idea, that the soul-stirrings of humans are reflected in the natural world, is underscored by the repeated references to nature: "pebbly beaches," "cataract," "mountain's side," "roar of winds," and "wooded steep." Additionally, the vastness and irresistibility of these soul-stirrings are conveyed by adjectives such as "far," "wide," "uninterrupted" and "multiplied." Divinely inspired knowledge and creativity move through human consciousness just as the tide moves through the sea.

Acknowledgments

Practice Question

- 19–20. Excerpt from *THE GIVER* by Lois Lowry. Copyright © 1993 by Lois Lowry. Reprinted with permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.
- 22–23. Rose, Wendy. "To Some Few Hopi Ancestors" from *Lost Copper*. Copyright © 1980 Malki Museum Press, Banning, California. Courtesy of Malki Museum.
27. Hughes, Langston. "Dream Boogie" By permission of Harold Ober Associates Incorporated. From *THE COLLECTED WORKS OF LANGSTON HUGHES*. Copyright © 1994 by the Estate of Langston Hughes.
28. Leroy Quintana for the untitled poem "Grandfather never went to school." Copyright © 1976 by Leroy V. Quintana.
- 49–51. Wilson, Ramona. (1997) "Dry Rivers—Arizona." Originally published in *Reinventing the enemy's language: contemporary native women's writings of North America* (pp. 509–510). New York: W. W. Norton & Company, Inc. Reprinted with permission.
75. Berryman, Clifford K. "News from the Front." As appears in Ball, William J., *Images of American Political History*. U.S. Senate Collection, Center for Legislative Archives. Reprinted with permission.

ANSWER KEY

Field 38: Middle Grades Language Arts/Reading

Question Number	Correct Response	Objective
1.	B	Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.
2.	A	Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.
3.	B	Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.
4.	B	Understand the role of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.
5.	B	Understand strategies for developing reading comprehension and fluency.
6.	C	Understand strategies for developing reading comprehension and fluency.
7.	D	Understand strategies for developing reading comprehension and fluency.
8.	D	Understand strategies for reading expository texts.
9.	C	Understand strategies for reading expository texts.
10.	A	Understand strategies for developing reading comprehension and fluency.
11.	B	Understand strategies for reading expository texts.
12.	D	Understand strategies for reading expository texts.
13.	B	Understand strategies for reading expository texts.
14.	D	Understand strategies for reading persuasive and functional texts.
15.	A	Understand strategies for reading persuasive and functional texts.
16.	B	Understand strategies for reading persuasive and functional texts.
17.	D	Understand strategies for reading persuasive and functional texts.
18.	C	Understand strategies for reading persuasive and functional texts.
19.	A	Understand strategies for reading literary texts.
20.	B	Understand strategies for reading literary texts.
21.	A	Understand strategies for reading literary texts.
22.	B	Understand strategies for reading literary texts.
23.	C	Understand strategies for reading literary texts.
24.	D	Understand the historical, social, and heritage-based aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and heritage.
25.	C	Understand the historical, social, and heritage-based aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and heritage.
26.	C	Understand the historical, social, and heritage-based aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and heritage.
27.	B	Understand the historical, social, and heritage-based aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and heritage.

(continued on next page)

Question Number	Correct Response	Objective
28.	C	Understand the historical, social, and heritage-based aspects of literature and the ways in which literary works and movements both reflect and shape history, society, and heritage.
29.	A	Understand the writing process.
30.	B	Understand the writing process.
31.	C	Understand the elements of effective composition.
32.	A	Understand the elements of effective composition.
33.	B	Understand the elements of effective composition.
34.	A	Understand the elements of effective composition.
35.	B	Understand the writing process.
36.	C	Understand the writing process.
37.	C	Understand the conventions of standard American English grammar and usage.
38.	B	Understand the conventions of standard American English grammar and usage.
39.	B	Understand the conventions of standard American English grammar and usage.
40.	C	Understand the conventions of standard American English grammar and usage.
41.	A	Understand the conventions of standard American English grammar and usage.
42.	D	Understand the process of writing to describe or inform.
43.	D	Understand the process of writing to describe or inform.
44.	B	Understand the process of writing to describe or inform.
45.	D	Understand the process of writing to describe or inform.
46.	D	Understand the process of writing to describe or inform.
47.	C	Understand the process of writing for personal expression and for literary response and analysis.
48.	B	Understand the process of writing for personal expression and for literary response and analysis.
49.	D	Understand the process of writing for personal expression and for literary response and analysis.
50.	B	Understand the process of writing for personal expression and for literary response and analysis.
51.	D	Understand the process of writing for personal expression and for literary response and analysis.
52.	C	Understand the process of writing to persuade or instruct.
53.	B	Understand the process of writing to persuade or instruct.
54.	D	Understand the process of writing to persuade or instruct.
55.	D	Understand the process of writing to persuade or instruct.
56.	C	Understand the process of writing to persuade or instruct.
57.	B	Understand strategies for effective listening.

(continued on next page)

Question Number	Correct Response	Objective
58.	A	Understand strategies for effective listening.
59.	B	Understand strategies for effective listening.
60.	C	Understand strategies for effective listening.
61.	B	Understand strategies for effective speaking.
62.	C	Understand strategies for effective speaking.
63.	D	Understand strategies for effective speaking.
64.	D	Understand strategies for effective speaking.
65.	B	Understand strategies for effective speaking.
66.	A	Understand strategies for participating in conversations and group discussions.
67.	D	Understand strategies for participating in conversations and group discussions.
68.	A	Understand strategies for participating in conversations and group discussions.
69.	B	Understand strategies for participating in conversations and group discussions.
70.	B	Understand strategies for participating in conversations and group discussions.
71.	C	Understand strategies for analyzing and evaluating visual images in various media.
72.	A	Understand strategies for analyzing and evaluating visual images in various media.
73.	B	Understand strategies for analyzing and evaluating visual images in various media.
74.	A	Understand strategies for analyzing and evaluating visual images in various media.
75.	A	Understand strategies for analyzing and evaluating visual images in various media.
76.	C	Understand strategies for delivering effective presentations.
77.	A	Understand strategies for delivering effective presentations.
78.	D	Understand strategies for delivering effective presentations.
79.	B	Understand strategies for delivering effective presentations.
80.	D	Understand strategies for delivering effective presentations.

PREPARATION RESOURCES

Field 38: Middle Grades Language Arts/Reading

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.

Online Sources:

Arizona Department of Education, Content Standards.
<http://www.azed.gov/standards/contentstandards.asp>

Arizona Department of Education, Other Standards.
<http://www.azed.gov/SBTL/otherstandards.asp>

International Reading Association
<http://www.ira.org>

National Communication Association
<http://www.natcom.org>

National Council of Teachers of English
<http://www.ncte.org>

National Education Association
<http://www.nea.org>

Northwest Regional Educational Laboratory
<http://www.nwrel.org>

Journals:

Communication Education, National Communication Association.

English Journal, National Council of Teachers of English.

Journal of Adolescent & Adult Literacy, International Reading Association.

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Middle School Journal, National Middle School Association.

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