SAMPLE WRITTEN EXAMINATION FORM
10. A fifth-grade teacher plans a multi-disciplinary unit on water pollution. For this unit, students will read fictional narratives as well as relevant chapters from their social studies and science textbooks. These materials also will be incorporated into a variety of instructional activities designed to promote students' reading development. Which of the following statements best describes an important advantage of this cross-curricular approach?

A. Interdisciplinary reading instruction provides more opportunities for teachers to tailor teaching strategies to the needs of individual students.

B. Reading instruction that focuses on both literature and content-area texts helps students recognize and understand differences between written and oral English.

C. Interdisciplinary reading instruction motivates students to apply a variety of word identification strategies to clarify the meaning of texts.

D. Reading instruction that integrates related narrative and expository texts enhances students' comprehension and maximizes their learning.

11. Mr. Leonard's sixth-grade class includes students with widely varying levels of reading proficiency. To introduce a new social studies unit on ancient Greece, Mr. Leonard assembles various reading materials on the subject and provides each student with reading material at his/her instructional reading level. Which of the following strategies is likely to be most effective in helping all students benefit from the reading materials on ancient Greece?

A. Have students write a brief description of what they learned from their reading to post on a unit bulletin board.

B. Keep students who have received the same instructional materials together in small groups to read and discuss the materials.

C. Encourage strong readers to assist less proficient readers after finishing their own assignments.

D. Organize cooperative learning groups in which each student contributes information based on the material he/she has read.
12. During class discussions about stories, Rosalinda, an English language learner, often mispronounces key words from the stories. The teacher's best response would be to:

A. ask Rosalinda to pause and correct her pronunciation before she continues with her remarks.
B. analyze Rosalinda's pronunciation patterns and plan an intervention to address her needs.
C. encourage other students in the class to help Rosalinda work on pronouncing words correctly.
D. write down the words and include them on a list of words for Rosalinda to practice pronouncing.

13. Laila, a kindergarten student, has demonstrated the ability to write words phonetically. However, she seems reluctant to write because she is worried about misspelling words. The teacher could best promote Laila's written language development by:

A. giving Laila a spelling list of high-frequency sight words to copy and learn each day.
B. reassuring Laila that it is okay for now to express herself in writing by spelling words as they sound.
C. helping Laila make a list of words that she already knows how to spell correctly.
D. suggesting that Laila spend time copying some of the words found in her favorite stories.

14. Which of the following strategies would best help a kindergarten student with visual discrimination difficulties distinguish between frequently confused letters?

A. creating sandpaper letters that the student can trace with his/her finger while saying the letter name.
B. helping the student locate the letters within the text of a favorite book.
C. repeating the name of each letter several times as the student points to the letter.
D. encouraging the student to observe closely as the teacher writes the letters.
15. Which of the following instructional strategies is likely to be most effective in improving the reading fluency of Tolana, a third-grade student?

A. Tolana practices reading a favorite story aloud several times and then reads it into a cassette recorder to tape the reading.

B. The teacher helps Tolana increase her reading rate by prompting her when she hesitates over unfamiliar words while reading aloud.

C. Tolana reads aloud an unfamiliar passage from a content-area text and then completes a semantic web to clarify the ideas in the passage.

D. The teacher models for Tolana how to take advantage of context clues to identify unfamiliar words while reading aloud.

16. In the word chimpanzee, which of the following pairs of letters is a digraph?

A. ch  
B. mp  
C. an  
D. ee

17. A kindergarten teacher plays the following game with students. She says, "Guess whose name I'm going to say now?" She then says the initial sound of a student's name (e.g., /m/ for Mary), and the children try to guess the name. This activity is likely to promote the reading development of students primarily by helping them:

A. blend separate sounds in words.  
B. recognize that a spoken word is made up of sounds.  
C. understand the principles of phonics.  
D. learn how to spell their own names.
18. An eighth-grade teacher wants to help students improve their spelling of scientific vocabulary, including the terms listed below:

barometer
centimeter
dehydrate
hydrogen
microscope
telescope
thermal
thermometer

Which of the following instructional strategies is likely to be most effective for this purpose?

A. showing students how to divide scientific terms into syllables to facilitate accurate spelling
B. conducting practice drills to help students memorize the irregular spelling patterns of the words
C. familiarizing students with the spelling and meaning of Greek morphemes in scientific terms
D. helping students determine correct spellings by dividing the words into onsets and rimes

19. A kindergarten teacher could informally assess a student's phonemic awareness by asking the student to:

A. identify the sound he/she hears at the beginning, middle, or end of a spoken word (e.g., "What sound do you hear at the end of step?").
B. listen to a tape-recorded story while looking at the book, then answer several simple questions about the story.
C. identify the letters in the alphabet that correspond to the initial consonant sounds of several familiar spoken words.
D. listen to the teacher read aloud a set of words with the same beginning sound (e.g., train, trap, trouble), then repeat the words.

20. The use of repetitive, rhyming texts for kindergarten read-alouds is likely to promote the reading development of kindergarten students primarily by:

A. fostering their phonemic awareness.
B. increasing their vocabulary knowledge.
C. enhancing their understanding of story elements.
D. improving their letter recognition skills.
An elementary-school teacher is working individually with a student who is trying to decode the word gem. Printed below is a portion of their conversation.

**Teacher:** Can you try to read this word?
**Student:** Is it gem /gɛm/?
**Teacher:** Almost. The e and m sounds are correct. I like the way you chose the short vowel sound for e. Let's look again at that first letter.
**Student:** The letter g?
**Teacher:** Yes. What sounds can the letter g make?
**Student:** A /g/ sound?
**Teacher:** Yes, that's one sound a g can make—a "hard" g sound. It can also make another sound—a "soft" g sound. Do you remember the story we read about the giant?
**Student:** Yes.
**Teacher:** Do you remember the first letter of the word giant?
**Student:** Oh . . . g!
**Teacher:** That's right. And what sound does g make in the word giant?
**Student:** Giant . . . that's a /j/ sound.
**Teacher:** That's right—/j/ is a "soft" g sound. Now try using the /j/ sound for the letter g in this word [points to gem on the page].
**Student:** Is it gem /fjɛm/?
**Teacher:** That's right. Do you know what the word gem means?
**Student:** Is it kind of like a jewel?
**Teacher:** That's right. Gem means jewel.

This conversation most clearly demonstrates the teacher's understanding of which of the following principles of effective reading instruction?

A. Systematic, explicit phonics instruction should be sequenced according to the increasing complexity of linguistic units.

B. Knowledge of English language structures and conventions can help students identify unfamiliar words by allowing students to take advantage of semantic and syntactic cues.

C. Students benefit from teaching strategies that encourage them to apply their knowledge of morphology to decode unfamiliar words.

D. Corrective feedback should be given in a way that encourages students to keep trying and helps them recognize their progress in applying word identification strategies.
22. Students in a fourth-grade class work in groups to develop a list of spelling words that focuses on homophones. Which of the following word pairs best represents this concept?

A. answer and reply
B. playful and replay
C. table and stable
D. sight and site

23. During which of the following stages of spelling development do students typically begin to show an understanding of the correspondence between letters and sounds?

A. pre-phonic
B. phonic
C. transitional
D. conventional

24. Ms. Carlyle, a sixth-grade teacher, observes that several students have misspelled the word *pasteurize*. After writing *pasteurize* and *Louis Pasteur* on the blackboard, the teacher explains how Pasteur invented the process of pasteurization. Students then discuss how the word *Pasteur* relates to the word *pasteurize*. This instructional activity is likely to foster students' reading development primarily by:

A. helping students learn to use etymology to improve spelling and promote word recognition.
B. helping students improve their spelling by comparing and contrasting similar words.
C. motivating students to use orthographic patterns to expand their vocabulary knowledge.
D. motivating students to improve their spelling through the use of systematic study skills.
25. Read the conversation below, in which a kindergarten teacher is preparing a student for a phonemic awareness assessment, to answer the question that follows.

*Teacher:* What is this a picture of? [The teacher displays a picture of a boat.]

*Student:* A boat?

*Teacher:* A boat, that's right. Now, let's say the word *boat* together very slowly: /b/ ... /ɔː/ ... /uː/. [The student pronounces the word with the teacher.]

*Teacher:* How many sounds do you hear? /b/ ... /ɔː/ ... /uː/ ... [The teacher slowly repeats the word.]

*Student:* Three?

*Teacher:* That's right, three. Now, I'd like you to do this for some more words.

This assessment would be an appropriate way to test the student's ability to perform which of the following phonemic awareness tasks?

A. counting and blending the phonemes in a word

B. identifying onsets and rimes

C. recognizing how many phonemes are contained in a word

D. relating phonemes to letters

26. Tyler, a first grader, can identify the letters of the alphabet and decode a number of simple words. He becomes confused, however, when tracking print in consecutive lines of print. Which of the following strategies is likely to be most effective in helping Tyler read a short paragraph of simple text?

A. Help Tyler sound out unfamiliar words included in the text before he attempts to read the entire paragraph.

B. Have Tyler use his finger or a marker as he reads the text.

C. Help Tyler increase his reading rate to improve his understanding of the continuity between words and sentences in the paragraph.

D. Modify the paragraph by using a yellow highlighter to identify natural groupings of words and phrases within the paragraph.
27. A first-grade teacher provides students with explicit, systematic phonics instruction to promote their reading development. When designing activities to teach letter-sound correspondences, the teacher should:

A. provide reading opportunities for students to practice sounds in context after studying the sounds in isolation.

B. make certain that students have mastered vowel sounds before focusing on consonants.

C. ensure that students master the spelling of practice words using the target sound before teaching a new sound.

D. include instruction in related consonant blends when introducing individual consonants.

29. A second-grade teacher regularly assesses students to monitor their stages of spelling development. Based on these assessments, she designs word-sort activities for each student. Using a set of word cards prepared by the teacher, the student decides how to separate the cards into two or more categories (e.g., words that begin with the letter c and words that begin with ch). This activity is likely to promote the spelling development of students primarily by:

A. guiding them to apply a variety of strategies for expanding their vocabulary knowledge while improving their spelling.

B. motivating them to apply and assess their spelling skills across the curriculum.

C. enabling them to discover spelling patterns and generalizations that can then be applied to the reading and spelling of unknown words.

D. helping them improve spelling accuracy by strengthening their proofreading skills.

28. In general, the best strategy for helping beginning readers identify function words such as to, the, and of would be to:

A. encourage students to apply phonic analysis to such words.

B. provide instruction in the use of context clues.

C. develop students' structural analysis skills.

D. teach such words as sight vocabulary.
30. Reading fluency refers to students’ ability to:

A. read smoothly and accurately.
B. pay particular attention to key words as they read.
C. read with different levels of comprehension.
D. pay particular attention to proper pronunciation as they read.

31. A teacher plans to assess a student's comprehension of a short story through oral retelling. After the student silently reads the story, the teacher will prompt the student's retelling by asking open-ended questions. To prepare for this assessment, the teacher reads the story carefully and composes the questions. Which of the following additional steps would be most helpful for the teacher to take before the retelling activity begins?

A. Prompt the student to recall similar tasks he or she has previously performed.
B. Prepare a checklist of the key elements that an effective retelling of this story should include.
C. Review grades earned by the student on recent tests and quizzes in language arts.
D. Remind the student to concentrate on recalling as many details as possible during the retelling.
Use the information below to answer the four questions that follow.

A sixth-grade teacher reads his students the nonsense poem "Jabberwocky" by Lewis Carroll. The first four lines of the poem are shown below.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

32. The teacher reads aloud the clause "All mimsy were the borogoves" and asks students what that might mean. One student responds, "It means that the borogoves were all mimsy!" This student's response demonstrates skill in which of the following reading comprehension strategies?

A. applying relevant content knowledge
B. recognizing cause-effect relationships
C. analyzing the use of figurative language
D. interpreting unusual grammatical constructions

33. The teacher plans a variety of activities related to "Jabberwocky." Students will work in pairs to make up definitions for some of the nonsense words (e.g., slithy). They will read the poem aloud using tone of voice to express various moods. Finally, they will create their own nonsense poems and give oral readings of them. These activities are most likely to promote students' reading development by:

A. providing students with the opportunity for an in-depth analysis of a specific literary genre.
B. developing students' understanding of the differences between written and oral English.
C. fostering students' enjoyment of playing with and thinking about language.
D. helping students make distinctions between serious and whimsical literature.
34. One student pronounces gyre with a hard g sound, while his classmate uses a soft g sound. They ask the teacher who is correct. The teacher’s best response would be to:

A. remind students to use their knowledge of syntactic principles to determine the pronunciation.

B. suggest looking in the dictionary at words that begin with gy to see what that suggests about the pronunciation.

C. have the class vote and suggest that students use the pronunciation that is preferred by the majority.

D. advise them that since gyre is a nonsense word, it does not really matter whether they pronounce it with a hard g or a soft g.

35. The teacher asks the students if they can tell which of the nonsense words in the poem are nouns. One student says that toves is a noun. Another says that wabe and borogoves are nouns and adds that gyre and gimble are verbs. The class then discusses how students were able to draw these conclusions. This exercise would be especially useful for helping students understand that:

A. being familiar with conventions of capitalization and spelling can help a reader interpret a text.

B. recognizing the roots of words can help a reader decode the words.

C. being familiar with common language structures can help a reader interpret a text.

D. recognizing a text’s genre can help a reader comprehend the text.
A fourth-grade teacher sets aside time each week for students to check out books from the school library. In the conversation shown below, the teacher is circulating among his students in the library, talking with them about their selections.

**Teacher:** This book cover looks interesting. Why did you choose this book, Caleb?

**Caleb:** It's just for fun.

**Teacher:** So, you're reading for enjoyment. (turns to another student at the table) How about you, Velma? Why did you choose this book about crocodiles?

**Velma:** I need to find out more about crocodiles for my research project.

**Teacher:** You're reading for information. (turns to another student at the table) I see your book is about France, Rodrigo. Did you choose it to help you with a research project?

**Rodrigo:** No. My sister is going to Paris for an exchange program. I wanted to find out what Paris is like.

**Teacher:** Sounds like you're reading to learn about the world.

The teacher's conversations with students in this situation are likely to promote students' reading development primarily by:

A. helping students understand that there are different types of books and purposes for reading.

B. modeling critical thinking and literal comprehension skills for the students.

C. demonstrating prediction and clarification strategies to the students.

D. increasing students' motivation to read their books closely and take their reading seriously.
37. Yusef is a third grader who reads at grade level. Lately, when choosing a book to read, Yusef always selects books from a series that is written in a very formulaic style that does little to extend his conceptual or language development. The teacher's best response to this behavior would be to:

A. avoid interfering with Yusef's selection of books as long as he finds his choices enjoyable.
B. provide Yusef with books with similar themes or on similar topics that are more challenging for him.
C. point out to Yusef some of the major limitations of the books he is choosing to read and ask him not to read those books at school.
D. advise Yusef that he should choose books that will prepare him for the more difficult reading he will encounter in fourth grade.

38. Ms. Habib is teaching a unit on fiction in her fifth-grade class. To begin, students read several simple fairy tales and discuss the moral or meaning of each one. The teacher then assigns a more complex story and leads a discussion about the moral of the story after students finish reading it. This instructional strategy is most likely to promote students' reading proficiency by:

A. guiding students to analyze the relationship between plot and character in a literary text.
B. fostering students' ability to distinguish an author's use of fact versus opinion in a text.
C. helping students identify and understand the theme of a literary text.
D. enhancing students' ability to use self-monitoring strategies to clarify the meaning of a text.
39. Spring, a second grader, has demonstrated the ability to decode individual words, but her reading fluency is weak, which has led to difficulties with comprehension. When the teacher asks Spring to read aloud, she says she feels "embarrassed" and would rather read silently. Which of the following responses by the teacher would likely be the most appropriate and effective way to help improve Spring's reading fluency?

A. Encourage Spring to serve as an "audience" for other students who read aloud until she demonstrates readiness to read aloud herself.

B. Arrange frequent opportunities for Spring to participate in small-group activities that involve rereading familiar texts aloud.

C. Teach Spring how to use self-monitoring techniques to improve her literal comprehension as she reads.

D. Focus on explicit phonics instruction to improve Spring's word identification skills before requiring her to read aloud.

40. Adrian, an eighth grader with a learning disability, demonstrates strong math computational abilities but has difficulty interpreting and solving word problems. Which of the following comprehension strategies is likely to be most effective in facilitating Adrian's understanding of word problems?

A. After reading a problem silently, Adrian and a partner reread it aloud and then discuss and write down each step of the problem.

B. Adrian works with the teacher to slow his reading rate to promote greater concentration as he reads the problem.

C. After reading a problem silently, Adrian reads it aloud to the teacher and then performs the necessary calculations independently.

D. Adrian previews the problem by locating and writing down all the numbers provided in the problem; then he reads the problem silently.
41. Students in a fourth-grade class have been reading and discussing a story. Which of the following informal assessment strategies would likely be most effective in evaluating students' ability to analyze story elements and make personal connections with the text?

A. Students write a brief essay comparing the plot of the story to the plot of other familiar stories of the same genre.

B. Each student pretends to be a character from the story and writes a journal entry reflecting on the significant events of the story.

C. Students cite passages from the text in which the author uses descriptive language to enhance characterization.

D. Each student pretends to be the author of the story and writes a paragraph summarizing the story's theme.

42. Students in a middle-school class frequently use Venn diagrams to clarify their understanding of expository texts. To assess a student's comprehension of a passage about comets and meteoroids, the teacher asks the student to use facts from the text to complete the following Venn diagram.

```
comets

meteoroids
```

This strategy is likely to be particularly useful in helping the teacher evaluate the student's ability to:

A. use inferential comprehension skills to identify cause-and-effect relationships.

B. draw on prior knowledge to clarify understanding.

C. organize textual information by analyzing similarities and differences.

D. apply his/her vocabulary knowledge in new contexts.
A third-grade teacher prepares several poster-sized copies of the star diagram illustrated below.

After reading an assigned story, students divide into small groups, and the teacher distributes a copy of the star diagram to each group. The members of each group discuss how the six questions (who, what, when, where, why, and how) apply to the story and write answers in the six points of the star. The teacher then displays the completed star diagrams and leads a whole-class discussion about them. This instructional activity is most likely to promote students' reading proficiency in which of the following ways?

A. improving students' comprehension by familiarizing them with common text structures
B. helping students learn a strategy to organize information to clarify meaning when reading a text
C. improving students' comprehension by encouraging them to connect personal experience to a text
D. helping students learn to use evaluative comprehension skills to determine an author's point of view
44. A fourth-grade teacher designs an instructional activity in which students work in small groups to create a different ending to an adventure story they have read. Each group then shares with the class their new version of the story. This activity is likely to promote students' reading proficiency primarily by:

A. having them apply their understanding of the elements of literary texts.
B. helping them extend their understanding of the meanings of words.
C. enhancing their understanding of literary genres.
D. helping them clarify their understanding of English grammar.

45. A teacher wants to facilitate students' comprehension of an expository passage by setting a purpose for reading. Which of the following strategies is likely to be most effective?

A. The teacher provides students with a list of key vocabulary words from the passage, and students write sentences using the words.
B. Students participate in a prereading activity in which they freewrite about the general topic of the passage.
C. The teacher describes the main ideas and supporting details of the passage for students before they begin reading.
D. Students preview a set of questions that they will be required to answer in writing after they finish reading the passage.
Use the information below to answer the two questions that follow.

Ms. Hollister's fourth-grade class is beginning a unit on deserts. She starts the unit by having the students form small groups and list everything they know about deserts. Then the whole class meets to share their lists, and Ms. Hollister asks the students to help her arrange their ideas into a web. The class's partially completed web is shown below.

46. Creating such a web is likely to promote students' ability to retain and use information they read about a topic by:

A. encouraging students to attend to new information on the topic rather than to familiar information.
B. providing students with the vocabulary they need to make sense of their reading.
C. prompting students to assess the accuracy of their prior knowledge of the topic.
D. helping students learn to use categories to organize their thinking about the topic.

47. Ms. Hollister gives each student a copy of the web developed by the class. She could best help students make use of the web to learn and retain facts from their reading by asking them to:

A. add continuously to the web as they encounter and organize new information in their reading.
B. try to maintain a mental image of the web while they are reading on the topic.
C. review each category on the web to ensure that it is an appropriate one to have included.
D. memorize the information on the web before they begin their reading.
48. Mr. Montaine plans to have his eighth graders read Shakespeare’s play, *Romeo and Juliet*. He is concerned that Sharlene, who has a reading disability, will have trouble keeping up with and understanding the reading. His best strategy for promoting Sharlene’s comprehension of the text and her ability to participate fully in class discussions would be to:

A. assign Sharlene to begin reading the play several weeks before her classmates are given the assignment.

B. provide Sharlene with a narrative version of the play to read rather than the original, dramatic version.

C. assign Sharlene to read only selected portions of the text, such as key speeches and dialogues.

D. provide Sharlene with an audiotaped version of the play to listen to in conjunction with her reading.

49. When selecting texts for first graders to read in the upcoming school year, a teacher should be aware of the importance of:

A. focusing primarily on realistic texts that mirror the children’s own experiences.

B. including a wide range of fiction and nonfiction texts in a variety of genres.

C. focusing largely on simple fictional narratives such as folk and fairy tales.

D. providing students with transcripts of their own oral language as their primary reading materials.
50. A teacher could most effectively support at-home reading by:

A. sending parents a regular newsletter describing classroom reading activities.

B. sharing with parents important articles from professional reading journals.

C. recommending books that parents would likely enjoy reading aloud to their children.

D. providing parents with periodic reports on their children's progress in reading.

51. A middle-school teacher designs an instructional activity in which students combine several sentences to form a single sentence, as illustrated below.

Combine:
Matthew stood and waited for the bus.
The sun was blazing hot.
Matthew fanned himself with the newspaper.

Single sentence:
Waiting for the bus, Matthew stood in the blazing sun, fanning himself with the newspaper.

This activity is likely to be most effective in helping students:

A. strengthen their ability to comprehend and write complex sentences.

B. apply literal comprehension skills to identify and write main idea statements.

C. improve their inferential comprehension skills.

D. use self-monitoring techniques to clarify the meaning of text.
A fifth-grade teacher gives students the following sentence:

Neither walking on the beach nor running around the track cheered Danny up.

The teacher asks the students how the phrases that come just after neither and just after nor are similar. This exercise can promote students' reading comprehension by helping them:

A. distinguish between explicit and implied main ideas.
B. identify cause-effect relationships.
C. apply literal comprehension skills.
D. recognize parallel constructions.

A middle-school teacher designs the following instructional activity. Using the board, the teacher writes and pronounces dict. She explains that dict derives from the Latin word for "speak." She then asks students if they can think of English words that start with or include dict. The teacher uses students' suggestions to create the diagram shown below.

This activity is likely to promote students' vocabulary development primarily by helping the students:

A. recognize common prefixes and suffixes.
B. apply the techniques of concept mapping.
C. use word roots to determine the meaning of related words.
D. draw on a knowledge of phonics to unlock word meanings.
Use the information below to answer the three questions that follow.

Mr. Batista's sixth-grade class has been studying volcanoes. He designs the following activity for the class, which includes a number of English Language Learners.

<table>
<thead>
<tr>
<th>Paragraph-Building Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher leads a whole-class discussion on a topic related to the science unit on volcanoes.</td>
</tr>
<tr>
<td>2. Students form heterogeneous cooperative learning groups with three or four students in each group. The students in each group continue discussing the topic.</td>
</tr>
<tr>
<td>3. Each student writes one or two sentences about the topic on sentence strips.</td>
</tr>
<tr>
<td>4. The members of the group then decide how to put the various sentences together, editing the sentences as necessary to form a comprehensible paragraph about the topic and correcting any errors in grammar or spelling.</td>
</tr>
</tbody>
</table>

After participating in this activity, all of the students review the chapter in their science text about volcanoes.

54. After assessing the effectiveness of this activity, Mr. Batista decides that the next time he offers the activity he will include an additional step. For step 5, Mr. Batista will guide students to develop topic sentences for the paragraphs they generated. This modification is most likely to enhance students' reading proficiency by:

A. encouraging students to draw on prior knowledge to clarify their understanding as they read.

B. helping students distinguish between facts and opinions as they read.

C. encouraging students to apply vocabulary knowledge in new contexts.

D. helping students recognize main ideas and how supporting details relate to main ideas.

55. The paragraph-building activity designed by Mr. Batista is likely to promote students' reading development primarily by helping students:

A. apply knowledge of common text structures to improve comprehension as they read.

B. transfer skills from oral language to written language.

C. use a variety of word identification strategies.

D. understand differences between spoken and written English.
56. Which of the following best describes one important way in which this activity is likely to benefit English Language Learners?

A. Analyzing and editing individual sentences improves the reading fluency of English Language Learners by helping them chunk text as they read.

B. Combining sentences into paragraphs encourages English Language Learners to employ a variety of word identification strategies.

C. Discussing and writing about a content-area topic supports English Language Learners' reading of related texts by reinforcing key vocabulary, language structures, and schemata.

D. Arranging sentences in a meaningful order helps English Language Learners develop skills for locating and retrieving information from content-area texts.
57. Structural analysis would be an especially appropriate strategy for a student to use to determine the meaning of which of the following words?

A. impassable  
B. elephant  
C. interim  
D. examine

58. The cloze technique is an especially useful method for assessing students' understanding of English language structures because it requires students to:

A. define the various parts of speech in their own words.  
B. select appropriate words based on their grammatical function as well as on their meaning.  
C. group words into phrases to clarify their meaning.  
D. draw on grammatical knowledge to identify the subjects and predicates of complex sentences.

59. At the beginning of the school year, Ms. Ignacio, a fifth-grade teacher, designs the following activity in which students interview one another.

1. The teacher guides students to brainstorm interview questions (e.g., What do you like to do for fun?).

2. The teacher types the questions and makes copies of the "questionnaire."

3. Students interview one another in pairs, with each student reading the questions and writing his/her partner's answers on the questionnaire.

4. Students discuss their findings in a whole-class discussion and then give their completed questionnaires to the teacher.

As an informal assessment strategy, the interview activity designed by Ms. Ignacio is likely to be most useful in helping the teacher evaluate students':

A. oral and written language proficiency.  
B. ability to apply vocabulary knowledge in new contexts.  
C. understanding of differences between oral and written language.  
D. use of literal and inferential comprehension skills.
Mr. Cabrera, a second-grade teacher, regularly engages in informal conversation with students about stories they are reading. Printed below is an excerpt from his conversation with Alexandra, who is reading a story about a whale.

*Alexandra:* The whale in this book is enormous!

*Mr. Cabrera:* Sounds interesting. What other words would you use to describe the whale in this story?

*Alexandra:* Very very big! Huge! Bigger than my house!

This conversation is likely to be most helpful to Mr. Cabrera in evaluating Alexandra’s ability to:

A. draw on a variety of cues to identify unfamiliar words as she reads.

B. recall main ideas and significant details after reading.

C. verify and extend the meaning of words she reads by relating them to familiar words and concepts.

D. draw conclusions or generalizations from a text.

END OF SECTION I
Proceed to Section II of the test.
DIRECTIONS FOR SECTION II: OPEN-ENDED ASSIGNMENTS

Assignments A to E

This section of the test consists of four focused educational problems and instructional tasks and one case study. For each of these assignments, you are to prepare a written response and record it in the area provided on the appropriate Written Response Sheet in the Answer Document or, for the case study, in the Case Study Response Booklet.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. Your final responses, however, must be written on the appropriate page(s) of the Answer Document or, for the case study, in the Case Study Response Booklet.

Written responses will be evaluated based on the extent to which they demonstrate knowledge and skills important for effective delivery of a balanced, comprehensive reading program. Read each assignment carefully to ensure that you address all aspects of the assignment. Your responses to the assignments will be evaluated based on the following criteria:

Purpose: The candidate demonstrates an understanding of the relevant content and pedagogical knowledge by fulfilling the purpose of the assignment.

Application of Content: The candidate accurately and effectively applies the relevant content and pedagogical knowledge.

Support: The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content and pedagogical knowledge.

The approximate weight of each of the individual assignments toward the total examination score is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Assignment A</td>
<td>5%</td>
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<tr>
<td>Assignment B</td>
<td>5%</td>
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<tr>
<td>Assignment C</td>
<td>10%</td>
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<tr>
<td>Assignment D</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment E</td>
<td>20%</td>
</tr>
</tbody>
</table>

The assignments are intended to assess knowledge and skills of reading instruction, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators knowledgeable about reading instruction.

The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

The multiple-choice section of the Answer Document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the Answer Document, and do not separate any of the sheets from the document.

You may work on the assignments in any order you choose, but be sure to record your final responses in the appropriate locations, as listed in the directions for each individual assignment.
ASSIGNMENT A

Record your written response to Assignment A on Written Response Sheet A (blue) on page 5 of the Answer Document. The length of your response is limited to the lined space available on Written Response Sheet A.

Use the information below to complete the exercise that follows.

A new student enters a fifth-grade classroom. The teacher wishes to determine the student's independent reading level.

Examinee Task

Write a response in which you describe an appropriate procedure for accomplishing this goal.

You may use this space to make notes, but remember to record your final response on Written Response Sheet A (blue) on page 5 of the Answer Document.

THIS PAGE IS FOR NOTES ONLY AND WILL NOT BE SCORED.
ASSIGNMENT B

Record your written response to Assignment B on Written Response Sheet B (red) on page 7 of the Answer Document. The length of your response is limited to the lined space available on Written Response Sheet B.

Use the information below to complete the exercise that follows.

A sixth-grade teacher substitutes blank spaces for several nouns, verbs, adjectives, and adverbs in a newspaper article and distributes copies of the modified text to her students. Students work in pairs to determine reasonable and logical words that could fill in the blanks.

Examinee Task

Using your knowledge of English language structures, write a response in which you explain one way that the activity described above can enhance the students' reading development.

You may use this space to make notes, but remember to record your final response on Written Response Sheet B (red) on page 7 of the Answer Document.

THIS PAGE IS FOR NOTES ONLY AND WILL NOT BE SCORED.
ASSIGNMENT C

Record your written response to Assignment C on Written Response Sheet C (green) on pages 9 and 10 of the Answer Document. The length of your response is limited to the lined space available on Written Response Sheet C.

Use the information below to complete the exercise that follows.

A second-grade teacher is assessing the reading performance of a student named Tony. As Tony reads aloud from an unfamiliar book, the teacher notes his performance on her copy of the passage. Printed below is an excerpt from the teacher's record of Tony's performance.

Do you like to have a carrot or a piece of celery for a snack? Do you like strawberries, figs, and grapes? Many of the fruits and vegetables that we buy in the grocery store come from farms in California. Farms in our state also grow grains for cereal. Some of these farms are huge. Trains, planes, and large trucks carry food from these farms to cities and towns all over our country.

Tony's teacher also gives him a worksheet designed to test his understanding of certain elements of phonics. Printed below are Tony's responses to part of the worksheet. The directions read as follows: "Read the word in dark type. Circle the word after it that has the same sound as the underlined part of the first word."

1. cereal coat city cat
2. cake cider dance cold
3. pencil car pick nice
4. page pig good gym
5. garden bridge flag age
Examinee Task

Based on your analysis of Tony's performance on the assessments shown above, write a response in which you: (1) identify one important need demonstrated by Tony in the area of word decoding; (2) describe an instructional strategy or activity to help address the identified need; and (3) explain why the strategy or activity you describe would be effective for this purpose.

You may use this space to make notes, but remember to record your final response on Written Response Sheet C (green) on pages 9 and 10 of the Answer Document.

THIS PAGE IS FOR NOTES ONLY
AND WILL NOT BE SCORED.
You may use this space to make notes, but remember to record your final response on Written Response Sheet C (green) on pages 9 and 10 of the Answer Document.

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ASSIGNMENT D

Record your written response to Assignment D on Written Response Sheet D (tan) on pages 11 and 12 of the Answer Document. The length of your response is limited to the lined space available on Written Response Sheet D.

Use the information below to complete the exercise that follows.

A first-grade teacher is assessing Amie's reading comprehension of a story that she reads fluently and accurately by having Amie retell the story in her own words. The story is printed below.

Pam is at school. She plays a new game. A girl tells her how to play the game. First, Pam has to run as fast as she can. She likes to run. When she runs fast she can feel the wind on her face. Next, the girl says, "Red light!" Pam has to stop. She must stand very still. Then the girl says, "Green light!" Now, Pam can run again. She runs fast. Pam likes the new game. She wants to play it with her friend Rosa after school.

After Amie reads the story, the teacher asks some questions. Printed below is a transcript of their conversation.

Teacher: Can you tell me what you were reading about?
Amie: It's a story about some girls. One girl is named Pam. She doesn't know how to cross the street.
Teacher: How do you know that Pam needs to learn about crossing the street?
Amie: Because she doesn't even know about red lights and green lights. How red is for stop and green is for go. I think she's a little kid.
Teacher: What happens to Pam in this story?
Amie: This other girl bossies her around. Pam wants to run in the wind. The other girl makes her stop. She yells, "Red light!" and then Pam stops. I think the other girl tells her about crossing the street when the cars stop. So, she learns about it.
Teacher: What else do you think Pam will do?
Amie: Maybe she'll tell the girl to stop bossing her around.
Examinee Task

Using your knowledge of reading comprehension, write a response in which you: (1) identify one reading comprehension need demonstrated by Amie; (2) describe an instructional strategy or activity to help address this need; and (3) explain why the strategy or activity you describe would be effective for this purpose.

You may use this space to make notes, but remember to record your final response on Written Response Sheet D (tan) on pages 11 and 12 of the Answer Document.

THIS PAGE IS FOR NOTES ONLY AND WILL NOT BE SCORED.
ASSIGNMENT E
CASE STUDY

Record your written response to the case study in the Case Study Response Booklet. Your response is limited to the lined space available in the Case Study Response Booklet.

This case study focuses on a student named Katie, who is eight years old. Her primary language is English. The documents on the following pages describe Katie's reading performance during the middle of third grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Katie's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;

2. describe two specific instructional strategies and/or activities designed to foster Katie's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and

3. explain how each strategy/activity you describe would promote Katie's reading proficiency.
STUDENT READING SURVEY

Printed below are Katie's responses to a survey of reading habits prepared by her teacher.

Name: Katie

My Reading

1. Do you enjoy reading?
   no, almost never  sometimes    yes, most of the time

2. Do you read for fun outside school?
   no, almost never  sometimes, but not much    yes, a lot

3. Do you think you are a good reader?
   no          sort of          yes

   The Elmwood Kids and the Secret Club

5. What do you do when you want to find a good book to read?
   I see if I can find a book about the Elmwood Kids.
   Sometimes I ask my friends.
INFORMAL READING ASSESSMENT

Printed below is an excerpt used for an informal assessment of Katie's reading performance. For this assessment, Katie read aloud the beginning of a selection from a third-grade reader. As Katie read, the teacher made the following notes about her performance.

It had been a long day on the trail, and Sarah was tired. The covered wagons stood in a circle, lit by the glow of cooking fires. As Sarah<br clase="""" stepped into her family's wagon to lie down beside her little sister, she looked up at the darkening sky. Soon the sky above the prairie would be filled with more stars than she could count. Back in New York State, the sky had never seemed so big.

"Sarah!" Lizzy was still awake. "I can't sleep. Tell me a story."

Sarah lay down and pulled the quilt up to her chin. She thought for a minute, then began. "Grandma made this quilt to keep us warm in our new home in Oregon," she said. "In one square, she made a patch in the shape of a maple leaf. We used to have picnics under a maple tree in her yard." Suddenly her eyes filled with tears. When would she see that maple tree again?

\textbf{Key:} \begin{itemize}
\item [O] deletion \begin{itemize}
\item [\&] insertion
\end{itemize}
\item [\&] short pause \begin{itemize}
\item [\&] long pause \begin{itemize}
\item [\&] repetition \begin{itemize}
\item [\&] self-correction \begin{itemize}
\item [\&] substitution
\end{itemize}
\end{itemize}
\end{itemize}
\end{itemize}

After Katie's oral reading, she reread the passage silently, and then the teacher asked her some questions. Printed below is a transcript of part of their conversation.

\begin{tabular}{|l|l|}
\hline
\textbf{Teacher}: & Where is Sarah's family from, and where are they going? \\
\textbf{Katie}: & I think they are from New York State, and they're going to Oregon. \\
\textbf{Teacher}: & What can you tell me about Sarah? \\
\textbf{Katie}: & Um... she's a girl. She has a little sister. \\
\textbf{Teacher}: & Why do Sarah's eyes fill with tears? \\
\textbf{Katie}: & Because she's tired. My mom says she can tell when my brother's really tired because he starts to cry at the littlest thing. \\
\hline
\end{tabular}
Printed below is an excerpt from the teacher's notes documenting informal observations related to Katie's reading activities.

Name: Katie

12/9 During SSRT [sustained silent reading time] Katie fidgeted, played with her hair, yawned, looked around the room. Didn't distract others, but certainly wasn't engaged in her own reading.

12/14 Conference today with Katie's parents; asked them about her reading at home. They were a bit vague and apologetic: talked about being so busy that they often don't ask whether she's done the 20 minutes of daily at-home reading that all the children are supposed to do. Her father pointed out that he always checks to see if she's done her written homework, which he described as "the really important thing."

1/16 Most students chose their new independent reading books for the Rain Forest unit. Katie is still only 3/4 of the way through her book for the Pioneer Life unit. Need to check in with her and help her work out a plan for finishing the book by the end of the week.
READING LOG EXCERPT AND STUDENT-TEACHER DIALOGUE

Students in Katie's class keep logs in which they write about the books they select for independent reading. For each entry the teacher provides a general question or short assignment to focus students' responses. Printed below is an excerpt from Katie's reading log. The assignment was as follows: "Write a short summary of the book you read. Identify the main character and tell three things about him or her."

My book was The Elmwood Kids and the Best Yard Sale Ever. I have read 6 other books about the Elmwood Kids. They are also on a T.V. show. This story was on T.V. once. In this story there is a family that has a fire at their house when they are away, and all their stuff burns up. So the Elmwood Kids have this huge yard sale. They make lots of money for the family. There are 6 main characters, the Elmwood Kids. They are also on the show. They are Sally, Mei-Ling, Pedro, Jamal, Tim, and Vimla. I like Vimla best. She is quiet, but she always has the best ideas. She has shiny black hair and dark eyes.

Printed below is an excerpt from a dialogue between Katie and her teacher about this reading log entry.

Teacher: How did you happen to choose this book?
Katie: Well, I just like the Elmwood Kids. I always watch them on TV, every week. I also have almost all of the collector figures of them. The only one I still have to get is Jamal—oh, and Pedro's mom.
Teacher: If a friend asked you why you liked this book, what would you say?
Katie: Well, it's really good because it's just like the TV show.
Teacher: Is there anything in the book that wasn't in the TV show?
Katie: Oh... maybe some little parts, like when they get the rocking horse for the sale. But mostly it's like the show, and the kids are just the same. Like I said, Vimla always has good ideas. And Tim always is good with animals. It's nice because I always know what the kids are going to be like, even if I don't know everything that's going to happen in the story.
WORKSHEET ON MULTIPLE-MEANING WORDS

Printed below are Katie's responses to a worksheet designed to measure students' understanding of multiple-meaning words.

Name: Katie

Directions: Read each word. On the lines below, write sentences that show different meanings of the word.

Example: kind
1. The boy was very kind to his sick neighbor.
2. What kind of game did you watch last night?

park
1. I went to the park.
2. My mom had to park the car.

rose
1. A rose is a flower.
2. 

rock
1. I found a big rock.
2. 

play
1. I like to play with Kara.
2. 
3. 

left
1. I left my book at school.
2. The car turned left.

beat
1. My team beat the other team.
2. 
3. 

You may use this space to make notes, but remember to record your final response in the Case Study Response Booklet.

THIS PAGE IS FOR NOTES ONLY AND WILL NOT BE SCORED.
You should have in front of you:

(1) a test booklet,
(2) an Answer Document,
(3) a Case Study Response Booklet, and
(4) a No. 2 lead pencil.

IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR. PLEASE REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

GENERAL DIRECTIONS

This test consists of two sections: (1) a multiple-choice question section, containing 70 multiple-choice questions [questions 1 to 70] and (2) an open-ended assignment section, containing five assignments requiring written responses [Assignments A to E]. The weight of each section toward the total examination score is approximately 50 percent; that is, your performance on both sections is equally important.

The directions for each section appear immediately before that section. You may work on and complete the multiple-choice questions and the open-ended assignments in any order that you choose. As you are working, you may want to use the checklist on the following page to keep track of which parts of the test you have completed. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. You may use the margins of this test booklet for scratch paper, but only the responses recorded in your Answer Document and your Case Study Response Booklet will be scored.

The words "End of Test" follow the last open-ended assignment (Assignment E). You may go back and review your answers at any time during the testing session. When you are sure you have answered all questions, completed all assignments, and properly recorded all of your responses in your Answer Document and Case Study Response Booklet, raise your hand. Your test materials will be collected, and you may leave. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before beginning the test.
CHECKLIST

As you are working, you may want to use the following checklist to keep track of which parts of the test you have completed.

____ Section I: Multiple-Choice Questions 1–70
(responses on pages 1 and 2 of the Answer Document)

____ Section II: Open-Ended Assignments
  Assignment A response on Written Response Sheet A (blue) on page 5 of the Answer Document
  Assignment B response on Written Response Sheet B (red) on page 7 of the Answer Document
  Assignment C response on Written Response Sheet C (green) on pages 9 and 10 of the Answer Document
  Assignment D response on Written Response Sheet D (tan) on pages 11 and 12 of the Answer Document
  Assignment E: Case Study response on the Case Study Response Booklet
DIRECTIONS FOR SECTION I: MULTIPLE-CHOICE QUESTIONS

Questions 1 to 70

Each question in this section is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on page one or two of the Answer Document in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. Use only a No. 2 lead pencil.

Sample Question:

1. What is the capital of California?
   A. Los Angeles
   B. San Diego
   C. Sacramento
   D. San Francisco

The correct answer to this question is C. You would indicate that on the Answer Document as follows:

1. [A] [B] [C] [D]

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

STOP

DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.
1. Compared with standardized reading assessments, one important advantage of informal reading assessments is that they allow the teacher to:

A. characterize a student's reading proficiency in terms of typical grade-level performance.

B. personalize reading assessments to identify the needs of individual students.

C. avoid bias in the administration and interpretation of reading assessments.

D. compare the reading performance of individual students to other students in the class.

2. An elementary-school teacher is considering various instructional methods and materials to use in relation to specific reading objectives. When making these decisions, the teacher's first priority should be to select methods and materials that:

A. address the reading strengths and needs of all students.

B. reflect the latest trends and ideas related to reading instruction.

C. represent the most cost-effective approach to reading instruction.

D. are recommended by other experienced teachers in the school.

3. A sixth-grade teacher is reviewing the results of a standardized reading test that include a grade-equivalent interpretation of student performance on the test. When reviewing these data, the teacher should understand that a grade-equivalent score of 6.4 is intended to indicate that a student's reading performance on this test:

A. was as good or better than 64 percent of students in the same grade in the same school.

B. places her/him in the top 6.4 percent of students at the same grade level in the same school.

C. was as good or better than 64 percent of students in the same grade nationwide.

D. corresponds to the expected skill level of a student in the fourth month of sixth grade.
4. When creating lesson plans to promote specific reading skills, a middle-school teacher should make sure that:

A. each planned activity for students is designed to strengthen two or more specific reading skills.

B. the targeted reading skills relate to an appropriate instructional progression and reflect students' needs.

C. each planned activity connects students' reading, writing, listening, and speaking skills.

D. the targeted reading skills are grade-appropriate and taught to all students using the same instructional methods.

5. A sixth-grade teacher wants to ensure that the classroom reading environment supports content-area learning for the English Language Learners in the class. Which of the following strategies is likely to be most effective in addressing this objective?

A. replacing classroom content-area books with simpler texts on the same subjects that the English Language Learners can understand more readily

B. scheduling daily practice drills in which students use flashcards to strengthen recall of content-area vocabulary

C. making available in the classroom library texts at various levels that supplement and reinforce the information presented in students' textbooks

D. grouping the English Language Learners together for study purposes and for all instruction related to content-area reading
6. Of the following questions, which would be most important for a teacher to consider when interpreting the results of a reading assessment for a particular student?

A. How did the student's performance on this assessment compare with that of the student's classmates?

B. Are these findings sufficient to assign a grade to the student's performance?

C. How do these findings relate to the student's performance on other recently administered reading assessments?

D. Do these findings provide information about the student's ranking in regard to national norms of reading achievement?

7. Early in the school year, a first-grade teacher wants to conduct an assessment of students' ability to read grade-appropriate words, including phonetically regular words and high-frequency irregular sight words. Which of the following assessment strategies would be most appropriate and effective for this purpose?

A. The teacher pairs each student with a partner for shared oral reading of simple texts and makes anecdotal notes on their performance.

B. The teacher meets individually with students and asks each student to write a list of words the student knows how to read.

C. The teacher allows each student to select a grade-appropriate text from the classroom library and asks each student to try reading the text aloud.

D. The teacher prepares a list of grade-appropriate words, asks each student to try reading the words aloud, and records the results.
8. Lawrence is a sixth grader who, although of above-average ability, has difficulty completing assigned reading selections in the content areas. He appears motivated when he begins reading, but he has difficulty focusing his attention on the task at hand and generally does not follow through. Which of the following would be his teacher's best strategy for addressing this problem?

A. Adapt Lawrence's reading assignments to reduce their complexity and level of cognitive challenge.

B. Tell Lawrence that his grades will be based in part on his ability to improve his concentration when he works on reading assignments.

C. Break down Lawrence's reading assignments into small steps and help him learn to monitor his own attention and progress.

D. Manage Lawrence's content-area reading assignments so that he generally has only one to work on at any given time.

9. A second-grade teacher informally assesses students' reading development by listening to them read aloud. Anna, a student who generally reads aloud fluently, reads aloud a short story selected by the teacher. In this instance, Anna correctly decodes about two-thirds of the words and pauses frequently as she reads. This informal assessment suggests that Anna:

A. needs instruction designed to improve her phonemic awareness.

B. is likely reading a story at her frustration reading level.

C. needs instruction designed to improve her oral language skills.

D. is likely reading a story at her instructional reading level.