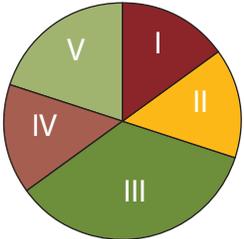


Reading for Virginia Educators: Elementary and Special Education Teachers (0306, 5306)

Test at a Glance

Test Name	Reading for Virginia Educators: Elementary and Special Education		
Test Code	0306	5306	
Time	2.5 hours	2.5 hours	
Number of Questions	100 multiple-choice questions (Part A); 3 constructed-response questions (Part B)	100 multiple-choice questions (Part A); 3 constructed-response questions (Part B)	
Format	Multiple-choice and constructed-response questions	Multiple-choice and constructed-response questions	
Test Delivery	Paper delivered	Computer delivered	
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	Part A: Multiple-choice questions	100	80%
	I. Assessment and Diagnostic Testing	19	15%
	II. Oral Language and Oral Communication	19	15%
	III. Reading Development	43	35%
	IV. Writing and Research	19	15%
Part B: Constructed-response questions	3	20%	
V. Analysis and Application			
A. Analysis of Assessment and Diagnostic Teaching	1	6 2/3%	
B. Application of Reading Development Knowledge	1	6 2/3%	
C. Analysis and Application of Writing and Research	1	6 2/3%	
Pacing and Special Tips	In allocating time on this assessment, it is expected that approximately 105 minutes will be spent on Part A (the multiple-choice section) and approximately 45 minutes on Part B (about 15 minutes on each constructed-response question). Please note that Parts A and B are not independently timed.		

About This Test

The Elementary and Special Education reading test is intended primarily for entry-level elementary and special education teachers who have completed training in a program to prepare them to teach in either of these areas.

The purpose of the test is to determine that the entry-level elementary and special education teacher will have the knowledge, skills, and abilities that are important, necessary, and needed at time of entry to the profession to teach reading.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Assessment and Diagnostic Teaching

- Understand the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills.
 - Demonstrate knowledge of formal assessments, informal assessments, and screening measures for evaluating students' oral and written language proficiency.
 - Demonstrate knowledge of formal and informal assessments and screening measures for evaluating emergent readers' and beginning readers' knowledge and skills, including concepts of print, phonemic awareness, letter recognition, sound-symbol knowledge, single-word recognition, and decoding.
 - Demonstrate knowledge of formal and informal assessments and screening measures for monitoring the ongoing development of students' reading skills and strategies, including word-attack skills, vocabulary, word recognition in context, reading fluency, and oral and silent reading comprehension.
- Understand the use of assessment data to plan reading instruction.
 - Recognize how to use assessment data to diagnose the reading needs of, and tailor instruction for, individual students.
 - Recognize how to use diagnostic reading data to differentiate instruction to accelerate the development of students' reading skills.
 - Recognize how to use diagnostic reading data to differentiate instruction to address the needs of students with reading difficulties.
 - Demonstrate knowledge of the role of flexible groupings in instruction to address students' changing reading needs.

II. Oral Language and Oral Communication

- Understand the development of oral language and oral communication skills.
 - Demonstrate knowledge of ways to promote growth in students' use of oral language, to develop their listening and speaking skills, and to expand their listening and speaking vocabularies.
 - Identify instructional strategies to build students' oral communication skills, to help students use oral language for different purposes, and to facilitate the use of oral language for critical thinking and creative expression.
 - Identify instructional strategies to promote students' use of oral and nonverbal communication skills in various settings, including group activities and oral presentations.
 - Recognize how to promote students' understanding of oral language structures.
 - Demonstrate knowledge of effective methods for facilitating the learning of Standard American English by speakers of other languages and dialects.
 - Demonstrate knowledge of the complex nature of language acquisition and the unique needs of students with language delays and disorders.
 - Recognize how to create a learning environment that is respectful of, and responsive to, linguistic and cultural diversity.
- Understand the development of phonological awareness, including phonemic awareness.
 - Demonstrate knowledge of phonological awareness and effective instructional strategies for promoting students' phonological association skills.
 - Demonstrate knowledge of phonemic awareness and the role of phonemic awareness in reading development.
 - Identify types of phonemic awareness skills.
 - Demonstrate knowledge of instructional strategies to promote development of phonemic awareness skills by helping students hear, say, and manipulate phonemes in spoken words containing one or more syllables.

III. Reading Development

- Understand how to promote students' understanding of concepts of print and basic phonetic principles.
 - Identify instructional strategies for helping students learn concepts of print and begin to match voice with print.
 - Demonstrate knowledge of ways to promote students' automatic recognition of high-frequency sight words.
 - Demonstrate knowledge of ways to help students recognize and name uppercase and lowercase letters.
 - Apply knowledge of instructional strategies to promote students' understanding of basic phonetic principles by helping students grasp the alphabetic principle, match consonant sounds and short vowel sounds to appropriate letters, and identify beginning consonant sounds in single-syllable printed words.
 - Recognize the connection between students' invented spellings and their understanding of phonetic principles.
- Understand explicit, systematic phonics instruction.
 - Demonstrate knowledge of basic phonic elements.
 - Demonstrate knowledge of explicit instructional strategies for helping beginning readers blend consonant and vowel sounds to decode single-syllable words with regular spellings.
 - Identify instructional strategies for helping beginning readers recognize common consonant-vowel patterns and apply knowledge of these patterns to read single-syllable words and decode unfamiliar words through analogy with known words containing familiar patterns.
 - Demonstrate knowledge of explicit instructional strategies for developing and reinforcing students' skills in using phonics to decode multisyllabic words and read words containing consonant blends, consonant digraphs, vowel combinations, and r-controlled vowels.
- Understand word-analysis skills and vocabulary development.
 - Demonstrate knowledge of the way phonics, syntax, and semantics interact as the reader constructs meaning.
 - Identify methods for improving students' reading proficiency by helping students apply word-analysis skills and word-attack strategies.
 - Recognize how to help students read unfamiliar multisyllabic words, including compound words, by using syllabication and structural analysis to identify common spelling patterns and morphemes within the word.
 - Recognize how to help students use context, including sentence structure as well as meaning clues, to help identify unfamiliar words and technical terms, determine the relevant meaning of a word with multiple meanings, and verify the relevant meaning and/or pronunciation of a homonym or homograph.
 - Demonstrate knowledge of instructional strategies for building and extending vocabulary knowledge.
 - Recognize ways to help students make effective use of a dictionary, thesaurus, glossary, or other word-reference materials to clarify understanding of a word's denotative and connotative meanings.
- Understand the development of reading fluency and reading comprehension.
 - Recognize the importance of automatic word recognition and reading fluency.
 - Identify instructional strategies for promoting development of students' reading fluency.
 - Demonstrate knowledge of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process and how they influence students' reading comprehension.
 - Demonstrate knowledge of literal comprehension, inferential comprehension, and evaluative comprehension.
 - Recognize how to help students apply comprehension strategies before reading, during reading, and after reading.
 - Recognize the role of independent reading in the development of reading comprehension and vocabulary knowledge.
 - Identify ways to promote independent reading and family and community involvement in literacy activities.

- Understand reading comprehension strategies for fiction and poetry.
 - Recognize how to select a wide variety of literature at appropriate reading levels to encourage independent and reflective reading and to promote students' comprehension and enjoyment of, and appreciation for, fiction and poetry.
 - Demonstrate knowledge of ways to help students comprehend fiction by identifying basic story elements, retelling familiar stories, and making predictions based on information and pictures in the text.
 - Demonstrate knowledge of different genres and types of literature and use this knowledge to improve students' comprehension.
 - Identify instructional strategies to help students recognize different genres and types of literature.
 - Demonstrate knowledge of ways to strengthen students' comprehension by developing their literary response and analysis skills.
- Understand reading comprehension strategies for nonfiction.
 - Recognize how to select and use a variety of informational, descriptive, and persuasive materials at appropriate reading levels to promote students' comprehension of nonfiction, including content-area texts.
 - Recognize how to use a variety of comprehension strategies to clarify understanding of a text.
 - Identify instructional strategies to help students distinguish main ideas and supporting details in a nonfiction text and identify the author's purpose.
 - Demonstrate knowledge of ways to promote students' comprehension by helping them identify logical organization and recognize structural patterns in nonfiction texts.
 - Recognize how to help students locate and use evidence from a nonfiction text to support their predictions, opinions, and conclusions.
- Recognize recursive stages in the writing process and appropriate strategies for conferencing with students to provide feedback during all phases of writing.
- Demonstrate knowledge of the characteristics of effective composing.
- Demonstrate knowledge of the principles of effective written expression.
- Recognize the interdependence of reading and writing development and the role of writing activities in promoting reading comprehension.
- Understand how to promote students' knowledge of correct spelling, usage, and other writing mechanics.
 - Recognize spelling as a developmental process.
 - Demonstrate knowledge of systematic spelling instruction including strategies for helping students recognize common orthographic patterns and strategies for helping students generalize spelling knowledge by transferring what they learn in spelling lessons to their own writing.
 - Demonstrate knowledge of appropriate instructional strategies for promoting students' knowledge and use of writing mechanics, including correct usage, punctuation, and capitalization.
- Understand writing and reading as tools for inquiry and research.
 - Demonstrate knowledge of ways to promote students' research skills by helping the students apply effective reading techniques and writing techniques to locate, organize, evaluate, and synthesize information from a variety of print and electronic sources.
 - Recognize how to help students use text organizers to help locate and categorize information.
 - Identify strategies for helping students make effective use of reference materials.
 - Recognize how to promote students' skills in using technology, including electronic media, to conduct research and create final products of research.
 - Demonstrate knowledge of ways to evaluate and select a variety of media resources.

IV. Writing and Research

- Understand writing skills and processes.
 - Recognize writing as a developmental process.
 - Demonstrate knowledge of how to write in various forms and for various audiences and purposes.
 - Identify strategies for promoting students' writing skills.

V. Analysis and Application

- The candidate will apply knowledge of assessment and diagnostic teaching to prepare an organized written response to a constructed-response question.
- The candidate will apply knowledge of the elements of reading development to prepare an organized written response to a constructed-response question.
- The candidate will apply knowledge of the elements of writing and research to prepare an organized written response to a constructed-response question.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following terms is best described as connecting background knowledge with clues in the text to come up with an idea that is not explicitly stated by the author?
 - (A) Visualizing
 - (B) Inferring
 - (C) Predicting
 - (D) Summarizing
2. A fifth-grade class is studying the American Revolution. The teacher wants students to understand the differences in perceptions between the colonists who believed their actions in the Boston Tea Party were legitimate protests against British taxation, and the British who thought the colonists were engaged in rebellion against their government.

Which of the following instructional strategies is most effective in helping students understand the differences in perceptions?

- (A) List examples of protests and rebellions during other historical time periods
- (B) Read an article to help students understand the causes of rebellions
- (C) Create a Venn diagram to compare and contrast the concepts of protest and rebellion
- (D) Read a fictional account of the Boston Tea Party

3. A third-grade student wrote the following paragraph about her summer vacation.

My vacation was exciting we did many interesting things. Like visit the zoo, an amusement park, and fishing. I had an amazing time. Because I got to see so many different places.

Which of the following topics should her teacher work with her to improve during a writing conference?

- (A) Word choice
 - (B) Sentence structure
 - (C) Elaboration techniques
 - (D) Organization
4. A fourth-grade teacher wants his students to be able to evaluate literature by recording their thoughts and reactions about their reading. Which would be the most appropriate writing form in which to accomplish this goal?
 - (A) Story map
 - (B) Summary
 - (C) Response journals
 - (D) Guided questions
 5. Having just broken her truck, a girl attending preschool complained to her teacher, "I broke my truck, Mr. Frank." Which of the following best characterizes the girl's statement?
 - (A) It is an oral miscue.
 - (B) It is an example of telegraphic speech.
 - (C) It exhibits an overgeneralization.
 - (D) It demonstrates a semantic confusion.

6. A first-grade class sorts word cards into categories provided by the teacher. Below is a result of the sort.

CV	CVC	CVCE	CVVC
to	bat	make	sail
so	sat	like	bait
be	got	kite	mail

Which of the following skills does this activity best reinforce?

- (A) Spellings of rhyming words
- (B) Knowledge of vowel patterns
- (C) Beginning consonant sounds
- (D) Knowledge of consonant digraphs
7. High-frequency words (e.g., “the,” “what,” “of”) are important for emergent readers to learn. Which of the following is the most effective way for students to learn the words?
- (A) Teaching students to read the words by learning sound-symbol decoding patterns that can be applied to the words
- (B) Teaching students to read the words with repeated practice in the context of predictable text
- (C) Teaching students to use flash cards to learn the words by sight
- (D) Teaching students to use a tactile method of tracing the letters and writing the words
8. A second-grade teacher uses an assessment tool for coding, scoring, and analyzing a student’s oral reading behavior. Which of the following best describes the technique?
- (A) Shared reading
- (B) Reader’s conference
- (C) Process interview
- (D) Running record
9. Mr. Thacker would like to assess his first graders’ phonemic awareness. Of the following, the best way to assess students’ phonemic awareness using the word “bat” is to
- (A) ask students which letter begins the word “bat”
- (B) ask students to sound out the separate sounds in “bat”
- (C) distribute note cards with the three letters B- A -T and ask students to create a word
- (D) display the written word “bat” and ask students to sound it out
10. Which of the following is the onset in the word “stage”?
- (A) st
- (B) age
- (C) sta
- (D) tage
11. During the revision stage of the writing process which of the following activities would most likely occur?
- (A) Correcting spelling errors
- (B) Brainstorming ideas in a cluster diagram
- (C) Adding details
- (D) Narrowing the topic
12. The best rationale for using flexible grouping during literacy instruction is that flexible grouping
- (A) tailors instruction to students’ strengths and weaknesses
- (B) ensures opportunities for students to interact with peers
- (C) develops students’ interpersonal skills
- (D) provides time to progress through a set of materials
13. Which of the following pairs of words demonstrate that different letter combinations can represent the same speech sound?
- (A) Church . . . chorus
- (B) Bow . . . bow
- (C) Hot . . . cold
- (D) Phone . . . laugh

14. Which of the following student activities is most closely related to the development of phonics skills?
- (A) Tracing and then naming lowercase letters
 - (B) Writing examples of words that are in the -at word family
 - (C) Counting the number of phonemes in a given word
 - (D) Pointing to where a sentence starts and ends
15. Which of the following assignments would best allow teachers to connect reading and writing as part of literacy centers?
- (A) Assign students to write definitions of spelling words
 - (B) Design a concept map and allocate time for students to complete it
 - (C) Require each student to read a passage and answer multiple-choice questions
 - (D) Allow students to listen to an audio book and write a review
16. Which of the following is the best rationale for introducing informational texts in the early grades?
- (A) Informational texts provide many opportunities to decode unfamiliar vocabulary or terms.
 - (B) Informational texts are usually easier for a beginning reader to read.
 - (C) Readers need to learn to use a variety of different strategies to understand informational texts.
 - (D) The major goal of reading to recall details needs to be established at an early age.
17. Which of the following is an instructional technique designed to help students improve the ability to summarize information by accessing prior knowledge, establishing a purpose for reading, and recognizing what is already known?
- (A) Know-Want to Know-Learned (K-W-L)
 - (B) Directed Reading-Thinking Activity (DR-TA)
 - (C) Question-Answer Relationships (QAR)
 - (D) Survey-Question-Read-Recite-Review (SQ3R)
18. Sarah is a second-grade student. Her teacher administered a running record at the beginning of the school year. Sarah was able to decode most of the words in the passage, but she read with many hesitations and did not read with appropriate intonation or phrasing. The results of the assessment indicate that Sarah is most likely to benefit from direct instruction in
- (A) syllabication rules
 - (B) comprehension
 - (C) fluency
 - (D) context clues
19. A first-grade student spells the word “car” as “KR.” The student can best be classified as being in which of the following stages of reading development?
- (A) Fluent stage
 - (B) Logographic stage
 - (C) Mature alphabetic stage
 - (D) Early alphabetic stage
20. Which of the following is an effective instructional strategy for helping kindergarten students develop an understanding of concepts of print?
- (A) Exposing students to a variety of rhyming texts
 - (B) Finger tapping to identify the number of phonemes in words
 - (C) Modeling how to track text during shared reading
 - (D) Using guided practice of visualization techniques

Answers

1. Choice B is the best answer. The reading strategy of inferring is defined as a reader connecting what he or she already knows with clues given in the text without being directly stated. (A) is not correct. Visualizing occurs when a reader uses the text to picture the events or details of a text. (C) is not correct because predicting involves guessing what will happen next in the text based on what has already been read. (D) is also not correct. Summarizing is retelling the important events that happened in the text.

2. Choice C is the best answer. A Venn diagram is a graphic organizer used to compare and contrast two or more things. The other options do not focus on the differences in perceptions which is the objective of the lesson.

3. Choice B is the best answer because the writing sample contains many sentence fragments and run-on sentences. (A) is not correct because the writer uses words such as “exciting,” “interesting,” and “amazing.” Word choice is not the topic that most needs improvement. (C) is not correct because there are no spelling errors in this paragraph. (D) is also not correct. The ideas in the paragraph are organized.

4. Choice C is the best answer because the characteristics described are that of response journals. The other options do not allow for students to record their thoughts and reactions about their reading. A story map is a graphic organizer that outlines elements of fiction (e.g., problem, solution, setting, characters). A summary is a retelling of the important events of a story. Guided questions are used to lead students towards a particular response and do not allow students to express their own thoughts about their reading.

5. C is the best answer. Overgeneralization involves applying a particular rule of language in all instances. (A) is not correct. Oral miscues are oral reading errors that are used to understand children’s existing reading strategies and how to help students learn more effective strategies. (C) is not correct because telegraphic speech is a stage in oral language development when children use two-word phrases and place the subject before the verb. (D) is also not correct. In semantic confusion, children use words incorrectly.

6. B is the best answer choice. The categories are common vowel patterns and sorting words into the categories reinforces students’ familiarity with these patterns in both their reading and writing. (A) is not correct. The words that are sorted are not rhyming words. (C) is not correct. The words are not sorted by beginning consonant sounds. (D) is also not correct. The words that are sorted do not contain any consonant digraphs.

7. B is the best answer choice. High-frequency words can either be decodable or irregular. Irregular words have spellings that do not follow common phonics rules. Therefore, (A) is not going to help students read irregular high-frequency words. Beginning readers need practice learning to read these words. Since it is possible to read a word at sight but not know the meaning of the word, practicing reading the words in context is recommended. Options (C) and (D) are not correct because the methods do not allow for students to use high-frequency words in a meaningful context.

8. The best answer choice is D. A running record is described in the scenario. The other options do not yield information about the types of miscues a student makes or the reading strategies a student applies while reading.

9. B is the best answer. A student who possesses phonemic awareness can segment sounds in words and blend strings of isolated sounds together to form recognizable words. (A), (C), and (D) are not correct. The activities in these options focus on connecting sounds to letters which are phonics, not phonemic awareness skills.

10. A is the best answer choice. In the word “stage,” “st” is the onset and “age” is the rime. The other options are not separated into the onset.

11. C is the best answer choice. Adding details happens during the revision stage of the writing process. The other options are not correct because (A) happens during the editing stage and (B) and (D) happen during the prewriting stage.

12. A is the best answer. When teachers use flexible grouping they are considering the always-changing strengths and weaknesses of students and group the students temporarily to best meet instructional needs. The other options do not address the main purpose of using flexible grouping.

13. D is the best answer choice. “ph” and “gh” fall into the category of consonant irregularities with consonant combinations that have a unique sound. Both the “ph” in “phone” and the “gh” in “laugh” represent the sound of /f/. (A), (B), and (C) have letter combinations that represent different speech sounds and thus are not correct answers.

14. B is the best answer. Writing examples of words in the -at word family requires students to make use of their knowledge of letter-sound correspondence and word patterns (phonics). (A) is not correct. Tracing and naming letters of the alphabet develop letter-recognition skills and letter-naming fluency, but not phonics skills. (C) is not correct because counting phonemes is related to phonemic awareness, not phonics. (D) is also not correct. Pointing to where a sentence begins and ends is related to concepts of print.

15. D is the best answer choice. Listening to an audio book and writing a review for others to read connects reading and writing in a purposeful way. (A) is not correct because writing definitions of words does not address reading and writing skills. (B) is not correct. Completing a concept map does not best connect reading and writing as part of literacy centers. (C) is also not correct because answering multiple-choice questions does not address writing skills.

16. C is the best answer. Informational texts have unique organizational structures (e.g., cause and effect) and text features (e.g., headings, captions). Teaching students about these structures and patterns will help them learn how to use different strategies to understand the various types of informational texts. When introduced in the early grades, students will already have some strategies to comprehend content-area textbooks in the later grades.

17. The best answer choice is A. The process of doing a K-W-L facilitates students stating what they already know about a topic (accessing prior knowledge) in addition to what students would like to know (purpose setting) and finally summarizing what new information was learned. (B), (C), and (D) do not address accessing students' prior knowledge, establishing a purpose for reading, and summarizing what information was learned or confirmed.

18. The best answer choice is C. Proficient readers have learned to read fluently. Speed is important because it's hard for a reader to remember what he or she is reading if the reading is dysfluent. Prosody is important because when a reader reads with expression, the text is more easily understood. (A) and (D) are not correct because there are no indications in the behaviors described that teaching syllabication skills and use of context clues should be the primary focus of direct instruction for this student. (B) is not correct. Comprehension may be affected by the behaviors which are identified. However, the primary problem described in this scenario is fluency.

19. The best answer is D. Students in the early alphabetic stage understand that letters represent speech; they use letters to represent words. Options (A), (B), and (C) are more advanced stages of reading development which may include an awareness of vowel sounds or conventional spelling of words.

20. C is the best answer. Children are more likely to visually attend to print when engaged in shared reading with an adult who uses print referencing behavior. (A) is not correct. Rhyme awareness is a phonological awareness activity. (B) is not correct. Finger tapping is a phonemic awareness activity, not a print awareness activity. (D) is also not correct. Visualization is a strategy to improve and enhance comprehension of a text.

Sample Test Question

This section presents a sample question and sample responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they would have been developed at home, edited, and carefully presented. The examinee does not know what questions they will be asked and must decide, on the spot, how to respond. The scores of these questions take these circumstances into account when scoring the responses. Scorers will assign scores based on the following scoring guide:

Reading for Virginia Educators (RVE) General Scoring Guide

Note: The *elements of reading and reading instruction* assessed in constructed-response questions are those included in the RVE assessment domains.

3

The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
- Provides strong supporting evidence and rationales.

2

The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.
- Provides adequate supporting evidence and rationales.

1

The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
 - Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation described.
 - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
 - Any evidence or rationales provided are weak or limited.

0

The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.

A response in this category

- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.

Directions: One constructed-response question follows.

CAREFULLY READ AND FOLLOW THE SPECIFIC DIRECTIONS FOR THE QUESTION.

Read the scenario below and respond to the two tasks. The time allotted for this constructed response is 15 minutes.

Scenario:

Mr. Sheppard is a fifth-grade language arts teacher. The students in his class possess a wide range of reading levels. Though most of his students can answer literal questions related to the reading of classroom materials, the majority are not able to make inferences from text or make connections between texts and their personal experiences.

Ms. Jenkins teaches social studies to the same group of students. She has mentioned to Mr. Sheppard that the students have difficulty comprehending the social studies textbook.

Task:

- 1) Describe **one** instructional strategy that Mr. Sheppard can use to help his students make inferences or connections between texts and their personal experience. Explain how the strategy will benefit the students' reading development.
- 2) Describe **one** instructional strategy that Ms. Jenkins can use to improve the students' comprehension of the social studies textbook. Explain how the strategy will improve students' ability to understand nonfiction text.

Sample Response That Received a Score of 3:

In order to help the students make inferences, Mr. Sheppard can introduce a two-column graphic organizer through modeling and scaffolding. Mr. Sheppard can begin by modeling how to use this strategy. While reading aloud from a familiar fifth-grade text Mr. Sheppard will think aloud, making inferences and explaining the part in the text or from his own background knowledge that helped him come to that conclusion.

Next Mr. Sheppard can invite the students to think aloud with him. Using a two-column graphic organizer drawn on chart paper, he can write the textual evidence and/or personal experiences that led the students to make each inference.

Finally, Mr. Sheppard can have students work in pairs or small groups to try this strategy on a more independent level but still with support. Mr. Sheppard will give each group or pair a short passage and two-column graphic organizer. Students will read the passage and work together to make inferences. They will record their inferences in one column and the textual evidence in the second column. Mr. Sheppard will circulate around from group to group as students work to assess their ability to make appropriate inferences and to facilitate further discussion where needed. Once complete, groups will share one of their inferences and the background knowledge or textual evidence used to make the inference.

Using a two-column graphic organizer will benefit the students' reading development in several ways. Being able to make inferences and draw upon personal experience are two comprehension strategies that can be applied to any other text that the students read, hear, or view. The organizer will get the students into the habit of backing up claims by citing text. Soon they will no longer need the graphic organizer because they will have internalized the process, making them more independent and strategic readers. In addition, their inferences will become more accurate because they are going back to the text to support their inference.

There are several instructional strategies Ms. Jenkins can use to improve her students' ability to navigate the social studies textbook. One such strategy is the SQ3R method. This strategy involves students in previewing the topics covered in the text, calling up background knowledge about the topic, asking questions to set a purpose for reading, and then reading to answer those questions. Teaching students this strategy will allow them to apply it not only to the social studies textbook, but other content-area textbooks and nonfiction texts as well.

Score Rationale:

This response received a score of 3 because both tasks were completely and thoroughly addressed. Two appropriate instructional strategies were described in detail. Evidence and rationales are provided. This response shows a strong understanding of reading concepts and instruction.

Sample Response That Received a Score of 2:

Mr. Sheppard can introduce a two-column graphic organizer. Mr. Sheppard can have students work in pairs or small groups to try this strategy on a more independent level but still with support. He will give each group or pair a short passage and two-column graphic organizer. Students will read the passage and work together to make inferences. They will record their inferences in one column and the textual evidence in the second column. A two-column graphic organizer is a helpful tool to improve students' comprehension.

There are several instructional strategies Ms. Jenkins can use to improve her students' ability to navigate the social studies textbook. One such strategy is the SQ3R method. This strategy involves students in previewing the topics covered in the text, calling up background knowledge about the topic, asking questions to set a purpose for reading, and then reading to answer those questions.

Teaching students this strategy will allow them to apply it not only to the social studies textbook, but other content-area textbooks and nonfiction texts as well.

Score Rationale:

This response received a score of 2 because it answers most parts of the question at a general level. The response did not directly address a part of Task 1 which involves explaining how the strategy will benefit students' reading development. This response provides adequate evidence and rationales as well as a general understanding of reading concepts and instruction.

Sample Response That Received a Score of 1:

Nonfiction is a difficult type of genre to comprehend. It has headings and vocabulary that is specific to different topics. Ms. Jenkins can teach her students the common text features found in nonfiction text. Being able to recognize and understand the purpose of headings, bold print, and captions will help students to better comprehend the information in the text. The students can use their knowledge of text features across all kinds of nonfiction texts, not just the social studies textbook.

Score Rationale:

This response received a score of 1 because it answers only one part of the question at a basic level. This response does not address the first task. To earn a higher score, the response must address how Mr. Sheppard can help his students to make inferences and how this ability will benefit the students' reading development.



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