Literacy Instruction in the Elementary School

CREDIT HOURS 6
LEVEL UPPER

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## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for the Exam</td>
<td>1</td>
</tr>
<tr>
<td>Before You Choose This UExcel Exam</td>
<td>1</td>
</tr>
<tr>
<td>Uses for the Examination</td>
<td>1</td>
</tr>
<tr>
<td>Examination Length and Scoring</td>
<td>1</td>
</tr>
<tr>
<td>Score Reporting</td>
<td>2</td>
</tr>
<tr>
<td>Letter Grade Description</td>
<td>2</td>
</tr>
<tr>
<td>UExcel Exam Resources</td>
<td>2</td>
</tr>
<tr>
<td>Excelsior College Bookstore</td>
<td>2</td>
</tr>
<tr>
<td>Excelsior College Library</td>
<td>2</td>
</tr>
<tr>
<td>Online Tutoring</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for UExcel Exams</td>
<td>3</td>
</tr>
<tr>
<td>Take Charge of Your Own Learning</td>
<td>3</td>
</tr>
<tr>
<td>How Long Will It Take Me to Study?</td>
<td>3</td>
</tr>
<tr>
<td>How Can I Create an Effective Long-Term Study Plan?</td>
<td>3</td>
</tr>
<tr>
<td>What Learning Strategy Should I Use?</td>
<td>4</td>
</tr>
<tr>
<td>Study Tips</td>
<td>5</td>
</tr>
<tr>
<td>Using UExcel Practice Exams</td>
<td>5</td>
</tr>
<tr>
<td>About Test Preparation Services</td>
<td>6</td>
</tr>
<tr>
<td>Exam Preparation Strategies</td>
<td>6</td>
</tr>
<tr>
<td>Content Guides</td>
<td>6</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>6</td>
</tr>
<tr>
<td>Using the Content Outline</td>
<td>6</td>
</tr>
<tr>
<td>Using the Sample Questions and Rationales</td>
<td>6</td>
</tr>
<tr>
<td>Recommended Resources for the UExcel Exam in</td>
<td>7</td>
</tr>
<tr>
<td>Literacy Instruction in the Elementary School</td>
<td>7</td>
</tr>
<tr>
<td>Exam Verification Resources</td>
<td>7</td>
</tr>
<tr>
<td>Supplemental Resources</td>
<td>7</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>7</td>
</tr>
<tr>
<td>Reducing Textbook Costs</td>
<td>8</td>
</tr>
<tr>
<td>A Word About Open Educational Resources</td>
<td>8</td>
</tr>
<tr>
<td>Choosing Open Educational Resources</td>
<td>9</td>
</tr>
<tr>
<td>Other Online Resources</td>
<td>9</td>
</tr>
<tr>
<td>Content Outline</td>
<td>10</td>
</tr>
<tr>
<td>General Description of the Examination</td>
<td>10</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Content Outline</td>
<td>11</td>
</tr>
<tr>
<td>Sample Questions</td>
<td>17</td>
</tr>
<tr>
<td>Rationales</td>
<td>21</td>
</tr>
<tr>
<td>Taking the Exam</td>
<td>27</td>
</tr>
<tr>
<td>Registering for Your Exam</td>
<td>27</td>
</tr>
<tr>
<td>Register Online</td>
<td>27</td>
</tr>
<tr>
<td>Examination Administration</td>
<td>27</td>
</tr>
<tr>
<td>Computer-Delivered Testing</td>
<td>27</td>
</tr>
<tr>
<td>On the Day of Your Exam</td>
<td>27</td>
</tr>
<tr>
<td>Important Reminders</td>
<td>27</td>
</tr>
<tr>
<td>Academic Honesty Nondisclosure Statement</td>
<td>27</td>
</tr>
<tr>
<td>UExcel Grade Report</td>
<td>28</td>
</tr>
<tr>
<td>Information About UExcel Exams for Colleges and Universities</td>
<td>28</td>
</tr>
<tr>
<td>Literacy Instruction in the Elementary School Exam Development Committee</td>
<td>28</td>
</tr>
<tr>
<td>Sample Grade Report</td>
<td>29</td>
</tr>
</tbody>
</table>

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Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting six (6) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the Exam Registration and Information Guide.

Examination Length and Scoring

The exam consists of approximately 130 single-answer, multiple-choice questions; see the sample questions at the back of this guide. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do not have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the Technical Handbook. Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to
take the examination again. Your grade is based on both scored and pretest questions—pretest questions which are not scored. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F along with diagnostic information describing examinee performance in each of the major content areas in any given exam. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee’s proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

A  Highly Competent: Examinee’s performance demonstrates an advanced level of knowledge and skill, relative to the learning outcomes.

B  Competent: Examinee’s performance demonstrates a good level of knowledge and skill, relative to the learning outcomes.

C  Marginally Competent: Examinee’s performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.

D  Not Competent (no credit recommended): Examinee’s performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.\(^\text{1}\)

F  Fail (no credit recommended): Examinee’s performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcripted by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

See page 29 for a sample UExcel Grade Report for Examinations, at the back of this content guide.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams.

To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMART THINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMART THINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMART THINKING Student Handbook as a PDF.

\(^1\) In general, two hour exams do not award a D letter grade.
Preparing for UExcel Exams

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to exam takers that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach. The content outline, along with the Learning Outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action, or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam. As a rule, you should plan to budget approximately 150 hours of study time for this exam. About 135 of those hours should be spent on studying the content alone. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaed, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means
that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.
6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter
- **highlight or underline** text you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam, and succeed with our Student Success Guide.

Using UExcel Practice Exams

The Literacy Instruction exam has a corresponding practice exam, which is delivered in the Canvas learning platform.

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported Web browser such as Google Chrome.

A practice exam package containing two forms is available for this exam, for $75. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior account. Please note: You must be registered for the corresponding credit-bearing exam first, before you can register for the practice exam.

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.
- Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those
who do not, or who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

**About Test Preparation Services**

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student’s home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at [www.excelsior.edu/testprep](http://www.excelsior.edu/testprep).

**Exam Preparation Strategies**

Each learner is different. However, all learners should read the content outline in the exam’s Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a three-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

**Content Guides**

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Test-takers can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at [www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides).

**Prior Knowledge**

A familiarity with precalculus topics including algebra, trigonometry, and functions is assumed.

**Using the Content Outline**

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

**Using the Sample Questions and Rationales**

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.
Recommended Resources for the UExcel Exam in Literacy Instruction in the Elementary School

The resources listed below are recommended by the examination development committee for use preparing for this exam. Resources listed under “Exam Verification Resources” were used to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are covered by which of the Exam Verification Resources. Resources listed under “Supplemental Resources” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective. Textbook resources, both Exam Verification and Supplemental, are available for purchase at the Excelsior College Bookstore.

You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and with care.

A word about textbook editions: Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list supplemental resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on OER has been included in this guide to help you locate additional resources to augment your study.

Exam Verification Resources


Supplemental Resources

The Supplemental Resources listed in this content guide are recommended by the examination development committee to enhance your understanding of the subject or to provide clarification of topics presented in the content outline.

There are other additional, non-Excelsior College resources, such as open educational resources (OER), which can be found online to further enhance your study for the exam. OER includes additional textbooks, or online resources such as interactive and non-interactive courses, to help you learn the content. Any additional resources that you find independently online should be used to augment study—not as replacements for the Recommended Resources.

Children’s Literature

The award-winning books listed below are available in public libraries and local bookstores. You will need to be familiar with all of these books. The examination will test your ability to use these books in elementary literacy instruction.

**Chapter Books**

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<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author</th>
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<tr>
<td>1977</td>
<td><em>Roll of Thunder, Hear My Cry</em></td>
<td>by Mildred D. Taylor</td>
</tr>
<tr>
<td>1978</td>
<td><em>Bridge to Terabithia</em></td>
<td>by Katherine Paterson</td>
</tr>
<tr>
<td>1988</td>
<td><em>Hatchet</em></td>
<td>by Gary Paulsen</td>
</tr>
<tr>
<td>1990</td>
<td><em>Number the Stars</em></td>
<td>by Lois Lowry</td>
</tr>
</tbody>
</table>

Note: the Book of Readings is available for free download at https://my.excelsior.edu/documents/78666/245056/Book_of_Readings_Literacy_Instructions_in_the_Elementary_Schoool.pdf/fea52fee-7dd8-9367-2c2d-447dbc34dec
Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Public libraries may have some of the textbooks or may be able to obtain them for you through an interlibrary loan program, to reduce textbook costs.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you've completely covered the
content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam's content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational Resources

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in Web courses designed by college professors under contract with the website sponsor, rather than in Web versions of existing college courses, include:

- www.education-portal.com
- www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

In addition, sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (http://www.apple.com/education/ipad/itunes-u/). We have chosen a few courses and collections for this listing.

Other Online Resources

This section of the OER Guide is provided to allow learners to independently search for resources.
Content Outline

General Description of the Examination

The UExcel Literacy Instruction in the Elementary School examination is based on material typically taught in a two-semester sequence of upper-level courses in elementary school reading and writing instruction. The content of the examination corresponds to course offerings such as Reading in the Elementary School, Writing in the Elementary School, Teaching of Literacy in the Elementary School, Methods of Teaching Reading, and Reading and Language Arts.

The examination measures knowledge and understanding of the fundamental concepts and principles guiding elementary school literacy instruction, including literacy development, constructing meaning, writing instruction, program implementation, and assessment and evaluation, as well as the ability to apply, synthesize and evaluate information, and the ability to read critically.

Those beginning to study for this exam should have an understanding of basic concepts in education and learning theory.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe process-oriented and outcomes-based theories of teaching reading and writing.
2. Describe the psycholinguistic roots of language aptitude, discuss cultural influences on literacy development, and consider the role of literature in learning to read and write.
3. Outline stages of literacy development, and discuss the effectiveness of various language acquisition techniques.
4. Describe the various methods for identifying and comprehending words, including the use of cueing systems, vocabulary expansion, and strategies for monitoring reading.
5. Explain instructional activities fostering the knowledge and use of cueing systems and outline strategies for developing fluency.
6. Distinguish among the various ways of making and comprehending meaning.
7. Explain instructional techniques for constructing meaning and developing vocabulary.
8. Discuss particulars of writing instruction, such as the use of developmental patterns, making reading-writing connections, understanding the social nature of writing, and process approaches to writing.
9. Discuss other components of the writing classroom, such as environment; choice of activities; developing methods for correct spelling, punctuation, and grammar usage; and presentation such as handwriting or keyboarding.
10. Discuss the role of the teacher as reflective decision maker in implementing a classroom literacy program.
11. Describe approaches to organizing and managing the literacy classroom, selecting instructional resources, responding to different developmental needs, and fostering home/school/community collaboration.
12. Discuss methods of literacy assessment and evaluation, explain principles of assessment, describe and evaluate types of observation and assessment tools, and discuss issues related to assessment, especially standardization.
**Content Outline**

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Literacy Instruction in the Elementary School examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Theoretical Frameworks</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>II. Emergent Literacy/Beginning Reading</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>III. Identifying and Understanding Words</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>IV. Constructing Meaning: Comprehension and Response</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>V. Writing Instruction</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>VI. The Teacher as Reflective Decision Maker: Implementing a Classroom Literacy Program</td>
<td>15%</td>
<td>41</td>
</tr>
<tr>
<td>VII. Assessment and Evaluation</td>
<td>10%</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
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</tbody>
</table>

*Approximate: For those test-takers who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

**NOTE:** Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

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**I. Theoretical Frameworks**

**15 PERCENT OF EXAM**

**Fountas & Pinnell**

Ch. 1, What is Guided Reading

Ch. 7, Using Guided Reading for Effective Teaching of English Language Learners

**Reutzel & Cooter (2019)**

Ch. 1, Effective Reading Instruction: The Teacher Makes the Difference

Ch. 2, Developing Children's Oral Language to Support Literacy

Ch. 3, Early Reading Instruction: Getting Started with the Essentials

**Tompkins (2018)**

Ch. 1, Becoming an Effective Literacy Teacher

Ch. 4, The Youngest Readers and Writers

**Book of Readings (2003)**

Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives

Ch. 2, Literacy and Students Who Are Learning English as a Second Language

**A. Reading and writing as learning processes**

1. Constructivist (social constructivist, response, schema)

2. Cognitive interactive
III. Identifying and Understanding Words

15 PERCENT OF EXAM

Fountas & Pinnell
Ch. 5, Planning for Effective Guided Reading Lessons: Building a Strong Early Reading Process
Ch. 6, Planning for Effective Guided Reading Lessons: Lifting the Competencies of Every Reader
Ch. 9, Observing and Assessing Readers to Inform Teaching Decisions

Reutzel & Cooter
Ch. 2, Developing Children’s Oral Language to Support Literacy
Ch. 3, Early Reading Instruction: Getting Started with the Essentials
Ch. 4, Phonics and Word Recognition
Ch. 6, Increasing Reading Vocabulary

Tompkins
Ch. 6, Developing Fluent Readers and Writers
Ch. 7, Expanding Academic Vocabulary

Book of Readings
Ch. 10, Invention, Convention, and Intervention: Invented Spelling and The Teacher’s Role

A. Language acquisition (for example: developmental patterns, functions of language, print awareness, scribbling, invented or temporary spellings)
B. Concepts about print (for example: directionality, spacing, reading-writing connections)
C. Experiences with language (for example: lap reading, storytelling, environmental print, predictable books, shared book experiences, guided reading, interactive reading)
D. Phonemic awareness (for example: segmenting, blending, matching sounds to words, substitutions)
E. Alphabetic code (for example: consonants, vowels, onset/rime)
F. Sight vocabulary

II. Emergent Literacy/Beginning Reading

15 PERCENT OF EXAM

Fountas & Pinnell (2017)
Ch. 2, Guided Reading With a Multitext Approach
Ch. 3, From Shared to Guided Reading in the Early Years
Ch. 8, Understanding Reading as a Complex Process

Reutzel & Cooter
Ch. 2, Developing Children’s Oral Language to Support Literacy

Tompkins
Ch. 4, The Youngest Readers and Writers
Ch. 5, Cracking the Alphabetic Code

Book of Readings
Ch. 10, Invention, Convention, and Intervention: Invented Spelling and the Teacher’s Role

A. Cueing systems

B. Instructional Approaches
1. Subskill (bottom-up, part-to-whole, text-based, behavioral)
2. Holistic (top-down, whole-to-part, reader-based, psycholinguistic)
3. Interactive
4. Transactional (transactive)
5. Balanced literacy

C. Language acquisition—relations among pragmatic, semantic, syntactic, and phonological systems

D. Written language acquisition (for example: print awareness, concepts about print, scribbling, invented spellings, symbolic and pictorial representations)

E. Interrelationships among the language arts (reading, writing, listening, speaking), literacy development, and content area learning

F. Language and cultural considerations (for example: dialect, second language, developmental variations)

G. The role of literature in learning to read and reading to learn
1. Graphic cues (including sight vocabulary and phonics generalizations and definitions)
2. Syntactic cues (for example: contextual analysis, signal words)
3. Semantic cues (including structural [morphemic] analysis and contextual analysis)

B. Word meanings (for example: unfamiliar words, teaching vocabulary directly, independently discovering word meanings)

C. Monitoring strategies (for example: “Read to the end,” “Reread,” “Does it make sense?”)

D. Instructional activities for fostering the knowledge and use of cueing systems (for example: word walls, word banks, word sorts, onsets and rimes, cloze procedure)

E. Strategies for developing fluency (for example: choral reading, repeated reading, assisted reading)

IV. Constructing Meaning: Comprehension and Response

15 PERCENT OF EXAM

Fountas & Pinnell
- Ch. 13, The Test Gradient
- Ch. 15, Teaching for Systems of Strategic Actions in Guided Reading
- Ch. 16, Teaching for Monitoring, Searching, and Self-Corrected Behaviors
- Ch. 17, Teaching for Visual Processing Over Time
- Ch. 18, Teaching for Phrased, Fluent Reading in Guided Reading Lessons
- Ch. 20, Teaching for Comprehending

Reutzel & Cooter
- Ch. 5, Reading Fluency
- Ch. 7, Teaching Reading Comprehension

Tompkins:
- Ch. 8, Promoting Comprehension: Reader Factors
- Ch. 9, Promoting Comprehension: Text Factors

Book of Readings

Ch. 2, Literacy and Students Who Are Learning English as a Second Language
Ch. 5, Messages to Ground Zero: Children Respond to September 11, 2001
Ch. 6, African American Children’s Literature that Helps Students Find Themselves: Selection Guidelines for Grades K – 3
Ch. 9, “I Just Need to Draw”: Responding to Literature across Multiple Sign Systems
Ch. 10, Invention, Convention, and Intervention: Invented Spelling and the Teacher’s Role

A. Elements that influence comprehension

1. Within the reader/writer
   a. Prior knowledge/schema
   b. Social and cultural experiences
   c. Motivation, attitude, interest
   d. Cognition and metacognition
   e. Reader response and stance

2. Within the text
   a. Text structure (narrative and expository)
   b. Genre (for example: poetry, fiction, nonfiction)
   c. Language (for example: vocabulary/concepts, dialect, imagery)
   d. Text difficulty (for example: predictability, sentence/passage length, topic)
   e. Text format/features (for example: title, table of contents, graphics, illustrations)

3. The context
   a. Location: home, school, and community
   b. Purpose (inquiry-based, efferent/aesthetic, teacher-centered, student-centered)
   c. Instructional frameworks (facilitating, modeling, scaffolding, guiding, questioning, directing)
B. Instructional strategies for constructing meaning

1. Organizational frameworks
   (pre-reading, during-reading, and post-reading)

2. Comprehension strategies (for example: predicting, sampling, monitoring, self-questioning, reviewing, retelling, summarizing)

3. Specific activities and techniques
   a. Directed reading activity (DRA) and directed reading-thinking activity (DRTA)
   b. Guided and shared book experiences
   c. Graphic organizers (for example: semantic mapping and webbing, story maps, think sheets, story frames)
   d. Organizational tools (for example: SQ3R, QAR, K-W-L)
   e. Silent reading (for example: SSR)

C. Developing vocabulary

1. Vocabulary acquisition

2. Interconnections between vocabulary and comprehension

3. Instructional components
   a. Direct vocabulary instruction (criteria for selection, semantic features analysis, word sorts, word maps)
   b. Contextualized (wide reading, life experiences, discussions)

V. Writing Instruction

15 PERCENT OF EXAM

Fountas & Pinnell
   Ch. 2, Guided Reading Within a Multitext Approach

Reutzel & Cooter
   Ch. 2, Developing Children's Oral Language to Support Literacy
   Ch. 8, Writing

Ch. 11, Effective Reading Instruction and Organization in Grades K-3
Ch. 12, Effective Academic Literacy Instruction in Grades 4-8

Tompkins
   Ch. 2, The Reading and Writing Processes
   Ch. 4, The Youngest Readers and Writers
   Ch. 6, Developing Fluent Readers and Writers
   Ch. 8, Promoting Comprehension: Reader Factors
   Ch. 10, Organizing for Instruction (section on implementing reading and writing workshop, only)

Book of Readings
   Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives
   Ch. 3, Transforming Deficit Myths about Learning, Language, and Culture
   Ch. 10, Invention, Convention, and Intervention: Invented Spelling and the Teacher's Role

A. Developmental patterns of writing

B. Reading-writing connections

C. Social nature of writing (audience, voice, response)

D. Writing as process (for example: topic choice, drafting, editing, publishing)

E. Classroom environment (for example: centers, sharing space)

F. Activities (for example: journals, writer's workshop, author's chair, guided writing, shared writing, interactive writing, word walls)

G. Spelling (for example: stages of spelling development)

H. Punctuation and grammar

I. Presentation (for example: handwriting, keyboarding)
VI. The Teacher as Reflective Decision Maker: Implementing a Classroom Literacy Program

15 PERCENT OF EXAM

Fountas & Pinnell

Ch. 10, Using Assessments to Form Dynamic Groups and Documenting Reading Progress
Ch. 12, Creating a Collection of Texts to Support Literary Learning
Ch. 21, Building a Community of Readers Across the Grades
Ch. 22, Managing Independent Learning in the Early Grades
Ch. 23, Managing Literacy in the Intermediate/Middle Grades

Reutzel & Cooter

Ch. 2, Developing Children's Oral Language to Support Literacy
Ch. 3, Early Reading Instruction: Getting Started With The Essentials
Ch. 9, Evidence-Based Reading Programs and Tools
Ch. 10, Assessment
Ch. 11, Effective Reading Instruction and Organization in Grades K–3
Ch. 12, Effective Academic Literacy Instruction in Grades 4–8

Tompkins

Ch. 1, Becoming an Effective Literacy Teacher
Ch. 4, The Youngest Readers and Writers
Ch. 10, Organizing for Instruction
Ch. 12, Reading and Writing Across the Curriculum

Book of Readings

Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives
Ch. 2, Literacy and Students Who Are Learning English as a Second Language
Ch. 6, African American Children’s Literature that Helps Students Find Themselves: Selection Guidelines for Grades K–3
Ch. 7, Selecting Intermediate Novels that Feature Characters with Disabilities
Ch. 8, Where Do You Want to Go Today? Inquiry-Based Learning and Technology Integration

Ch. 9, “I Just Need to Draw”: Responding to Literature across Multiple Sign Systems

A. Approaches to literacy instruction

1. Basal reader programs
2. Language experience approach (LEA)
3. Phonics approaches—explicit (synthetic) and implicit (analytic)
4. Literature-based approaches
   a. Individualized or self-selected reading
   b. Literature discussion groups (for example: literature circles, book clubs, response groups)
   c. Integrated approaches (for example: whole language and thematic units)

5. Reading and writing workshop
6. Technology-based approaches (for example: Internet, CD-ROM, video, e-mail, publishing)

B. Classroom organization and management

1. Grouping (for example: heterogeneous grouping, dynamic grouping, cooperative learning, peer tutoring)
2. Learning centers
3. Leveling texts
4. Reading and writing areas (including a library)
5. Planning (for example: scheduling, grouping, learning sequences)
6. Time management (for example: instruction, interacting with students)

7. Themes, units, lessons

C. Evaluating and selecting instructional resources

1. Literature (for example: picture books, chapter books)
2. Textbooks
3. Teacher-made materials
4. Technology
5. Primary sources (for example: historical documents, interviews, photographs)
6. Other media (for example: newspapers, commercial materials, kits, games)

D. Responding to all learners
   1. Meeting the needs of diverse learners (for example: culturally and linguistically diverse students, students with special needs, gifted students)
   2. Intervention programs (for example: Reading Recovery, Success For All)
   3. Collaboration with specialists (for example: special education teachers, bilingual/ESL teachers, literacy specialists)
   4. Pull-out and inclusive settings

E. Home/school/community collaboration
   1. Fostering literacy at home
   2. Parent involvement at school
   3. Community involvement (for example: businesses, museums, theaters)

VII. Assessment and Evaluation

10 PERCENT OF EXAM

Fountas & Pinnell
   Ch. 9, Observing and Assessing Readers to Inform Teaching Decisions
   Ch. 10, Using Assessment to Form Dynamic Groups and Document Reading Progress
   Ch. 11, Using Running Records and The Fountas & Pinnell Literacy Continuum to Guide Teaching
   Ch. 24, A Design for Language and Literacy Instruction

Reutzel & Cooter
   Ch. 10, Assessment
   Ch. 11, Effective Reading Instruction and Organization in Grades K–3

Tompkins
   Ch. 1, Becoming an Effective Literacy Teacher
   Ch. 3, Assessing Literacy Development

Book of Readings
   Ch. 11, Standards for the English Language Arts
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 21–26 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which best defines schema?
   1) a strategy to teach comprehension
   2) a modeling process used by teachers
   3) a method of organizing a classroom assessment program
   4) a framework of acquired knowledge drawn from life experiences

2. What is the value of understanding the stages of invented spelling?
   Teachers are able to
   1) assess children’s emerging literacy development.
   2) participate in literacy-related classroom research.
   3) become participants in current instructional trends.
   4) focus on patterned word recognition instruction.

3. When should students who are learning English as a second language be introduced to reading and writing?
   1) as soon as they enter the classroom situation
   2) as soon as they have a survival vocabulary
   3) only after they have listening and speaking proficiency
   4) only after they have developed a 200–300 word listening/speaking vocabulary

4. According to research, how would an emergent writer be likely to first write the word “clock”?
   1) clk
   2) cluk
   3) coc
   4) cok

5. Which best defines directionality?
   1) ability to follow instructions
   2) left-right, top-bottom orientation
   3) distinguishing lowercase letters
   4) auditory sequencing
6. How are phonic generalizations useful for children learning to read?
   1) They guide students in the use of the dictionary.
   2) They provide students with tools to approximate the pronunciation of a new word.
   3) They demonstrate to students the regularity of phoneme-grapheme correspondences.
   4) Learning phonic generalizations enhances memory skills.

7. A student reads the text, “The troll huddled beneath the bridge waiting for his next meal.” The student sees the word *huddled* and says *jumped*. This miscue represents a reliance on which cuing system?
   1) graphic
   2) orthographic
   3) phonic
   4) syntactic

8. According to Theodore Clymer, how should phonic generalizations be taught?
   Teachers should
   1) teach large numbers of phonic generalizations.
   2) teach a limited number of carefully selected phonic generalizations.
   3) teach phonic generalizations at all grade levels.
   4) encourage students to point out exceptions to phonic generalizations.

9. Which is a strategy for understanding word elements?
   1) phonetic analysis
   2) semantic mapping
   3) structural analysis
   4) syntactic analysis

10. Which word illustrates the soft sound of c?
    1) centimeter
    2) chair
    3) considerate
    4) match

11. Why is semantic mapping an effective strategy to activate and develop prior knowledge?
    It helps students to
    1) improve word recognition.
    2) become independent readers.
    3) visualize conceptual relationships.
    4) learn the dictionary definition of words.

12. Which teaching practice would best help students to develop their vocabulary and improve their reading comprehension?
    The teacher
    1) places emphasis on the use of the dictionary.
    2) places stress on memorizing new vocabulary terms.
    3) has students write new vocabulary terms in their notebooks.
    4) works with students on using their prior knowledge.

13. Which best describes metacognitive ability?
    The ability of students to
    1) identify stated and implied main ideas
    2) think clearly in order to interpret an author’s message
    3) be aware of and control their own thinking during reading and writing
    4) interpret an author’s message based on their individual background and experiences

14. Which teacher behavior models a strategy for comprehension?
    The teacher
    1) posts a list of strategies.
    2) pauses after each sentence.
    3) spells new words aloud.
    4) thinks aloud after sentences are read.
15. Which best defines aesthetic reading?
   Aesthetic reading refers to reading
   1) a story to understand its narrative structure.
   2) a text for discussion in small groups.
   3) to monitor one’s comprehension strategies.
   4) a text to experience, think, and feel during the reading.

16. Which best defines genre?
   1) classifications of stories by authors
   2) descriptions of actions by writers
   3) different types and categories of literature
   4) children’s literature organized by time period

17. What can a teacher determine by using retellings with beginning readers?
   The beginning readers’
   1) ability to decode unknown words
   2) progress in learning to construct meaning
   3) ability to break words into phonemes
   4) frequency of self-correction of miscues

18. Which is the most important characteristic of guided reading?
   1) Each student silently skims the text before beginning oral reading.
   2) Students who have read the same book get together to discuss their reactions to the book.
   3) The teacher questions, prompts, or helps students to formulate questions before silent reading.
   4) The teacher masks and frames a particular word or a part of a word during repeated readings of a book.

19. As students in the third grade read, the teacher wants them to engage in a writing activity to help them construct their own meanings, reflect and ask questions, and develop fluency and confidence in their writing. Which writing activity would best serve this purpose?
   1) diary
   2) free writing
   3) learning log
   4) response journal

20. Which statement best describes an interactive writing activity?
   1) Students are given a regular, fixed time for writing silently about self-selected topics.
   2) Students dictate narrative material as their teacher writes what they say.
   3) Students and their teacher jointly compose a text, sharing the pen as the text is written word by word.
   4) Students and their teacher interact through writing as they respond to literature.

21. What is a literature circle?
   1) a group of students discussing a piece of literature
   2) students performing a work of literature from beginning to end
   3) a class creating a semantic web prior to reading a piece of literature
   4) a class reading and retelling a chapter of a book

22. Which guideline should the teacher consider when planning independent reading and writing?
   1) Wait until children demonstrate an ability to work independently before beginning the program.
   2) Wait until children gain proficiency in reading and writing before beginning the program.
   3) Require students to share their work on a regular basis.
   4) Have designated periods of time for independent reading and writing.
23. Which is an advantage of using curriculum integration?
   1) It follows the linear nature of oral and written language development.
   2) It allows for breadth rather than depth in learning.
   3) It fosters the learning of related concepts.
   4) It encourages more knowledge acquisition due to extended time for activities.

24. A first-grade teacher plans to teach a lesson that would introduce children to the four seasons of the year. Which book would best serve this purpose?
   1) *In the Small, Small Pond*, by Denise Fleming
   2) *Owl Moon*, by Jane Yolen
   3) *The First Strawberries*, by Joseph Bruchac
   4) *Tar Beach*, by Faith Ringgold

25. A teacher is designing a thematic unit that focuses on helping students understand and explore the complexities of racism and prejudice. Which book would best serve this purpose?
   1) *Hatchet*, by Gary Paulsen
   2) *My Name is Maria Isabel*, by Alma Flor Ada
   3) *The Giver*, by Lois Lowry
   4) *Maniac Magee*, by Jerry Spinelli

26. Which strategy would provide students with the opportunity to access background knowledge, generate questions before reading, take notes and summarize, and prepare for response to the reading?
   1) cloze procedure
   2) K-W-L
   3) retelling
   4) story grammar

27. Which method would be best to use to gain information about a student’s oral reading level?
   1) conference
   2) running record
   3) literature discussion
   4) standardized test

28. What does an informal reading inventory (IRI) contain?
   1) a number of statements that students respond to during interviews
   2) a series of text passages organized in increasing difficulty
   3) a sampling of students’ work over a period of time
   4) a series of checklists to assess language qualities and traits

29. Which assessment tool compares the reading abilities of students with other students across the country?
   1) informal assessment
   2) norm-referenced assessment
   3) portfolio assessment
   4) teacher-made assessment

30. Which technique is typically associated with authentic assessment?
   1) cloze procedure
   2) informal reading inventory (IRI)
   3) portfolio
   4) standardized test
Rationales

1. (IA1)
   1) Schema is not a teaching strategy.
   2) Schema is not a modeling process.
   3) Schema is not a method of organizing an assessment program.
   *4) Schema is a mental structure within an individual that provides the means for organizing life experiences into acquired knowledge.

2. (ID)
   *1) Knowledge of inventive spelling provides teachers with valuable information about children's writing development. This knowledge also helps teachers understand children's awareness of letter-sound associations.
   2) Inventive spelling is a developmental stage in learning to write, it is not related to classroom research.
   3) Inventive spelling is a well-documented developmental process in learning to write and is not a trend.
   4) Patterned word recognition does not address the importance of understanding students' inventive spelling.

3. (IF)
   *1) Learning to read and write are processes facilitated by the integration of all of the language arts. Children learning English as a second language should be immersed in reading and writing activities as soon as they begin school.
   2) Waiting for a survival vocabulary to develop will unnecessarily slow second language learning.
   3) Children's listening and speaking ability will grow more rapidly when they are simultaneously exposed to reading and writing.
   4) Reading and writing instruction should not be delayed until after students have developed a 200–300 word listening/speaking vocabulary.

4. (IIA)
   *1) “Clk” is correct. An emergent writer first focuses on consonant sounds in a word and does not typically represent vowel sounds in a word.
   2) “Cluk” is not correct. See 1).
   3) “Coc” is not correct. See 1).
   4) “Cok” is not correct. See 1).

5. (IIB)
   1) Following instructions or directions has no relationship to the term directionality.
   *2) Directionality is the ability to follow the way print is arranged on a page, top to bottom, left to right.
   3) Directionality does not refer to the case of letters.
   4) Directionality has no connection to the sequencing of sounds, it relates to the sequencing of print. *correct answer
6. (IIE)
1) Phonic generalizations are not needed when using a dictionary. Dictionaries provide users with definitions and phonetic pronunciation of words.

2) Phonic generalizations are used in learning to: pronounce words when reading; help students to identify words they cannot read; produce an approximation of a difficult word which students can then self-correct if the word is already in their speaking/listening vocabulary.

3) English has many irregularities in phoneme-grapheme correspondence.

4) Phonic generalizations are not used to develop memory skills.

9. (III A3)
1) Phonetic analysis refers to identifying words by their sounds. Phonetic analysis does not help readers understand word elements.

2) Semantic mapping is a visual display of the relationship among concepts. It is not used to understand elements within words.

3) Structural analysis helps readers understand word parts that convey meaning, such as the s in boys and the ed in looked.

4) Syntactic analysis refers to an analysis of how words are ordered in sentences.

7. (IIIA2)
1) Since jumped does not look like huddled, the student is not relying on the graphic cuing system.

2) Orthographic refers to the written spelling system. The miscue, jumped, reflects little relationship to the word huddle.

3) Since jumped has little sound relationship to huddled, the student is not relying on the phonic cuing system.

4) The student uses syntactic knowledge to produce the miscue. The student has substituted a verb for a verb. This miscue, jumped, fits grammatically in the sentence and sounds as if it could be the correct reading for huddled.

8. (IIIA1)
1) Clymer points out that many phonic generalizations are inconsistent and not useful.

2) Clymer advocates teaching only the few phonic generalizations that are consistent and useful.

3) Clymer does not advocate teaching phonics at all grade levels.

4) Clymer advocates teaching the few phonic generalizations that are consistent rather than those that have exceptions.

10. (IIIA1)
1) Centimeter is correct because the soft c sound is heard in this word, and this is similar to other soft c sounds such as city, cell, civil, and cycle.

2) Chair is incorrect because the sound of c in chair is part of the digraph ch. Digraphs are two letters forming a single sound. Other examples of words with the ch digraph are chin, chap, catch, and chow.

3) Considerate is incorrect because the c in considerate represents the hard sound of c, and this is similar to words with other hard sounds of c such as cap, cop, confer, and current.

4) Match is incorrect because the c in match is part of the digraph ch. See 2).

11. (IIID)
1) Semantic mapping is not used for word recognition.

2) Since the purpose of a semantic map is to visually represent concepts, semantic mapping has no direct connection to becoming an independent reader.

3) Semantic mapping provides a visual display of the relationship among concepts and helps readers understand how words they know can be used in new contexts.

4) A semantic map graphically displays vocabulary and does not usually include or stress a dictionary definition of words.
12. (IVA1a)

1) An emphasis on dictionary usage would not improve comprehension because dictionary definitions lack social context and often do not lead to a clear understanding of the way words are used in context.

2) Memorization of new vocabulary items has limited value because only a small number of words would be successfully remembered. Moreover, to know words well, students need to experience them in a variety of written contexts.

3) Writing vocabulary in a notebook is a mechanical task and does not focus on the development of meaning.

*4) Prior knowledge is the foundation for all vocabulary learning and comprehension. Students must relate prior knowledge to the process of reading in order to understand vocabulary and comprehend text.

13. (IVA1d)

1) Metacognitive ability means knowing about and regulating thinking processes. Students may be able to identify stated and implied ideas but not be aware of how they do it.

2) Clear thinking is important to reading, but it is not metacognitive.

*3) Metacognitive ability involves self-awareness and regulation of the reading process. Readers and writers are metacognitive when they use their awareness of the reading process to select and employ particular reading and writing strategies.

4) Interpreting an author’s message based on background experience is not metacognitive since students may not be aware of how they made the interpretation.

14. (IVA3c)

1) Since posting a list of strategies does not show how to use the strategies, modeling has not occurred.

2) Pausing between sentences is not a strategy for developing comprehension.

3) Spelling new words is not a strategy for developing comprehension.

*4) Thinking aloud after sentences are read is an effective strategy for modeling comprehension processes.

15. (IVA1e)

1) Although an understanding of narrative structure is important for comprehension of story material, it is not aesthetic reading.

2) Discussing a text in small groups is not a part of the definition of aesthetic reading.

3) Self-monitoring behaviors are critical to metacognitive processes, but they are not aesthetic reading.

*4) Aesthetic reading refers to experiencing, thinking, and feeling while reading.

16. (IVA2b)

1) This does not define genre.

2) See 1).

*3) Genre refers to types and categories of literature such as fiction, nonfiction, biography, mystery, and science fiction.

4) See 1).

17. (IVB2)

1) Oral reading can be effectively used to learn about decoding, but not retellings.

*2) The goal of reading is to construct meaning from print. Retellings display and provide useful information about the students’ understanding of what they have read.

3) Retellings do not relate to assessing phonemic awareness (distinguishing phonemes in a given word).

4) Self-corrections occur while reading a text. Retellings are completed after reading. Miscues give teachers information about children’s oral reading processes, but retellings provide information about their comprehension.
18. (IVB3b)

1) In guided reading, the teacher helps students with the silent reading process. Teacher guidance is missing from this response.

2) This is a description of literature circles and teacher guidance is missing from this response.

*3) Guided reading occurs in the presence of a teacher. Teachers help students before silent reading by questioning and prompting them about anticipated text content.

4) This teaching strategy helps students with prediction and word identification. It is not guided reading.

19. (VF)

1) Although it will add to fluency and confidence in writing, diary writing does not require students to read, reflect, or question what they have read.

2) Free writing is a teaching strategy for developing writing fluency, but it does not require students to read, reflect, or question what they have read.

3) A learning log is a summary of what a student has learned. A log does not require students to read. A log can be used, for example, to record a learning activity such as a science experiment.

*4) A response journal requires students to read, write a personal response, reflect, and question what they have read. Response journals help students build fluency and confidence in their writing.

20. (VIA2)

1) This is not interactive writing. Interactive writing involves teacher modeling and guidance as a text is composed with children. Fixed time for writing is a valuable part of a balanced literacy program, but it is not interactive writing.

2) This is similar to the language experience approach, which is a valuable instructional strategy for helping children develop as readers and writers. But it is not interactive writing.

*3) The key is taken directly from the textbooks. Tompkins writes, “Students and the teacher create a message and ‘share the pen’ as they write it on chart paper in interactive writing.” (Tompkins, p. 478). Reutzel says, “The teacher and children share the pen as a message is written word by word.” (Reutzel, p. 316)

4) Interactive writing does not require responses to literature. Using writing to respond to literature is a good instructional strategy, but it is not interactive writing.

21. (VIA4b)

*1) A literature circle is a group of students discussing a piece of literature. The students sit in a circle and share and discuss their responses to a piece of literature that has been read by all the group members.

2) Dramatic performance of literature is not a literature circle.

3) Creating a semantic web is not a literature circle.

4) Reading and retelling is not a literature circle.

22. (VIB5)

1) Waiting for children to demonstrate independent work skills is not an effective guideline. The most effective way for children to learn independent work skills is through guided practice reading and writing.

2) Proficiency in reading and writing is promoted by engaging in independent reading and writing; postponing these activities may postpone proficiency.

3) While students can profit from sharing their work, it is never desirable for teachers to require sharing. This could defeat the purpose of establishing independent reading and writing.

*4) Designated time periods are essential for establishing and maintaining independent reading and writing.
23. (VIB7)
   1) Oral and written language learning is dynamic and interactive, not linear.
   2) Curriculum integration allows for both breadth and depth of learning.
   *3) Curriculum integration allows key concepts to be studied from the vantage point of different subject areas. Children learn key concepts and how the concepts relate to other concepts through authentic literacy activities.
   4) Although scheduling of the elementary subjects changes because of curriculum integration, the overall allocation of time remains the same.

24. (VIC1)
   *1) In the Small, Small Pond is an illustrated story about the environment of a pond over the four seasons of the year.
   2) Owl Moon is a story about a father and daughter who go owling in the midst of winter. Only winter is mentioned.
   3) The First Strawberries is a Native American folktale about a husband and wife. It does not present all four seasons.
   4) Tar Beach is a story about a young girl who dreams of flying over New York City during a summer evening. Only summer is mentioned.

25. (VIC1)
   1) Hatchet is about a boy’s survival in the wilderness after the single engine plane he was flying crashed. It is not about racism and prejudice.
   2) My Name is Maria Isabel is about a young girl who is forced to be called “Mary” by her teacher because there are two other Marias in the child’s class. The book touches upon the importance of heritage and sense of self. It is not about racism and prejudice.
   3) The Giver takes place in the future and describes a society that lives in a controlled environment and embraces conformity. It is not about racism and prejudice.
   *4) Maniac Magee is an excellent book choice for a unit on racism and prejudice. The book is about a boy who is orphaned and White and who faces prejudice while living with a Black family.

26. (VIIB3d)
   1) The cloze procedure requires students to fill in words that have been systematically deleted from a reading selection.
   *2) The K-W-L study method includes three steps that provide the student with the opportunity to complete all the processes mentioned in the question. K asks the students to question what they already know about a topic; W requires that they must generate ideas for what they want to learn; and L indicates that they review and summarize what they have learned.
   3) Retelling requires a student to read and then recall what was read.
   4) A story grammar is a structure for a story including such elements as plot, character, and setting.

27. (VIIB2)
   1) A teacher-student conference is helpful for learning about a student’s interests, literacy history, book choices, etc. It is not the best method to gain information about a student’s oral reading level.
   *2) A running record is an assessment tool for learning about a student’s oral reading level. It requires the student to orally read from the classroom reading material as the teacher carefully observes.
   3) A literature discussion addresses a student’s response to reading. It does not provide information about a student’s oral reading level.
   4) A standardized test will reveal how a student performs in relation to other students of similar age or grade. A standardized test is not useful for providing information about oral reading level.

*correct answer
28. (VIIB3)
1) Interviews are not part of an IRI.
2) An IRI consists of a series of graded passages of increasing difficulty that students read orally and silently.
3) A sampling of students’ work over time is not part of an IRI.
4) An IRI does not include a series of checklists that assess language qualities and traits. Some IRIs do include checklists to assess oral and silent reading behaviors.

29. (VIIB6)
1) Informal assessment, such as an IRI, does not provide normative data for the purpose of making comparisons.
2) Norm-referenced assessment compares the abilities (for example, reading) of students with other national samples.
3) Portfolio assessment is an individualized assessment tool and does not provide comparison information to other students.
4) Teacher-made assessment provides useful information about student performance on classroom literacy activities. However, this information cannot be used to make comparisons with students in other classrooms throughout the country.

30. (VIIC)
1) The cloze procedure, replacing words that have been deleted, provides teachers with a quick and limited view of reading abilities. It is not associated with authentic assessment.
2) An IRI, which consists of a series of graded passages of increasing difficulty, is not associated with authentic assessment.
3) Portfolios are associated with authentic assessment because they contain actual classroom material and tasks completed by students. A literacy portfolio might contain a list of books which have been read, an audiotape of a retelling, a written response to a book, photographs of books projects, etc.
4) A standardized test is administered to a group for the purposes of measuring achievement and comparing students to national samples. It is not associated with authentic assessment.

*correct answer
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