

*Early and Middle Childhood /  
Literacy: Reading-Language Arts*

**Component 1:  
Content Knowledge**

**SAMPLE ITEMS**

**AND SCORING RUBRICS**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

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# Overview

This document provides information about the Early and Middle Childhood/Literacy: Reading-Language Arts (EMC/Literacy: Reading-Language Arts) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

## Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

## EMC/Literacy: Reading-Language Arts Component 1 Computer-Based Assessment

In the EMC/Literacy: Reading-Language Arts Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

### EMC/Literacy: Reading-Language Arts Standards Measured by Selected Response Items

The EMC/Literacy: Reading-Language Arts selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p><b>Knowledge of Learners and Collaborating with Families (Standards I, XII)</b></p> <ul style="list-style-type: none"> <li>• Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner</li> <li>• Understanding Learning and Child Development Theories</li> <li>• Assisting Families in Supporting Their Children’s Learning Development</li> </ul>	20%
<p><b>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</b></p> <ul style="list-style-type: none"> <li>• Promoting Fairness and Equity</li> <li>• Establishing the Intellectual Environment</li> <li>• Selecting Resources</li> <li>• Knowledge of Assessment and Selecting and Administering Assessments</li> </ul>	25%

<b>Reading and Writing (Standards VI and VII)</b> <ul style="list-style-type: none"><li>• Knowledge and Instruction of Reading</li><li>• Knowledge and Instruction of Writing</li><li>• Connections of Reading and Writing to the Other Language Arts and to Other Disciplines</li></ul>	20%
<b>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</b> <ul style="list-style-type: none"><li>• Knowledge and Instruction of Listening and Speaking</li><li>• Knowledge and Instruction of Viewing and Visual Literacy</li></ul>	35%

\* These percentages are an approximation only.

For the complete EMC/Literacy: Reading-Language Arts Standards, refer to [www.nbpts.org/certification/candidate-center/](http://www.nbpts.org/certification/candidate-center/).

### EMC/Literacy: Reading-Language Arts Constructed Response Exercises

The EMC/Literacy: Reading-Language Arts constructed response exercises assess the following:

- **Exercise 1: Analyzing Student Reading**  
In this exercise, you will analyze data specific to **two** areas of literacy skills development for a small group of students to identify either a strength or a need for **one** of the students in both areas of literacy. You will create an instructional plan, supporting either a developmentally appropriate, research-based instructional extension OR **one** literacy intervention to teach a research-based strategy to support the student's further literacy skills development. You will be asked to respond to one prompt.
- **Exercise 2: Writing Development**  
In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them. You will be asked to respond to one prompt.
- **Exercise 3: Literacy Across the Curriculum**  
In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students' development of literacy strategies and content knowledge. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/Literacy: Reading-Language Arts Component 1 scoring rubric is derived from the EMC/Literacy: Reading-Language Arts Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: "[Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1](#)."

### Selected Response Section

This section includes the following:

- sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

## Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

# Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- an **answer key**.

## Sample Selected Response Items

Standard I. Knowledge of Learners

1. A literacy teacher is notified that there will be a new student in the class who is an entering-level English language learner. Which of the following steps would be most effective for the teacher to take *first* in order to best plan for the needs of this student?
  - A. collaborate with colleagues who have experience with English language learners
  - B. attending professional development seminars focused on teaching English language learners
  - C. attempting to find a translator who is proficient in both English and the student's primary language
  - D. reading professional publications that provide information about teaching English language learners

Standard I. Knowledge of Learners

2. A first-grade teacher notices that students are interrupting each other during a class discussion of a read-aloud. The teacher leads the students in a conversation about the advantages of listening to their classmates. This approach most closely supports the educational concept of:
  - A. active learning.
  - B. social/emotional learning.
  - C. discovery learning.
  - D. experiential learning.

### Standard III. Learning Environment

3. A fourth-grade teacher would like to utilize community resources to enhance student learning. Which of the following activities would be most appropriate for this purpose?
- A. having students view political ads and hold a mock election
  - B. inviting a local meteorologist to share duties of the job and knowledge with students during a unit on weather
  - C. asking students to tour a radio station and write a news story of their own
  - D. helping students use a directory of local government officials to identify different civic occupations

### Standard IV. Instruction

4. The practice of providing electronic versions of classroom texts, enhanced with interactive audio and video features, for students' use at school and at home is likely to primarily promote which of the following goals?
- A. encouraging students to use technology to complete homework
  - B. fostering students' engagement in independent reading
  - C. eliciting greater interest from parents/guardians in students' work
  - D. supporting students' comprehension of the reading content

### Standard VI. Reading

5. For a guided reading lesson, a first-grade teacher chooses the text below.

A starfish lives in the sea. Most starfish have five arms. When an arm is lost, the starfish will grow another one.

Which of the following groups of categories is this teacher most likely considering when selecting this text?

- A. author's purpose, text structure, and connections
- B. decodable patterns, sight words, and reader interest
- C. word formation, new science concept, and cause-and-effect relationship
- D. vocabulary level, sentence complexity, and reader's background knowledge

## Standard VII. Writing

6. A second-grade student who is a fluent reader and speller often tries to avoid writing activities. The student enthusiastically agrees to write when the teacher dictates words or sentences but is very reluctant to write connected text. The teacher asks the student to choose an interesting photograph from an informational text and write a few sentences about the photograph. The student is able to do so. Which of the following rationales best explains why the use of a visual aid benefits this student?
- A. The student needs the photograph to help generate ideas for writing.
  - B. The student needs the photograph to help plan and organize the writing.
  - C. The student needs the photograph as a reminder of what the assignment is.
  - D. The student needs the photograph as a reference to use when describing details.

## Standard IX. Viewing and Visual Literacy

7. A fourth-grade teacher is planning a persuasive writing unit. The students' final project will be an editorial piece with accompanying supporting visuals. Although students have written persuasively in past units, they have not focused on visual persuasion. Which of the following visual literacy skills should the teacher highlight *initially* for this age level and topic?
- A. classifying the type of emotion and response a visual is likely intended to provoke in the viewer
  - B. analyzing the ways in which visuals can extend and reinforce the message of the written text
  - C. comparing the similarities and differences between written and visual persuasive pieces
  - D. recognizing visual cues such as color palette and facial expressions in photographs

## Standard IX. Viewing and Visual Literacy

8. During a language arts unit on literacy elements a middle school teacher will show students the movie *Fly Away Home*. The teacher's plan is to pause at various spots throughout the movie to engage students in conversation about what is happening in the story. Which of the following steps should the teacher take prior to showing the movie that will best promote the students' learning with regard to plot structure?
- A. asking the students to brainstorm predictions about events they think are likely to occur during the movie
  - B. directing the students' viewing to alert them to important events they should be watching for in the movie
  - C. telling the students they can decide when they think events warrant stopping the movie for a discussion
  - D. providing the students with note-taking sheets to record important events in the movie

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	A
2	B
3	B
4	D
5	B
6	A
7	D
8	B

# Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Standard I. Knowledge of Learners / Standard IV. Instruction /  
Standard V. Assessment / Standard VI. Reading

Exercise 1: Analyzing Student Reading - Candidate Name		⌚ Time Remaining 29:31
<b>Analyzing Student Reading</b>		
<b><u>Introduction</u></b>		
<p>In this exercise, you will analyze literacy data specific to the areas of advanced phonics and fluency skills for a group of sixth-grade students. Using this analysis and your knowledge of students and literacy content, you will design and discuss appropriate research-based instructional strategies and activities in literacy for <b>one</b> student. You will be asked to respond to one prompt.</p>		
<b><u>Criteria for Scoring</u></b>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none"><li>• a thorough analysis of the data for <b>one identified student</b> to discuss a significant strength OR significant need in <b>both</b> advanced phonics and fluency skills;</li><li>• an explanation of <b>one</b> developmentally appropriate, research-based instructional extension OR <b>one</b> literacy intervention to foster student learning in the area identified;</li><li>• an in-depth description of <b>one</b> research-based instructional strategy to design an instructional plan that you would use to address the identified extension or intervention; and</li><li>• a detailed and sensible explanation of how this strategy will promote the student's literacy skills development.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
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**Exercise 1: Analyzing Student Reading - Candidate Name**

 **Time Remaining**  
 29:31

**Exhibit**

Begin by analyzing the data from recently administered advanced phonics skills inventories for four sixth-grade students.

The inventory assessed five advanced phonics skills. Each subtest has a maximum score of 10 points, for a total of 50 points.

**Beginning of the Year Skills Inventory  
 Advanced Phonics Decoding and Encoding**

Skills	Student: Marlene	Student: Cedric	Student: Freddy	Student: Simone
Six syllable patterns (10)	9	6	5	9
Words with common prefixes/suffixes (10)	6	7	5	10
Decode multi- syllable words with complex patterns (10)	7	6	5	6
Consonant blends, digraphs and trigraphs (10)	10	8	9	10
Encode words with complex vowel patterns (10)	3	5	2	6
<b>Total Raw Score (50)</b>	35	32	26	41

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Exercise 1: Analyzing Student Reading - Candidate Name

 Time Remaining  
29:31

The Fluency Probe results are the average score of three probes using grade-level narrative (fiction) text.

**Beginning of the Year Skills**

**Fluency Probe Results**

Category	Student: Marlene	Student: Cedric	Student: Freddy	Student: Simone
<b>Accuracy (% correct) (10)</b>	83	86	85	98
<b>Rate (WCPM) (10)</b>	136	88	80	125
<b>Prosody (Phrasing and Expressiveness) (10)</b>	Low – reads too fast; some natural expression for questions and exclamations but overall inconsistent phrasing and expression	Low – reads word-by-word with little expression and choppy phrasing	Low – reads word-by-word with little expression and choppy phrasing	Moderate – reads in meaningful phrases with some natural expression


**Benchmarks:**

- **Accuracy:**
  - Above average 99–100%
  - Average 95–97%
  - Below 90–92%
- **Rate/WCPM:**
  - Above average 180+
  - Average 140–145
  - Below 100

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<b>Exercise 1: Analyzing Student Reading - Candidate Name</b>		 <b>Time Remaining</b> <b>29:31</b>
<p>You must address <b>each</b> of the following in your response.</p> <ul style="list-style-type: none"><li>• Select one student who demonstrates a significant strength OR significant need in both advanced phonics and fluency skills.</li><li>• Explain <b>one</b> instructional extension OR <b>one</b> literacy intervention to foster student learning in the area identified and use the data to support your decision.</li><li>• Using the gradual release of responsibility (GRR) instructional framework as a model, design an instructional plan that supports achievement of the student’s learning objective in alignment with research-based literacy strategies and practices.</li></ul> <p><b>Be sure to address each area of the GRR framework below.</b></p> <ul style="list-style-type: none"><li>• Focused Instruction/Modeling (“I do it”)</li><li>• Guided Instruction (“We do it”)</li><li>• Collaborative Practice (“You do it together”)</li><li>• Independent Practice (“You do it alone”)</li><li>• Using your knowledge of research-based literacy practice, explain how the instructional strategy in the plan you designed will advance the student’s literacy skills development.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of analysis of data from informal literacy skills assessments in selected areas of the six components of reading skills to identify one student and their significant strength OR significant need in literacy and to design one research-based literacy intervention activity OR one instructional extension activity that supports the selected student's learning objective and thoughtfully addresses the student's literacy development.

#### Characteristics:

- Analysis of significant patterns with respect to selected areas of the six components of reading skills development is thorough.
- Examples from the student's data are detailed and strongly support the identified patterns.
- An appropriate instructional plan and activity detailed using the gradual release of responsibility framework (GRR) to address one of the identified patterns is described in-depth.
- An explanation of how the strategy will promote the student's reading skills development is detailed and sensible.

The **LEVEL 3** response provides *clear* evidence of analysis of data from informal literacy skills assessments in selected areas of the six components of reading skills to identify one student and their significant strength OR significant need in literacy and to design one research-based literacy intervention activity OR one instructional extension activity that supports the selected student's learning objective and thoughtfully addresses the student's literacy development.

#### Characteristics:

- Analysis of significant patterns with respect to selected areas of the six components of reading skills development is solid.
- Examples from the student's data support the identified patterns.
- An instructional plan and activity detailed using the gradual release of responsibility framework (GRR) to address one of the identified patterns is appropriate.
- An explanation of how the strategy will promote the student's reading skills development is logical.

The **LEVEL 2** response provides *limited* evidence of analysis of data from informal literacy skills assessments in selected areas of the six components of reading skills to identify one student and their significant strength OR significant need in literacy and to design one research-based literacy intervention activity OR one instructional extension activity that supports the selected student's learning objective and addresses the student's literacy development.

**Characteristics:**

- Described patterns with respect to selected areas of the six components of reading skills development may be trivial, incomplete, or vague.
- Examples from the student's data are only tangentially connected to the identified patterns.
- An instructional plan and activity using the gradual release of responsibility framework (GRR) to address one of the identified patterns may only vaguely address one of the identified patterns or may be inappropriate.
- An explanation of how the strategy will promote the student's reading skills development is vague.

The **LEVEL 1** response provides *little or no* evidence of analysis of data from informal literacy skills assessments in selected areas of the six components of reading skills to identify one student and their significant strength OR significant need in literacy and to design one research-based literacy intervention activity OR one instructional extension activity that supports the selected student's learning objective and addresses the student's literacy development.

**Characteristics:**

- Described patterns with respect to selected areas of the six components of reading skills development may be incorrect or missing.
- Examples from the student's data are not connected to the identified patterns.
- An instructional plan and activity using the gradual release of responsibility framework (GRR) to address one of the identified patterns may not address one of the identified patterns or may be missing explanations or sections of the framework.
- An explanation of how the strategy will promote the student's reading skills development is incomplete or illogical.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard IV. Instruction / Standard VII. Writing

**Exercise 2: Writing Development - Candidate Name** 🕒 **Time Remaining**  
29:31

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**Writing Development**

**Introduction**

In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them. You will be asked to respond to one prompt.

**Criteria for Scoring**

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:


- an accurate and insightful identification of one area of strength with a supporting example from the student's writing sample and a description of a thoughtful and targeted teaching strategy that you would use to build upon that area of strength; and
- a detailed and thoughtful identification of one area of need with a supporting example from the student's writing sample and an in-depth description of a teaching strategy that you would use to address that area of need.

**Directions**

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

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<b>Exercise 2: Writing Development - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Stimulus</b>		
Read the following student prompt and <b>sixth-grade</b> student's written response. The writing sample is a first draft.		
<b>Student Prompt</b>		
Write a persuasive letter to the principal asking him or her to use extra funds to buy classroom sets of laptops for students at the middle school. Pay specific attention to your audience, purpose, and structure.		
<b>Student Response</b>		
Dear Principal Moss,  Isn't the academic growth of students here at Brown Middle School our first priority? Of course it is! That is why each classroom should be equipped with laptops for us students!  Students need the latest technology to be able to keep up with the world and students in other school districts as well. Don't you want us to have a competitive advantage?  Also, having laptops to use in class, will allow us internet options. We can use technology to have online lessons, use modern options like blogging and online publications to further our classroom lessons.  With laptops in each classroom, teachers can expand our minds with technology and modern teaching methods. We will be competitive with other school districts, and grow academically. Please consider this, not only for our school's future, but for the future of the students!  Sincerely,  A Student		
You must address each of the following in your response.		
<ul style="list-style-type: none"><li>• Identify <b>one</b> area of strength in this student's writing sample. Support your identification with a specific example from the student sample.</li><li>• Describe an effective and developmentally appropriate teaching strategy that you would use to build upon the identified strength to further the student's writing development.</li><li>• Identify <b>one</b> area of need in this student's writing sample. Support your identification with a specific example from the student sample.</li><li>• Describe an effective and developmentally appropriate teaching strategy that you would use to address the identified area of need and to further the student's writing development.</li></ul>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

### Characteristics:

- The identification of one area of strength in a student’s writing sample is accurate and insightful with supporting examples and the teaching strategy described to build upon that area of strength is thoughtful and targeted.
- The identification of one area of need in a student’s writing sample is detailed and thoughtful with supporting examples and the teaching strategy to address that area of need is effective and is described in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

### Characteristics:

- The identification of one area of strength in a student’s writing sample is accurate with supporting examples and the teaching strategy described to build upon that area of strength is appropriate.
- The identification of one area of need in a student’s writing sample is detailed with supporting examples and the teaching strategy to address that area of need is sensible.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is sketchy with loosely connected examples and the teaching strategy described to build upon that area of strength is vague.
- The identification of one area of need in a student’s writing sample may be inaccurate with loosely connected examples lacking detail and the teaching strategy to address that area of need is loosely connected to the weakness or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is incorrect or missing, examples are not connected or missing, and the teaching strategy described to build upon that area of strength is inaccurate or missing altogether.
- The identification of one area of need in a student’s writing sample may be misinformed or missing, examples are not connected or missing, and the teaching strategy to address that area of need is not connected to the weakness, incorrect, or missing.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard III. Learning Environment / Standard IV. Instruction /  
Standard VI. Reading / Standard VII. Writing / Standard VIII. Listening and Speaking /  
Standard IX. Viewing and Visual Literacy / Standard X. Literacy Across the Curriculum

Exercise 3: Literacy Across the Curriculum - Candidate Name		⌚ Time Remaining 29:31
<b>Literacy Across the Curriculum</b>		
<b><u>Introduction</u></b>		
In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students' development of literacy strategies and content knowledge. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an accurate identification of features or characteristics of a content-area text that are likely to be challenging for students at a specified grade level, with appropriate specific examples from the text;</li><li>• an in-depth description of strategies designed to guide students through reading and understanding the text; and</li><li>• a detailed and reasoned explanation of how the identified strategies would help students with the text.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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**Exercise 3: Literacy Across the Curriculum - Candidate Name**

 **Time Remaining**  
29:31

**Stimulus**

Students in a **fifth-grade** class will be reading the following passage as part of a health lesson.  
Excerpt from *Why Exercise Is Cool* from KidsHealth.org.

**Why Exercise Is Cool**

Kids exercise all the time without even thinking of it. Just being active, like when you run around outside or play kickball at school, is a kind of exercise. What else counts as exercise? Playing sports, dancing, doing push-ups, and even reaching down to touch your toes.

When you exercise, you're helping build a strong body that will be able to move around and do all the stuff you need it to do. Try to be active every day and your body will thank you later!

**Exercise Makes Your Heart Happy**

You may know that your heart is a muscle. It works hard, pumping blood every day of your life. You can help this important muscle get stronger by doing aerobic (say: air-OH-bik) exercise.

**Aerobic** means "with air," so aerobic exercise is a kind of activity that requires oxygen. When you breathe, you take in oxygen, and, if you're doing aerobic exercise, you may notice you're breathing faster than normal. Aerobic activity can get your heart pumping, make you sweaty, and quicken your breathing.

When you give your heart this kind of workout on a regular basis, your heart will get even better at its main job—delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of your body.

So you want to do some aerobic exercise right now? Try swimming, basketball, ice or roller hockey, jogging (or walking quickly), inline skating, soccer, cross-country skiing, biking, or rowing. And don't forget that skipping, jumping rope, and playing hopscotch are aerobic activities, too!

You must address each of the following in your response.

- Identify **two** features or characteristics of the content-area text that are likely to be challenging for **fifth graders**. Provide specific examples from the text.
- Describe **two** strategies to use with students to address these challenges.
- Explain why these strategies would be effective.

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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

#### Characteristics:

- Challenging features or characteristics of a content-area text are well described and accurately identified and supporting examples are well-chosen and specific.
- The strategies described demonstrate thorough understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is detailed, well-reasoned, and clearly connected to the identified characteristics or challenges.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

#### Characteristics:

- Challenging features or characteristics of a content-area text are clearly identified and supporting examples are appropriate.
- The strategies described demonstrate appropriate understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is related to the identified characteristics or challenges.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

**Characteristics:**

- Identification of challenging features or characteristics of a content-area text and supporting examples may be inaccurate. Examples may be loosely connected.
- The strategies described demonstrate limited understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is vague, lacking in detail, or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

**Characteristics:**

- Identification of challenging features or characteristics of a content-area text is incorrect or missing and examples are not connected or missing.
- The strategies described are inaccurate or missing altogether.
- The explanation of how these strategies would be effective may be misinformed or not connected to characteristics or challenges identified, incorrect, or missing.

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