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TEXAS EDUCATOR CERTIFICATION

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Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

English Language Arts and Reading 4–8 (117)



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About The Test

Test Name	English Language Arts and Reading 4–8
Test Code	117
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES English Language Arts and Reading 4–8 (117) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the English Language Arts and Reading 4–8 test framework. Questions on this test range from grades 4–8. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Language Arts, Part I: Oral Language, Early Literacy Development, Word Identification Skills and Reading Fluency	33%	English Language Arts and Reading 4–8 I–III, VIII
II.	Language Arts, Part II: Reading Comprehension and Assessment, Reading Applications, Written Language, Viewing and Representing and Study and Inquiry Skills	67%	English Language Arts and Reading 4–8 IV–VIII

The Standards

English Language Arts and Reading 4–8 Standard I

Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills.

English Language Arts and Reading 4–8 Standard II

Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

English Language Arts and Reading 4–8 Standard III

Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

English Language Arts and Reading 4–8 Standard IV

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach students strategies for improving their comprehension.

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English Language Arts and Reading 4–8 Standard V

Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

English Language Arts and Reading 4–8 Standard VI

Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

English Language Arts and Reading 4–8 Standard VII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

English Language Arts and Reading 4–8 Standard VIII

Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Language Arts, Part I: Oral Language, Early Literacy Development, Word Identification Skills and Reading Fluency

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides a variety of instructional opportunities for students to develop listening and speaking skills.*

The beginning teacher:

- A. Knows basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax and pragmatics and recognizes that individual variations occur.
- B. Knows characteristics and uses of informal and formal oral language assessments and uses multiple, ongoing assessments to monitor and evaluate students' oral language skills.
- C. Provides language instruction that acknowledges students' current oral language skills and that builds on these skills to increase students' oral language proficiency.
- D. Plans, implements and adapts instruction that is based on informal and formal assessment of students' progress in oral language development and that addresses the needs, strengths and interests of individual students, including English-language learners.
- E. Recognizes when oral language delays or differences warrant in-depth evaluation and additional help or intervention.
- F. Knows how to provide explicit, systematic oral language instruction and supports students' learning and use of oral language through meaningful and purposeful activities implemented one-to-one and in a group.

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- G. Selects and uses instructional materials and strategies that promote students' oral language development; that respond to students' individual strengths, needs and interests; that reflect cultural diversity; and that build on students' cultural, linguistic and home backgrounds to enhance their oral language development.
 - H. Understands relationships between the development of oral language and the development of reading and provides instruction that interrelates oral and written language to promote students' reading proficiency and learning (e.g., preview-review, discussion, questioning).
 - I. Knows similarities and differences between oral and written language and how to promote students' awareness of these similarities and differences.
 - J. Selects and uses instructional strategies, materials, activities and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.
 - K. Selects and uses instructional strategies, materials, activities and models to teach students skills for speaking to different audiences for various purposes and for adapting spoken language for various audiences, purposes and occasions.
 - L. Selects and uses instructional strategies, materials, activities and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
 - M. Selects and uses instructional strategies, materials, activities and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.
 - N. Knows how to promote students' development of oral communication skills through the use of technology.

Competency 002 (Early Literacy Development): *The teacher understands the foundations of early literacy development.*

The beginning teacher:

- A. Understands the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness and recognizes that individual variations occur.
- B. Understands elements of the alphabetic principle (e.g., letter names, graphophonemic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development and recognizes that individual variations occur.

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- C. Understands that comprehension is an integral part of early literacy.
 - D. Understands that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English and knows the significance of this for students' literacy development in English.
 - E. Understands that literacy acquisition generally develops in a predictable pattern from prereading (emergent literacy) to conventional literacy and recognizes that individual variations occur.
 - F. Understands that literacy development occurs in multiple contexts through reading, writing and the use of oral language.
 - G. Knows characteristics of informal and formal literacy assessments (e.g., screening devices, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
 - H. Knows how to select, administer and use results from informal and formal assessments of literacy acquisition.
 - I. Knows how to use ongoing assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
 - J. Analyzes students' errors in reading and responds to individual students' needs by providing focused instruction to promote literacy acquisition.
 - K. Selects and uses instructional materials that build on the current language skills of individual students, including English-language learners, to promote development from emergent literacy to conventional literacy.

Competency 003 (Word Identification Skills and Reading Fluency): *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis and sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*

The beginning teacher:

- A. Understands that many students develop word analysis skills and reading fluency in a predictable sequence and recognizes that individual variations occur.
- B. Understands differences in students' development of word identification skills and reading fluency and knows instructional practices for meeting students' individual needs in these areas.
- C. Understands the connection of word identification skills and reading fluency to reading comprehension.

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- D. Knows the continuum of word analysis skills in the statewide curriculum and grade-level expectations for attainment of these skills.
 - E. Knows how students develop fluency in oral and silent reading.
 - F. Understands that fluency involves rate, accuracy and intonation and knows the norms for reading fluency that have been established in the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels.
 - G. Knows factors affecting students' word identification skills and reading fluency (e.g., home language, vocabulary development, learning disability).
 - H. Understands important phonetic elements and conventions of the English language.
 - I. Knows a variety of informal and formal procedures for assessing students' word identification skills and reading fluency on an ongoing basis and uses appropriate assessments to monitor students' performance in these areas and to plan instruction for individual students, including English-language learners.
 - J. Analyzes students' errors in word analysis and uses the results of this analysis to inform future instruction.
 - K. Applies norms and expectations for word identification skills and reading fluency, as specified in the Texas Essential Knowledge and Skills (TEKS), to evaluate students' reading performance.
 - L. Knows how to use ongoing assessment of word identification skills and reading fluency to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
 - M. Knows strategies for decoding increasingly complex words, including using the alphabetic principle, structural cues (e.g., prefixes, suffixes, roots) and syllables and for using syntax and semantics to support word identification and confirm word meaning.
 - N. Selects and uses instructional strategies, materials, activities and models to teach students to recognize high-frequency irregular words, to promote students' ability to decode increasingly complex words and to enhance word identification skills for students reading at different levels.
 - O. Selects and uses appropriate instructional strategies, materials, activities and models to improve reading fluency for students reading at different levels (e.g., having students read independent-level texts, engage in repeated reading activities, use self-correction).

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Domain II — Language Arts, Part II: Reading Comprehension and Assessment, Reading Applications, Written Language, Viewing and Representing and Study and Inquiry Skills

Competency 004 (Reading Comprehension and Assessment): *The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

The beginning teacher:

- A. Understands reading comprehension as an active process of constructing meaning.
- B. Understands the continuum of reading comprehension skills in the statewide curriculum and grade-level expectations for these skills.
- C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).
- D. Knows characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
- E. Selects and uses appropriate informal and formal assessments to monitor and evaluate students' reading comprehension.
- F. Analyzes student errors and provides focused instruction in reading comprehension based on the strengths and needs of individual students, including English-language learners.
- G. Knows how to use ongoing assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading in the Texas Essential Knowledge and Skills (TEKS).
- H. Understands metacognitive skills, including self-evaluation and self-monitoring skills and teaches students to use these skills to enhance their own reading comprehension.
- I. Knows how to determine students' independent, instructional and frustration reading levels and uses this information to select and adapt reading materials for individual students, as well as to guide their selection of independent reading materials.
- J. Uses various instructional strategies to enhance students' reading comprehension (e.g., linking text content to students' lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).

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- K. Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, retelling).
 - L. Uses various communication modes (e.g., written, oral) to promote students' reading comprehension.
 - M. Understands levels of reading comprehension and how to model and teach literal, inferential and evaluative comprehension skills.
 - N. Knows how to provide instruction to help students increase their reading vocabulary.
 - O. Understands reading comprehension issues for students with different needs and knows effective reading strategies for those students.
 - P. Knows the difference between guided and independent practice in reading and provides students with frequent opportunities for both.
 - Q. Knows how to promote students' development of an extensive reading and writing vocabulary by providing them with many opportunities to read and write.

Competency 005 (Reading Applications): *The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

The beginning teacher:

- A. Understands skills and strategies for understanding, interpreting and evaluating different types of written materials, including narratives, expository texts, technical writing and content-area textbooks.
- B. Understands different purposes for reading and related reading strategies.
- C. Knows and teaches strategies to facilitate comprehension of different types of text before, during and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- D. Provides instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn" (e.g., matching comprehension strategies to different types of text and different purposes for reading).
- E. Understands the importance of reading as a skill in all content areas.
- F. Understands the value of using dictionaries, glossaries and other sources to determine the meanings, pronunciations and derivations of unfamiliar words and teaches students to use these sources.
- G. Knows how to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve and retain information from a range of texts and technologies.

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- H. Knows how to help students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams).
 - I. Knows literary genres (e.g., historical fiction, poetry, myths, fables) and their characteristics.
 - J. Recognizes a wide range of literature and other texts appropriate for students.
 - K. Provides multiple opportunities for students to listen and respond to a wide variety of children’s and young people’s literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts.
 - L. Understands and promotes students’ development of literary response and analysis, including teaching students elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
 - M. Selects and uses a variety of materials to teach students about authors and about different purposes for writing.
 - N. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
 - O. Engages students in varied reading experiences and encourages students to interact with others about their reading.
 - P. Uses strategies to encourage reading for pleasure and lifelong learning.
 - Q. Knows how to teach students strategies for selecting their own books for independent reading.
 - R. Uses technology to promote students’ literacy and teaches students to use technology to access a wide range of appropriate narrative and expository texts.

Competency 006 (Written Language — Writing Conventions): *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

The beginning teacher:

- A. Knows predictable stages in the development of writing conventions (including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation and grammatical expression) and recognizes that individual variations occur.
- B. Knows and applies appropriate instructional strategies and sequences to teach writing conventions and their applications to all students, including English-language learners.

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- C. Knows informal and formal procedures for assessing students' use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students' development in this area.
 - D. Uses ongoing assessment of writing conventions to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
 - E. Analyzes students' errors in applying writing conventions and uses the results of this analysis as a basis for future instruction.
 - F. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in these areas.
 - G. Understands the contribution of conventional spelling toward success in reading and writing.
 - H. Understands stages of spelling development (prephonetic, phonetic, transitional and conventional) and how and when to support students' development from one stage to the next.
 - I. Provides systematic spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression.

Competency 007 (Written Language — Composition): *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

The beginning teacher:

- A. Knows predictable stages in the development of written language and recognizes that individual variations occur.
- B. Promotes student recognition of the practical uses of writing, creates an environment in which students are motivated to express ideas in writing and models writing as an enjoyable activity and a tool for lifelong learning.
- C. Knows and applies appropriate instructional strategies and sequences to develop students' writing skills.
- D. Knows characteristics and uses of informal and formal written language assessments and uses multiple, ongoing assessments to monitor and evaluate students' writing development.
- E. Uses assessment results to plan focused instruction to address the writing strengths, needs and interests of all individuals and groups, including English-language learners.

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- F. Uses ongoing assessment of written language to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).
 - G. Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.
 - H. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, editing and revising.
 - I. Understands the development of writing in relation to the other language arts and uses instructional strategies that connect these various aspects of language.
 - J. Understands similarities and differences between language (e.g., syntax, vocabulary) used in spoken and written English and helps students use knowledge of these similarities and differences to enhance their own writing.
 - K. Understands writing for a variety of audiences, purposes and settings and provides students with opportunities to write for various audiences, purposes and settings.
 - L. Knows how to write using voices and styles appropriate for different audiences and purposes, and provides students with opportunities to write using various voices and styles.
 - M. Understands the benefits of technology for teaching writing and writing for publication and provides instruction in the use of technology to facilitate written communication.

Competency 008 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.*

The beginning teacher:

- A. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) and procedures for assessing students’ skills in interpreting, analyzing, evaluating and producing visual images, messages and meanings.
- B. Uses ongoing assessment and knowledge of grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) to identify students’ needs regarding the interpretation, analysis, evaluation and production of visual images, messages and meanings and to plan instruction.

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- C. Understands characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
 - D. Compares and contrasts print, visual and electronic media (e.g., films and written stories).
 - E. Evaluates how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings and provides students with varied opportunities to interpret and evaluate visual images in various media.
 - F. Knows how to teach students to analyze visual image makers' choices (e.g., style, elements, media) and evaluate how these choices help to represent or extend meaning.
 - G. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments and technology presentations and to use media to compare ideas and points of view.
 - H. Knows steps and procedures for producing visual images, messages and meanings to communicate with others.
 - I. Teaches students how to select, organize and produce visuals to complement and extend meanings.
 - J. Provides students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium and presentation contribute to the message.

Competency 009 (Study and Inquiry Skills): *The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

The beginning teacher:

- A. Understands study and inquiry skills (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information) and knows the significance of these skills for student learning and achievement.
- B. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) and procedures for assessing students' development and use of these skills.

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- C. Knows and applies instructional practices that promote the acquisition and use of study and inquiry skills across the curriculum by all students, including English-language learners.
 - D. Knows how to provide students with varied and meaningful opportunities to learn and apply study and inquiry skills to enhance their achievement across the curriculum.
 - E. Uses ongoing assessment and knowledge of grade-level expectations in the Texas Essential Knowledge and Skills (TEKS) to identify students' needs regarding study and inquiry skills, to determine when a student requires additional help or intervention, and to plan instruction.
 - F. Responds to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the English Language Arts and Reading 4–8 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an English Language Arts and Reading 4–8 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The English Language Arts and Reading 4–8 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of English Language Arts and Reading 4–8 Competency 003: *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis and sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*

Examples

1. As a word identification strategy, structural analysis would be most effective in helping eighth graders determine the meaning of which of the following words?
 - A. Sartorial
 - B. Wisteria
 - C. Haberdasher
 - D. Bibliophile

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

For example, as you read this question, recall that structural analysis is the technique of dividing an unfamiliar word into parts to help determine its meaning. Now look at the response options and consider how structural analysis might be applied to the word presented in each option.

The word presented in option A is *sartorial*. The word *sartorial* refers to men’s clothing and the work of tailors. The word’s root, *sartor*, derives from a Latin word meaning “to patch” and is not found in many common English words. Dividing the word *sartorial* into parts is therefore unlikely to provide students with significant clues about the word’s meaning.

The word presented in option B is *wisteria*, which refers to a type of climbing vine. The word derives from the surname of an eighteenth-century American anatomist, Casper Wistar. Dividing the word *wisteria* into parts would not provide students with any significant clues about its meaning.

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The word presented in option C is *haberdasher*, which refers to a person who sells items such as hats, shirts and gloves. The word derives from the Middle English word *haberdashere*, and dividing the word *haberdasher* into parts provides no significant clues about its meaning.

The word presented in option D is *bibliophile*. The word *bibliophile* refers to a person who loves books. One approach to analyzing this word is to divide it into two parts: *biblio*, derived from the Greek word for “books,” and *phile*, from the Greek word for “loving.” Students are likely to be familiar with the root *biblio* through knowledge of the common English word *bibliography* and may therefore infer that *bibliophile* relates to books or other reading materials. Students may also have encountered *phile* in words such as *Anglophile*, meaning a person who loves English culture. In this way, structural analysis can provide students with significant clues about the meaning of the word *bibliophile*.

For eighth graders, structural analysis would be effective in analyzing only one of the four words presented in the response options, the word *bibliophile*. **The correct response is option D.**

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

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Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example 1

First read the stimulus (a description of a classroom situation, a passage from a biology textbook and an excerpt from two students’ conversation about the passage).

Use the information below to answer the questions that follow.

Carmen and Derrick, two students in Mr. Thompson’s seventh-grade reading class, ask for help in understanding a passage from the biology textbook they use in their science class. Mr. Thompson suggests that they begin by discussing the text with each other — sharing their thoughts and questions about the passage. Shown below are the textbook passage and an excerpt from the two students’ conversation about it.

Certain conditions, including appropriate temperatures and proper amounts of water and oxygen, must be present for a seed to sprout and grow. For many seeds, a period of rest is necessary before a seed can germinate. A seed may lie dormant for a single year or many years, but when conditions are right, the seed will sprout. For some species of plants, the seed’s own chemical inhibitors temporarily prevent it from germinating. These inhibitors may be washed away by rainwater or eliminated by prolonged exposure to cold.

Derrick: *Most of this stuff is easy. Everyone knows that seeds need the right weather to grow. But I don’t exactly get this word “germinate.” You know what it means?*

Carmen: *I’ve heard it before . . . Doesn’t it just mean sprout?*

Derrick: *How do you figure that?*

Carmen: *Look [points to text], some of the sentences say sprout and other sentences say germinate, and it seems like they’re talking about the same thing. Then there’s this other part about things that keep seeds from sprouting, like cold weather or pollution.*

Derrick: *I don’t remember anything about pollution. Where did you read that?*

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Carmen: *This part about chemicals.*

Derrick: *But look, it says the seed's own chemical inhibitors. I'm not sure what inhibitors are, but I think the chemicals come from the seed, not pollution.*

Carmen: *Oh, I get it. That's what keeps the seed dormant.*

Derrick: *And dormant is . . . ?*

Carmen: *Resting. You know, like when a bear hibernates.*

Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of English Language Arts and Reading 4–8 Competency 001: *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides a variety of instructional opportunities for students to develop listening and speaking skills.*

1. Mr. Thompson's response to the request of Carmen and Derrick is likely to promote their reading development primarily by
 - A. facilitating their ability to identify and apply a variety of effective study strategies.
 - B. encouraging them to explore reading materials on related subjects.
 - C. facilitating their comprehension through peer scaffolding and oral language interaction.
 - D. encouraging them to formulate and address their own reading goals.

Suggested Approach

Consider carefully the information presented in the stimulus, including the interaction between the teacher and students, the content of the textbook passage and the two students' conversation about the passage. Then read and consider this first question, which asks how the teacher's response promotes the students' reading development. Recall that Mr. Thompson advised Carmen and Derrick to discuss the textbook passage and to share with each other their thoughts and questions about the passage.

Option A suggests that the students' conversation about the passage helps them identify and apply a variety of study strategies. Review the conversation and notice that it focuses on the meaning of particular words in the passage. There is no reference to multiple study strategies and no application of study skills other than discussion of key vocabulary.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option B suggests that the students' conversation about the passage encourages them to explore reading materials on related subjects. While it is true, in general, that peer conversation often motivates students to explore reading materials, there is no evidence in the stimulus that Carmen and Derrick plan to consult other reading materials on related subjects.

Option C suggests that the students' conversation facilitates their reading comprehension through peer scaffolding and oral language interaction. Notice that the stimulus provides evidence that oral language interaction (i.e., Carmen and Derrick's conversation) does allow the two students to "scaffold" their understanding (i.e., assist each other in comprehending the textbook passage). For example, Carmen improves Derrick's comprehension of the passage by helping him understand that "germinate" means "sprout." Derrick also improves Carmen's comprehension by clarifying that "chemical inhibitors" refer not to pollution, as Carmen assumed, but to chemicals in the seed.

Option D suggests that the students' conversation promotes their reading development by encouraging the students to formulate and address their own reading goals. While it is true, in general, that peer interaction can help support the process of setting and addressing reading goals, there is no evidence in the stimulus that Carmen and Derrick are formulating such goals.

In this way, analysis of the four options should lead you to select **option C as the best response**.

Now you are ready to answer the next question. The second question measures English Language Arts and Reading 4–8 Competency 003: *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, and sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*

2. Carmen and Derrick's discussion of the word "germinate" is most likely to promote the students' reading proficiency by reinforcing their ability to
 - A. use context to support word identification and confirm word meanings.
 - B. apply grammatical principles.
 - C. analyze differing perspectives and points of view in informational texts.
 - D. identify main ideas.

Suggested Approach

Consider carefully the information presented in the stimulus, including the content of the textbook passage and the two students' conversation about the passage. Read and consider this second question, which asks how the students' conversation about the word "germinate" is likely to promote their reading proficiency.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option A suggests that the students' conversation about the word "germinate" is likely to reinforce their ability to use context to support word identification and confirm word meanings. Review the portion of the stimulus that describes Carmen and Derrick's conversation about the word "germinate." When Derrick asks how

Carmen knows that "germinate" means "sprout," Carmen reexamines the text and explains to Derrick how her interpretation of other words and sentences in the passage helps her determine the meaning of "germinate." Carmen thus uses the context in which the unfamiliar word is found to help her determine its meaning.

Option B suggests that the students' conversation about the word "germinate" is likely to reinforce their ability to apply grammatical principles. A review of the stimulus reveals that Carmen and Derrick's conversation about the word "germinate" includes no explicit or implicit references to parts of speech or other aspects of grammar.

Option C suggests that the students' conversation about the word "germinate" is likely to reinforce their reading proficiency by reinforcing their ability to analyze differing perspectives and points of views in informational texts. In their conversation, Carmen and Derrick express different observations and opinions, but the purpose of their conversation is to clarify their literal comprehension of factual information, not to expand their awareness of different points of view presented in the text.

Option D suggests that the students' conversation about the word "germinate" is most likely to reinforce their ability to identify main ideas. In their conversation, Carmen and Derrick focus primarily on particular terms in the passage. Both students appear to understand the main ideas of the passage prior to their conversation. For example, Derrick's first comment is, "Everyone knows that seeds need the right weather to grow."

In this way, analysis of the four options should lead you to select **option A as the best response**.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Ms. Li, an English teacher, designs a discussion activity for students after they have read a chapter of a class novel. She provides students with a list of question starters that they can use to create questions for their peers. Then, Ms. Li has them ask and answer the questions in the small-group discussion.

1.	Describe what must have happened when (refer to a specific event from chapter and the page number).
2.	What do you think might happen next with (refer to a specific conflict or person and the page number)?
3.	How was (refer to a specific section in the chapter and the page number) similar to (refer to something you have read in the past)?
4.	Describe what the author means when he/she says (refer to a specific quote in the chapter and the page number).
5.	What changes to (refer to a character or event and the page number) would you recommend to the author?
6.	What are some of the problems of (refer to a character in the chapter and the page number)?

COMPETENCY 005

1. The activity primarily encourages students to practice which of the following critical-reading skills?
 - A. Providing evidence from text to support ideas
 - B. Synthesizing information from multiple sources
 - C. Determining the effectiveness of rhetorical devices
 - D. Comparing a variety of textual structures

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

2. Which of the following skills are students primarily practicing when responding to questions 1 and 4?
- A. Visualizing
 - B. Summarizing
 - C. Inferencing
 - D. Predicting

Answer and Rationale

COMPETENCY 004

3. Which of the following question starters will best facilitate students' ability to make text-to-text connections?
- A. Question 2
 - B. Question 3
 - C. Question 5
 - D. Question 6

Answer and Rationale

COMPETENCY 001

4. The activity is beneficial for English-language learners primarily because it
- A. develops elements of phonemic awareness.
 - B. offers explicit language acquisition instruction.
 - C. provides an authentic opportunity for speaking.
 - D. encourages the use of word analysis strategies.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

5. Ms. Woods teaches social studies to a diverse group of students, including several English-language learners (ELLs). She divides the class into groups of four to five students. Each student reads and presents the information in a different excerpt from the textbook to the other group members. Which of the following is a primary rationale for using the activity?
- A. Discussing expository selections improves ELLs' navigation of nonfiction text structures
 - B. Using prior knowledge helps ELLs make connections to unfamiliar vocabulary words
 - C. Providing a meaningful context increases ELLs' comprehension of academic language
 - D. Requiring the use of multiple registers develops ELLs' application of the appropriate register choice

Answer and Rationale

COMPETENCY 001

6. A teacher has students listen to an audio recording of a presidential speech twice. The first time, students listen and respond to the content. The second time, students evaluate the tone, inflection and pace of the recording. The primary purpose of the activity is to help students
- A. understand the verbal skills necessary to speak publicly.
 - B. prepare for informal speaking opportunities.
 - C. collaborate on improving the message of a speech.
 - D. compare different presentation styles for speeches.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

7. Which of the following words has five phonemes?
- A. Apple
 - B. Stand
 - C. Break
 - D. Crash

Answer and Rationale

COMPETENCY 002

8. To motivate middle school students in language arts, a teacher implements learning clubs in the classroom. Students have a class meeting on an assigned topic. They then work in groups to research the topic and reflect on the information they learn. Finally, they add what they have learned to a blog. The design of the learning clubs best shows that the teacher understands the importance of which of the following?
- A. Placing students in groups based on their individual language-arts abilities
 - B. Allowing students to research topics that are of personal interest to them
 - C. Developing students' literacy skills through multiple language-arts contexts
 - D. Providing students with explicit instruction to build their oral-language proficiency

Answer and Rationale

COMPETENCY 002

9. Which of the following would best help a teacher evaluate the phonics skills of beginning readers?
- A. Examining students' handwriting
 - B. Assessing students' sight word recall
 - C. Timing students as they read orally
 - D. Analyzing students' attempted spellings

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

10. A teacher meets with a small group of students to read a new book. Throughout the week, the teacher encourages the students to reread the book several times. Which of the following is a primary purpose of this practice?
- A. Instilling a life-long love of reading
 - B. Reinforcing the skill of letter-sound correspondence
 - C. Developing critical-thinking skills about story elements
 - D. Promoting recognition of high-frequency words

Answer and Rationale

COMPETENCY 003

11. Andre, a middle school student, is struggling to decode unfamiliar multisyllabic words. The difficulty is affecting his fluency and comprehension. Which of the following is the most effective instructional strategy to improve Andre's reading skills?
- A. Using cards containing common morphemes to build and segment words
 - B. Engaging in repeated readings of independent-reading-level passages
 - C. Participating in peer tutoring to develop sight word recognition
 - D. Practicing and presenting an oral reading performance to a class

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

12. A teacher provides students with a list of prefixes, suffixes and their meanings along with a list of five words, including “predetermined” and “indivisible.” The teacher then asks the students to work with partners to use the two lists to try to discover the meaning of the words without using a dictionary. The activity will primarily help students determine the meanings of words through which of the following?
- A. Contextual clues
 - B. Structural analysis
 - C. Visualization strategies
 - D. Syntactical clues

Answer and Rationale

COMPETENCY 003

13. Mr. Watkins, a fourth-grade teacher, uses a reading activity in which he reads aloud a few lines at a time and then has the students read the same lines, imitating his pace and intonation. He stops occasionally to make comments on the text and to remind students to read aloud. The activity primarily develops students’ skills in
- A. oral comprehension.
 - B. word identification.
 - C. reading fluency.
 - D. phonemic awareness.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 004

14. A teacher observes that a student has difficulty reading 10 out of 100 words in a text. Which of the following is the most appropriate determination for the teacher to make?
- A. The text is at the student’s instructional reading level because it exposes the student to new vocabulary
 - B. The text is at the student’s instructional reading level because it maximizes development of the student’s fluency
 - C. The text is at the student’s frustration reading level because it does not sufficiently challenge the student’s vocabulary development
 - D. The text is at the student’s frustration reading level because it is too difficult for the student to comprehend

Answer and Rationale

COMPETENCY 004

15. Which of the following strategies will be most successful in identifying students’ independent, instructional and frustration reading levels?
- A. Testing students’ recall of new vocabulary after they read a selected text
 - B. Recording students’ miscues as they read orally from a selected text
 - C. Noting students’ thoughts as they think aloud about a selected text
 - D. Studying students’ facial expressions while they read orally from a selected text

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 004

16. Ms. Lovett completes a Venn diagram as she explains the similarities and differences between two versions of *The Three Little Pigs*. She then has students write evaluative statements describing the major differences between the two versions. Through the lesson, Ms. Lovett primarily demonstrates an understanding of the importance of which of the following?
- A. Allowing students an opportunity to independently apply comprehension skills
 - B. Enhancing students' comprehension by developing their listening skills
 - C. Improving students' comprehension by linking their prior knowledge to the text
 - D. Providing students with guided practice of comprehension strategies

Answer and Rationale

COMPETENCY 004

17. After a class reads several versions of the fairy tale "Cinderella," the teacher has students write an essay comparing and contrasting their two favorite versions. The activity will benefit students' comprehension primarily by having them
- A. synthesize information from multiple texts.
 - B. reread the texts with appropriate prosody.
 - C. evaluate a variety of text structures.
 - D. practice metacognitive strategies.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Students are learning to analyze characters using the following graphic organizer.

Describe the character's feelings during one point of the story. Why did the character feel this way?

Character's Name:

Describe the character's actions at a particular point of the story. What do you think caused the character's actions?

What other character did the character remind you of?

What was one important thing that the character said? Why was it important?

COMPETENCY 009

18. When completing the graphic organizer, students will primarily practice which of the following study and inquiry skills?
- A. Previewing various text features
 - B. Locating important textual information
 - C. Making predictions about the text
 - D. Sequencing the events of the text

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

19. The graphic organizer will best help students develop which of the following skills?
- A. Inferential comprehension
 - B. Language decoding
 - C. Contextual comprehension
 - D. Reading fluency

Answer and Rationale

COMPETENCY 004

20. Which of the following activities would best help develop students' metacognitive skills?
- A. Using the graphic organizer to write a summary of the story
 - B. Completing the graphic organizer with a partner and then sharing with a small group
 - C. Referring to the graphic organizer while reading and writing stories individually
 - D. Creating another graphic organizer that uses the same concept as the graphic organizer presented here

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

21. Although students in a middle school science class are able to glean specific facts from a textbook chapter, they are unable to restate the broad concepts presented in the reading. Which of the following activities should the teacher have the students do first to address the issue?
- A. Summarizing the main ideas in the chapter
 - B. Defining the important vocabulary words in the chapter
 - C. Reading the chapter aloud with a partner
 - D. Discussing their favorite part of the chapter

Answer and Rationale

COMPETENCY 005

22. Mr. Marcos decides to utilize reading journals with his students to increase their interest in reading. To accomplish the goal, it will be most effective for students to use the journals for which of the following activities?
- A. Taking notes about the main ideas of the text
 - B. Recording personal reactions to the text
 - C. Responding to a prompt about the text
 - D. Summarizing a passage from the text

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

To encourage eighth-grade students' understanding of how various genre characteristics support comprehension, Ms. Autry is preparing a genre study of traditional literature. Students will work in groups to study a cultural, historical or contemporary text of their choice. Ms. Autry is considering the most effective instructional activities to help guide her students' analysis of their chosen text. She plans for students to complete the following tasks.

1. Describing the implicit themes
2. Analyzing how cultural context influences theme
3. Identifying stylistic elements of traditional literature

COMPETENCY 005

23. To best help students achieve the first task, which of the following should Ms. Autry ask students to annotate while reading?
- A. Questions about the text that they do not understand
 - B. Summaries of the plot at the end of each textual event
 - C. Predictions about what they think will happen next in the text
 - D. Connections between personal experiences and events in the text

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

24. Which of the following instructional activities would best promote students' ability to complete the second task?
- A. Using a Venn diagram to compare and contrast the conflicts in the same folktale from two different cultures
 - B. Creating a story map that highlights the cultural elements of two different folktales by the same author
 - C. Using a comparison grid to compare and contrast the moral lessons of two folktales from different cultures
 - D. Completing a KWL chart about cultural features learned while reading two folktales from the same culture

Answer and Rationale

COMPETENCY 005

25. To best help students complete the third task, Ms. Autry should have her students find textual evidence that demonstrates which of the following?
- A. Settings that describe the specific time and place of the stories
 - B. Plots that are complex and take time in developing the climax
 - C. Specific details explaining the resolution of each conflict
 - D. Characters that are portrayed with a familiar pattern of traits

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the question that follows.

An eighth-grade English teacher writes the following sentence on the board.

I talked yesterday to the kid which lives next to my grandmother.

The teacher discusses with the class ways to improve the sentence. Together, they come up with the following revision.

Yesterday, I talked to the boy who lives next to my grandmother.

COMPETENCY 006

26. The revised sentence best demonstrates the students' ability to make corrections regarding

- A. active voice.
- B. relative pronouns.
- C. adjective placement.
- D. verb agreement.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

During writing workshop, Ms. Elstak, a fourth-grade teacher, has a conference with a student, Kyle, about his personal narrative.

I went to Corpus Kristy for vacashun last summer. It was fun, while there my family and I stayed in a luckshurious hotel. The most ecksiting thing, was getting to go on a yhat bigger than the Titanick. On the last day we went fishing. My bruther Sam did not like the water very much. It was too bad becuz we spent alot of time on boats.

COMPETENCY 006

27. Based on his writing piece, which of the following will best help Kyle improve his spelling?
- A. Memorizing the spelling of high-frequency words
 - B. Sorting words that contain irregular spelling patterns
 - C. Having a peer editor circle the misspelled words in the piece
 - D. Applying knowledge of phonics to his spelling

Answer and Rationale

COMPETENCY 006

28. Which of the following grammatical concerns is present in Kyle's writing?
- A. A subject-verb agreement error
 - B. A sentence fragment
 - C. A comma splice
 - D. A misplaced modifier

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the student writing sample below to answer the question that follows.

Yesterday I went skating with Chloe and my sister. Chloe likes to roller blade, and my sister likes to roller skate. There was a lot of people skating yesterday. It was fun.

COMPETENCY 006

29. The writing sample most strongly indicates that the student would benefit from additional instruction in which of the following areas?
- A. Identifying sentence fragments
 - B. Using the correct verb tense
 - C. Creating compound sentences
 - D. Referencing pronouns clearly

Answer and Rationale

Use the information below to answer the questions that follow.

The students in Ms. Afzali’s class have written personal narratives. Read the following excerpt from one student’s narrative.

As I skulked through the door, I could smell my mamas homemade bread floating out to me from the kitchen. The warm smell of yeast wrapped around me like a warm, cozy blanket. When I was younger, I always wrapped myself in this blanket my grandma made for me whenever I was sad. That blanket always made me feel better. Being at home made me forget about the days troubles. I felt comforted by the love that I knew was waiting for me in that kitchen.

COMPETENCY 007

30. During a writing conference, which of the following questions should Ms. Afzali ask to best help the student revise the paragraph?
- A. Do you use enough vivid words?
 - B. Is the word tone appropriate for the piece?
 - C. Is the paragraph focused on one idea?
 - D. Do you maintain the same verb tense?

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 006

31. Based on the excerpt, the student needs instruction in which of the following areas?
- A. Punctuating possessives
 - B. Matching subjects and verbs
 - C. Punctuating complex sentences
 - D. Matching pronouns and antecedents

Answer and Rationale

COMPETENCY 007

32. Ms. Afzali could best use the student's excerpt to model the effective use of
- A. plot construction.
 - B. figurative language.
 - C. character development.
 - D. omniscient point of view.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

33. A teacher reviews the following transitional words and phrases with students: "if...then," "as a result," and "therefore." With that choice of transitions, the teacher is best preparing students to write a composition using a
- A. list of steps.
 - B. descriptive or specific example.
 - C. cause and an effect pattern.
 - D. sequence of events.

Answer and Rationale

COMPETENCY 007

34. Ms. Coignet notices that her students are struggling with making decisions to improve their writing. They understand how to make their stories longer, but they are leaving some parts vague. To best improve the students' revision process, Ms. Coignet should teach the students how to make use of which of the following?
- A. A list of sparkle words, which are more precise synonyms for the words used most frequently in their stories
 - B. A box-and-explode strategy, in which students draw a box around a main idea in their story and then add details to expand, or explode, the main idea
 - C. A technique for varying sentence lengths, in which students highlight the end of each sentence and count and record the total number of words in the sentence
 - D. A checklist for the revision process to use when rereading and revising their own stories and for reading and checking a partner's story

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

35. Students in a seventh-grade English class are working in groups on a project in which they must create a computer-based slide presentation and present it to the class. Before the students begin creating their presentations, the teacher shows them examples of slides that have too much text and discusses ways to improve the slides. The activity will best help students' understanding of how to
- A. incorporate appropriate graphics to support the text.
 - B. appropriately match what is said in the presentation to the slides.
 - C. ensure that the presentation is the appropriate length.
 - D. design the presentation slides appropriately.

Answer and Rationale

COMPETENCY 007

36. A language arts teacher wants students to have an opportunity to write for an authentic audience and purpose. The assignment that best achieves the teacher's goal is writing a
- A. review of an imaginary movie from the point of view of a critic.
 - B. sympathy letter to a character in a story who is in an argument with a family member.
 - C. letter to the principal stating a personal opinion about a school-related issue.
 - D. front-page newspaper article about a true event in students' lives.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

37. Students in Ms. Rivera’s English class express interest in the local professional football team, which has just won the national championship. The next day, Ms. Rivera presents various video clips from local and national news broadcasts about the game. She then has the students discuss the similarities and differences between what is said and how the information is presented by the broadcasters in the clips. Which of the following are students primarily practicing in the discussion?
- A. Assessing how the media capitalizes on recent events
 - B. Interpreting propaganda techniques used by diverse groups
 - C. Evaluating the use of images by various media types
 - D. Analyzing different viewpoints of the same event

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Use the information below to answer the questions that follow.

Mr. Walick plans to have his seventh-grade students research a topic related to a unit on American history using online sources. He provides students with the following worksheet that they will use while searching Web-based resources.

1. Does the website have a title? If so, what is it?
2. Does the website have advertisements?
3. Is the author's name and contact information on the website?
4. How does the author support the main ideas?
5. Does the author provide a list of sources?

COMPETENCY 008

38. As an extension activity, which of the following can students also evaluate about the websites based on their findings for question 2?
- A. Thematic links
 - B. Targeted audience
 - C. Historical context
 - D. Figurative language

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

39. A primary purpose of the worksheet is to teach students how to
- A. document the source of information.
 - B. evaluate the reliability of the information in a source.
 - C. gather information from a source.
 - D. locate a source with complete information.

Answer and Rationale

COMPETENCY 009

40. To best help students answer question 4, Mr. Walick should provide them with a checklist that promotes their ability to
- A. identify sentence structures.
 - B. evaluate the level of formality.
 - C. identify conventional errors.
 - D. evaluate the organizational pattern.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	005	A	<p>Option A is correct because each of the questions asks students to cite a particular page number in the text that has information that supports their ideas. Option B is incorrect because the questions do not require the students to synthesize, process or interact with information from multiple sources. Option C is incorrect because the questions do not require the students to analyze rhetorical devices, or the techniques that an author uses to convey meaning to the reader. Option D is incorrect because the questions do not ask the students to compare a variety of structures within the text.</p> <p>Back to Question</p>
2	005	C	<p>Option C is correct because the task requires students to make inferences or interpret the text. Option A is incorrect because the tasks do not require the students to use visualization techniques in which they would imagine being in a certain part of the text. Option B is incorrect because summarizing would be describing what happened but not interpreting what the author meant, as in question 4. Option D is incorrect because predicting is practiced through answering question number 2.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	004	B	<p>Option B is correct because question 3 encourages students to connect and compare the text they are currently reading to other texts that they have read in the past. Options A, C and D are incorrect because questions 2, 5 and 6 only refer to the text that the students are currently reading.</p> <p>Back to Question</p>
4	001	C	<p>Option C is correct because this activity supports the learner by modifying content, scaffolding language and providing an authentic opportunity to listen to and respond to peers in small groups, which is beneficial for English-language learners. Option A is incorrect because the focus of this activity is not on developing an understanding of sounds of the language, which is phonemic awareness. Option B is incorrect because the teacher is neither giving explicit language instruction nor teaching students rules of language. Option D is incorrect because the focus is on comprehending the text, not analyzing and decoding the words.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	001	C	<p>Option C is correct because structured small group conversations allow students to practice using new vocabulary through engaging in authentic interactions with other students. Option A is incorrect because all students study their own sections of the text, so they do not have help with the text structures of their excerpts. In addition, focusing on oral language does not develop knowledge of text structures, which is linked to reading skills. Option B is incorrect because students are learning new content as they read their excerpts, so there is no connection to their prior knowledge. Option D is incorrect because students use a formal register to both read and present the information.</p> <p>Back to Question</p>
6	001	A	<p>Option A is correct because the activity described helps students understand the verbal techniques that are necessary when speaking publicly. Option B is incorrect because the students are listening to a formal presidential speech. Option C is incorrect because students are not collaborating on how to improve the speech; rather, they are responding to the content and evaluating the delivery of the message. Option D is incorrect because students are listening to only one speech and therefore not comparing speeches.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	001	B	<p>Option B is correct because “stand” has five phonemes s/t/a/n/d. Option A is incorrect because “apple” has three phonemes a/pp/le. Option C is incorrect because “break” has four phonemes b/r/ea/k. Option D is incorrect because “crash” has four phonemes c/r/a/sh.</p> <p>Back to Question</p>
8	002	C	<p>Option C is correct because learning clubs allow students to meet in groups to discuss, reflect on and write about research topics, which all help to develop students’ literacy skills. Option A is incorrect because although grouping students according to their abilities is a useful practice, the scenario does not give enough information about how the students are grouped to come to this conclusion. Option B is incorrect because the students are not choosing the topic based on their personal interests; the teacher assigns the topic. Option D is incorrect because the teacher is not providing explicit instruction, and oral language is only one component of the activity.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	002	D	<p>Option D is correct because students’ attempted spellings give the teacher an idea of how they view words phonetically. Option A is incorrect because students’ handwriting does not reflect their phonetic understanding. Option B is incorrect because sight words do not usually follow common phonics rules. Option C is incorrect because students may have relied on memorizing the words rather than using phonics skills. Timing students while they read orally best assesses fluency.</p> <p>Back to Question</p>
10	003	D	<p>Option D is correct because repetition is a successful strategy for improving sight word recognition. Option A is incorrect because the focus is to improve rate and accuracy rather than literary appreciation, which would develop more readily through discussing the text. Option B is incorrect because repeated reading actually reduces the need to use one’s understanding of letter-sound correspondence to read the text. Option C is incorrect because comprehension can improve with repeated reading, but the repetition does not promote critical thinking about the text or story elements.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	003	A	<p>Option A is correct because Andre’s reading skills will improve as he understands common morphemes or word parts. This understanding will help increase Andre’s rapid word recognition and fluency and lead to improved comprehension. Options B, C and D are incorrect because although these activities are strategies that help increase fluency, they do not address Andre’s specific struggle with multisyllabic words.</p> <p>Back to Question</p>
12	003	B	<p>Option B is correct because students are using prefixes and suffixes, which are structural clues, to determine the meaning of the words. Option A is incorrect because a contextual clue is information appearing near a word or phrase that offers direct or indirect suggestions about its meaning. Option C is incorrect because the students are not trying to visualize the words or text. Option D is incorrect because syntactical clues are within the sentence of the unknown word.</p> <p>Back to Question</p>
13	003	C	<p>Option C is correct because students are improving speed and accuracy, as well as intonation, which are features of fluency. Option A is incorrect because students are not focusing on understanding the text but on speed and accuracy. Option B is incorrect because students are not focusing on figuring out how to read an unknown word. Option D is incorrect because students are not focusing on individual sounds but on reading the passage.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	004	D	<p>Option D is correct because a student who has difficulty reading 10 out of 100 words in a text is reading at his or her frustration level. As a result, the student is likely to have difficulty comprehending the text. Options A and B are incorrect because a student who is reading at the instructional level has difficulty with between 2 to 5 out of 100 words in a text. Option C is incorrect because a student who is reading at the frustration level does not need any additional challenges since the text is too difficult for him or her.</p> <p>Back to Question</p>
15	004	B	<p>Option B is correct because recording and analyzing students' miscues is an excellent indicator for identifying reading levels. Teachers can determine a student's reading level by the number of errors a student makes while reading and plan instruction accordingly. Option A is incorrect because recall skills are not necessarily an indicator of reading levels. Option C is incorrect because noting students' thoughts can best be used to assess students' ability to monitor their comprehension. Option D is incorrect because students' facial expressions are not an accurate measure of their reading level.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	004	D	<p>Option D is correct because Ms. Lovett is leading students by modeling the strategy and having them apply their understanding. Option A is incorrect because throughout the lesson Ms. Lovett is demonstrating guided practice, not independent practice. Option B is incorrect because while listening skills are important, the focus is on guided practice of comprehension strategies. Option C is incorrect because the scenario does not include having students relate previous experiences or content to their reading.</p> <p>Back to Question</p>
17	004	A	<p>Option A is correct because comparing and contrasting texts requires students to synthesize information, which leads to an in-depth understanding of the text. Option B is incorrect because students do not read the text aloud, so the activity does not build their knowledge of prosody. Also, prosody is a fluency skill that only indirectly affects comprehension. Option C is incorrect because while students may discuss elements of text structures in their essays, writing the essays will not necessarily help students evaluate a variety of text structures. Option D is incorrect because the essay-writing activity does not incorporate metacognition, which involves thinking about the thinking process to better comprehend.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	009	B	<p>Option B is correct because the graphic organizer requires students to locate important information. Option A is incorrect because the students are not using the graphic organizer to preview the text. Option C is incorrect because students are not asked to make predictions. Option D is incorrect because the graphic organizer is not helping students sequence the events. It focuses only on character traits.</p> <p>Back to Question</p>
19	004	A	<p>Option A is correct because students are learning to make inferences about the characters through the clues in the story. Option B is incorrect because the students are not practicing decoding or saying the words. Option C is incorrect because contextual comprehension is about finding the meaning of words through context clues. Option D is incorrect because students are not practicing to read fluently.</p> <p>Back to Question</p>
20	004	C	<p>Option C is correct because students who are reading or writing independently can refer to the graphic organizer to analyze their understanding of the story or their written work. Option A is incorrect because students who are summarizing a story recall the events but do not necessarily develop their understanding of the text. Option B is incorrect because working with a partner does not develop the student’s own thinking about the text. Option D is incorrect because students are not using metacognition to create another graphic organizer but are merely developing a different format.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	005	A	<p>Option A is correct because summarizing the text would be the teacher’s best first step to promote students’ understanding of the main ideas of the text and help students restate the broad concepts of the text. Option B is incorrect because focusing on the meaning of vocabulary words would not be the first strategy to use to help students understand the broad concepts of the text. Option C is incorrect because reading aloud helps students’ fluency but not their comprehension of the broad concepts of the text. Option D is incorrect because discussing their favorite part of the textbook chapter will not necessarily direct students toward the broad concepts. In fact, if students are gleaning the details, this strategy may reinforce their focus on the specific facts.</p> <p>Back to Question</p>
22	005	B	<p>Option B is correct because the strategy allows students to interact with the text by providing their own interpretations and connections, which tends to increase interest in reading. Options A and D are incorrect because such strategies help students’ comprehension rather than increase student interest in reading. Option C is incorrect because the strategy focuses on writing skills rather than increasing student interest in reading.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	005	D	<p>Option D is correct because reviewing thoughts and feelings about events in a text will help students discover an implicit theme. Options A, B and C are incorrect because while these strategies are effective ways to increase basic comprehension, they will not directly help students discover an implicit theme.</p> <p>Back to Question</p>
24	005	C	<p>Option C is correct because comparing moral lessons of two folktales from different cultures is the most effective approach for developing an understanding of theme as it relates to different cultures. Option A is incorrect because the problem remains the same regardless of the culture. Option B is incorrect because this activity does not directly address the cultural influence on the theme. Option D is incorrect because KWL charts are more appropriate for expository texts, and reading two folktales from the same culture will not allow students to understand how cultural context affects the theme.</p> <p>Back to Question</p>
25	005	D	<p>Option D is correct because understanding that characters represent certain archetypes (i.e., good or evil) helps students identify the conflict and theme of the story. Option A is incorrect because the settings of traditional literature are actually general, since the stories convey a timeless message. Option B is incorrect because the plot of this genre is generally fast-paced and simple. Option C is incorrect because this genre usually includes limited descriptions and details.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	006	B	<p>Option B is correct because the correction involves changing “which” to “who,” which are relative pronouns. Option A is incorrect because both sentences are in the active voice; therefore, this type of correction was not made. Option C is incorrect because although there is a change involving the placement of the word “yesterday,” this word is an adverb, not an adjective. Option D is incorrect because no changes were made to the verb.</p> <p>Back to Question</p>
27	006	B	<p>Option B is correct because the majority of words the student misspelled have irregular spellings. Word sorting will help the student identify common spelling patterns (such as the prefix “ex” and the suffix “tion”) that can be applied in his current and future writing. Option A is incorrect because the student spelled most high-frequency words correctly. Option C is incorrect because a peer editor may not be able to recognize all the errors in the writing piece, nor will the peer editor help the student learn ways to improve spelling. Option D is incorrect because the writing piece shows evidence that the student is using knowledge of phonics to spell the words (e.g., “shun” for “tion” in vacation). The misspelled words have irregular spellings.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	006	C	<p>Option C is correct because a comma splice is using a comma incorrectly between two independent clauses, which Kyle does in his writing. Option A is incorrect because there is no evidence of a problem with subject-verb agreement. Option B is incorrect because Kyle’s sentences are all complete and vary from simple to complex. Option D is incorrect because a misplaced modifier is a word, phrase or clause that is improperly separated from the word it modifies, which does not occur in Kyle’s writing.</p> <p>Back to Question</p>
29	006	B	<p>Option B is correct because in the third sentence, the student uses incorrect subject-verb agreement. The sentence should have “there were” not “there was.” Option A is incorrect because all of the sentences in the sample are complete sentences, so the sample does not indicate that the student needs work in this area. Option C is incorrect because the student uses correct parallel construction in sentence two, “Chloe likes to roller blade and my sister likes to roller skate.” Option D is incorrect because all of the pronouns used, “I,” “my,” and “it,” are clear and easy to understand because they refer to the correct “who” and “what.”</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	007	C	<p>Option C is correct because this question leads the student to focus on the main idea of the paragraph and eliminate the distracting information in the third and fourth sentences. Option A is incorrect because the student’s use of language is adequately engaging and not a major problem in the passage. Option B is incorrect because the tone is adequate for the purpose of the piece. Option D is incorrect because the passage contains no verb tense errors.</p> <p>Back to Question</p>
31	006	A	<p>Option A is correct because the student fails to punctuate the possessives in the first and second-to-last sentences (mama’s and day’s). Option B is incorrect because the passage uses correct subject-verb agreement. Option C is incorrect because the passage uses correct sentence punctuation. Option D is incorrect because the passage uses correct pronoun-antecedent agreement.</p> <p>Back to Question</p>
32	007	B	<p>Option B is correct because the use of the simile in the second sentence provides an example of the effective use of figurative language. Option A is incorrect because the excerpt does not contain a fully developed plot. Option C is incorrect because although the excerpt provides some information about the character, it does not fully develop the character. Option D is incorrect because the excerpt uses first person limited point of view.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
33	007	C	<p>Option C is correct because the transitional phrases listed show a cause and effect relationship. For example, “If she does not come home by her curfew, then her mother will be angry.” Options A and D are incorrect because a writer uses transitional phrases such as “first, second, last, finally” to elaborate with a list of steps or sequence of events. Option B is incorrect because a writer uses transitional phrases such as “For example,” “For instance,” or “This is shown when...” to elaborate using examples.</p> <p>Back to Question</p>
34	007	B	<p>Option B is correct because the box-and-explode strategy helps students elaborate their ideas more clearly. Option A is incorrect because even though word choice will improve the students’ story, they are struggling with how to elaborate their ideas. Option C is incorrect because this activity is focused on revising sentence fluency rather than on elaboration. Option D is incorrect because although a checklist is an assessment tool to help students check if they need more revision, it will not teach the students a strategy for revising their story.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
35	008	D	<p>Option D is correct because the teacher’s discussion helps students learn ways to design their slides to be more effective. Option A is incorrect because students are exploring the features of individual slides, not how to most effectively add graphics to support the text on each slide. Option B is incorrect because the teacher is not showing an actual presentation that would demonstrate that what is said matches what is shown on the slides. Option C is incorrect because the teacher suggests ways that the topic can be presented in depth without using too much text on individual slides. The teacher is not suggesting that the presentations should be a particular length.</p> <p>Back to Question</p>
36	007	C	<p>Option C is correct because the audience is real, and the students are writing in their own voice about a subject of personal importance. Option A is incorrect because the movie is imaginary and the audience and purpose are contrived, so the activity is not an authentic writing task. Option B is incorrect because the character in the story is not a real person, so the activity is not an authentic writing task. Option D is incorrect because front-page newspaper articles do not focus on events in students’ lives, so the activity is not an authentic writing task.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
37	008	D	<p>Option D is correct because students are analyzing how the same event can be described differently in local and national broadcasts. Option A is incorrect because the students are not discussing how the media capitalizes on recent events; they are discussing the differences between the broadcasts. Option B is incorrect because the types of broadcasts discussed do not lend themselves to propaganda because they're not persuasive in nature. Option C is incorrect because the students are viewing two video broadcasts, not comparing different types of media.</p> <p>Back to Question</p>
38	008	B	<p>Option B is correct because if a website has advertisements, students can determine the targeted audience by looking at the types of advertisements. Options A, C and D are incorrect because looking at a website's advertisements would not be helpful in evaluating the thematic links, historical context or figurative language. Students would need to evaluate the information given on the website.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
39	009	B	<p>Option B is correct because the questions are designed to help the student determine whether the source can be trusted to provide reliable information. Option A is incorrect because the worksheet guides the student to evaluate the source of information rather than just collect the information. Option C is incorrect because the worksheet does not ask the student to record information from the source. Option D is incorrect because the worksheet does not guide students on how to find a source that provides complete information about a research topic.</p> <p>Back to Question</p>
40	009	D	<p>Option D is correct because the question asks students to look at how the author supports the main ideas, which can often be determined by looking at the organizational pattern. Options A, B and C are incorrect because having students identify the sentence structures, evaluate the level of formality or find the conventional errors will not help them to focus on the way the author supports the main ideas.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Exceptional Children, Council for Exceptional Children.

Instructor, Scholastic, Inc.

Journal of Adolescent and Adult Literacy, International Reading Association.

Language Arts, National Council of Teachers of English.

Reading Research Quarterly, International Reading Association.

The Elementary School Journal, University of Chicago Press.

The Reading Teacher, International Reading Association.

Voices from the Middle, National Council of Teachers of English.

OTHER RESOURCES

Alvermann, D. E., Moon, J., and Hagood, M. (Eds.) (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, Del.: International Reading Association.

Anderson, Jeff (2007). *Everyday Editing Grades 4–8*. Portland, Maine: Stenhouse Publishers.

Anderson, Jeff, and Spandel, Vicki (2005). *Mechanically Inclined: Building Grammar, Usage and Style into Writer’s Workshop*. Portland, Maine: Stenhouse Publishers.

Atwell, Nancy, and Harwayne, Shelley (2007). *The Reading Zone*. New York, N.Y.: Scholastic Publishers.

Bear, D. R., Invernizzi, M., Templeton, S., and Johnson, F. (2007). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling*. Columbus, Ohio: Pearson Prentice Hall.

Brown, H. D. (2003). *Language Assessment — Principles and Classroom Practices*. Glenview, Ill.: Pearson ESL.

Goudvis, Anne, and Harvey, Stephanie (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, Second Edition. Portland, Maine: Stenhouse Publishers.

Lapp, D., Flood, J., and Farnan, N. (2004). *Content Area Reading and Learning: Instructional Strategies*. Boston, Mass.: Allyn and Bacon.

Moats, L. C. (2000). *Speech to Print: Language Essentials for Teachers*. Baltimore, Md.: Paul H. Brookes Publishing Company.

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- Norton, E. E. (2006). *Through the Eyes of a Child: An Introduction to Children's Literature*, Seventh Edition. Columbus, Ohio: Pearson Prentice Hall.
- Pinnell, G. S., and Fountas, I. C. (2007). *The Continuum of Literacy Learning, Grades K–8: Behaviors and Understandings to Notice, Teach, and Support*. Portsmouth, N.H.: Heinemann.
- Pinnell, G. S., Fountas, I. C., and Giacobbe, M. E. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, N.H.: Heinemann.
- Smith, P. G. (Ed.) (2001). *Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction*. Newark, Del.: International Reading Association.
- Taylor, B. M., Graves, M., and Van Den Broek, P. (Eds.) (2000). *Reading for Meaning: Fostering Comprehension in the Middle Grades*. Newark, Del.: International Reading Association.
- Texas Education Agency. *Texas Essential Knowledge and Skills (TEKS)*.
- Tompkins, G. (2005). *Language Arts Essentials*. Upper Saddle River, N.J.: Pearson Merrill/Prentice Hall.
- Tompkins, G. (2010). *Literacy for the 21st Century: a Balanced Approach*, Fifth Edition. Upper Saddle River, N.J.: Pearson.
- Tyner, Beverly, and Green, Sharon E. (2005). *Small Group Reading Instruction Grades 3–8*. Newark, Del.: International Reading Association.
- Wagner, Richard K., Muse, Andrea E., and Tannenbaum, Kendra R. (2007). *Vocabulary Acquisition Implications for Reading Comprehension*. New York, N.Y.: Guilford Press.
- Wepner, S. B., Valmont, W., and Thurlow, R. (Eds.) (2000). *Linking Literacy and Technology: A Guide for K–8 Classrooms*. Newark, Del.: International Reading Association.

ONLINE RESOURCES

- Education Resources Information Center (ERIC) — www.eric.ed.gov
- GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com
- International Reading Association — www.reading.org
- Kids.gov, U.S. General Services Administration — www.kids.gov
- National Council of Teachers of English — www.ncte.org
- readwritethink — www.readwritethink.org
- Searchlight, The University of Texas at Austin — <http://searchlight.utexas.org>
- Texas Education Agency — www.tea.state.tx.us
- Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc