TEXAS EDUCATION AGENCY
TEXAS EDUCATOR CERTIFICATION

TExES TExMaT TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

English Language Arts and Reading/ Social Studies 4–8 (113)

Copyright © 2012 by Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of Texas Education Agency. Texas Examinations of Educator Standards, TExES and the TExES logo are trademarks of Texas Education Agency.

Table of Contents

About The Test 3

The Domains 4

The Standards 4

Domains and Competencies 7

Domain I — Language Arts, Part I: Oral Language, Early Literacy Development, Word Identification Skills and Reading Fluency 7

Domain II — Language Arts, Part II: Reading Comprehension and Assessment, Reading Applications, Written Language, Viewing and Representing and Study and Inquiry Skills 11

Domain III — Social Studies Content 17

Domain IV — Social Studies Foundations, Skills and Instruction 22

Approaches to Answering Multiple-Choice Questions 25

Question Formats 25

Single Questions 26

Clustered Questions 28

Multiple-Choice Practice Questions 35

Answer Key and Rationales 57

Study Plan Sheet 77

Preparation Resources 78

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

About The Test

Test Name	English Language Arts and Reading/ Social Studies 4–8
Test Code	113
Time	5 hours
Number of Questions	120 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES English Language Arts and Reading/Social Studies 4–8 (113) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 multiple-choice questions are based on the English Language Arts and Reading/Social Studies 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.

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

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	17%	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	33%	English Language Arts and Reading 4–8 IV–VIII
III.	Social Studies Content	36%	Social Studies IV–X
IV.	Social Studies Foundations, Skills and Instruction	14%	Social Studies I–III

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.

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

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.

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
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 VII
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 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.

Social Studies Standard I
The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Social Studies Standard II
The social studies teacher effectively integrates the various social science disciplines.

Social Studies Standard III
The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

Social Studies Standard IV
History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present and the future.

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

Social Studies Standard V
Geography: The social studies teacher applies knowledge of people, places and environments to facilitate students' understanding of geographic relationships in Texas, the United States and the world.

Social Studies Standard VI
Economics: The social studies teacher knows how people organize economic systems to produce, distribute and consume goods and services and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Social Studies Standard VII
Government: The social studies teacher knows how governments and structures of power function, provide order and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Social Studies Standard VIII
Citizenship: The social studies teacher understands citizenship in the United States and other societies and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Social Studies Standard IX
Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

Social Studies Standard X
Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

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

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.

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

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.

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

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.

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

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).

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

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).

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

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.

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

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.

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

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.

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

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.

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

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.

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

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.

Domain III — Social Studies Content

Competency 010 (History): *The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

A. Understands traditional historical points of reference in the history of Texas, the United States and the world.

B. Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world.

C. Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science and technology) on the development of societies.

D. Knows common characteristics of communities, past and present.

E. Applies knowledge of the concept of chronology and its use in understanding history and historical events.

F. Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues.

G. Understands similarities and differences among Native-American groups in Texas, the United States and the Western Hemisphere before European colonization.

H. Understands the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.

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

I. Understands the foundations of representative government in the United States, significant issues of the revolutionary era and challenges confronting the U.S. government in the early years of the republic.

J. Understands westward expansion and analyzes its effects on the political, economic and social development of the United States.

K. Analyzes ways in which political, economic and social factors led to the growth of sectionalism and the Civil War.

L. Knows individuals, issues and events of the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the nation.

M. Demonstrates knowledge of major U.S. reform movements of the nineteenth century (e.g., abolitionist, women's suffrage, temperance).

N. Understands important issues, events and individuals of the twentieth century in Texas, the United States and the world.

O. Understands the contributions of people of various racial, ethnic and religious groups in Texas, the United States and the world.

P. Analyzes ways in which particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

Competency 011 (Geography): *The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

A. Understands and applies the geographic concept of region.

B. Knows the location and the human and physical characteristics of places and regions in Texas, the United States and the world.

C. Analyzes ways in which humans adapt to, use and modify the physical environment.

D. Knows how regional physical characteristics and human modifications to the environment affect people's activities and settlement patterns.

E. Analyzes ways in which location (absolute and relative) affects people, places and environments.

F. Demonstrates knowledge of physical processes (e.g., erosion, deposition and weathering; plate tectonics; sediment transfer; the flows and exchanges of energy and matter in the atmosphere that produce weather and climate) and their effects on environmental patterns.

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

G. Understands the characteristics, distribution and migration of populations in Texas, the United States and the world.

H. Understands the physical environmental characteristics of Texas, the United States and the world, past and present, and how humans have adapted to and modified the environment.

I. Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and policies of societies and regions in Texas, the United States and the world.

J. Analyzes interactions between people and the physical environment and the effects of these interactions on the development of places and regions.

Competency 012 (Economics): *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

A. Understands that basic human needs are met in many ways.

B. Understands and applies knowledge of basic economic concepts (e.g., goods and services, free enterprise, interdependence, needs and wants, scarcity, economic system, factors of production).

C. Demonstrates knowledge of the ways in which people organize economic systems and similarities and differences among various economic systems around the world.

D. Understands the value and importance of work and purposes for spending and saving money.

E. Demonstrates knowledge of patterns of work and economic activities in Texas, the United States and the world, past and present.

F. Understands the characteristics, benefits and development of the free-enterprise system in Texas and the United States.

G. Analyzes the roles of producers and consumers in the production of goods and services.

H. Demonstrates knowledge of how businesses operate in the U.S. free-enterprise system.

I. Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.

J. Demonstrates knowledge of categories of economic activities and methods used to measure a society's economic level.

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

K. Uses economic indicators to describe and measure levels of economic activity.

L. Understands major events and trends in economic history (e.g., factors leading societies to change from agrarian to urban, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in world areas, factors leading to the emergence of different patterns of economic activity in regions of the United States).

M. Analyzes the interdependence of the Texas economy with the United States and the world.

N. Applies knowledge of significant economic events and issues and their effects in Texas, the United States and the world.

Competency 013 (Government and Citizenship): *The teacher understands and applies knowledge of government, democracy and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

A. Understands the purpose of rules and laws; the relationship between rules, rights and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.

B. Knows the basic structure and functions of the U.S. government, the Texas government and local governments (including the roles of public officials) and relationships among national, state and local governments.

C. Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.

D. Knows how people organized governments in colonial America and during the early development of Texas.

E. Understands the political process in the United States and Texas and how the U.S. political system works.

F. Demonstrates knowledge of types of government (e.g., constitutional, totalitarian) and their effectiveness in meeting citizens' needs.

G. Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.

H. Understands the impact of landmark Supreme Court cases.

I. Understands components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.

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

J. Demonstrates knowledge of important customs, symbols and celebrations that represent American beliefs and principles and contribute to national unity.

K. Analyzes the relationship among individual rights, responsibilities and freedoms in democratic societies.

L. Applies knowledge of the rights and responsibilities of citizens in Texas and the United States, past and present.

M. Understands how the nature, rights and responsibilities of citizenship vary among societies.

Competency 014 (Culture; Science, Technology and Society): *The teacher understands and applies knowledge of cultural development, adaptation and diversity and understands and applies knowledge of interactions among science, technology and society, as defined by the Texas Essential Knowledge and Skills (TEKS).*

The beginning teacher:

A. Understands basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.

B. Analyzes similarities and differences in the ways various peoples at different times in history have lived and met basic human needs.

C. Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves.

D. Demonstrates knowledge of institutions that exist in all societies and how characteristics of these institutions may vary among societies.

E. Understands how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to create and represent culture in communities in Texas, the United States and the world.

F. Understands the contributions of people of various racial, ethnic and religious groups in Texas, the United States and the world.

G. Demonstrates knowledge of relationships among world cultures and relationships between and among people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world.

H. Analyzes relationships among religion, philosophy and culture, and the impact of religion on ways of life in the United States and world areas.

I. Understands the concept of diversity within unity.

J. Analyzes the effects of race, gender and socioeconomic class on ways of life in the United States and throughout the world.

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

K. Understands the various roles of men, women, children and families in cultures past and present.

L. Understands how the self develops and the dynamic relationship between self and social context.

M. Applies knowledge of the effects of scientific discoveries and technological innovations on political, economic, social and environmental developments and on everyday life in Texas, the United States and the world.

N. Analyzes how science and technology relate to political, economic, social and cultural issues and events.

O. Demonstrates knowledge of the origins, diffusion and effects of major scientific, mathematical and technological discoveries throughout history.

P. Knows how developments in science and technology have affected the physical environment; the growth of economies and societies; and definitions of, access to and use of physical and human resources.

Q. Knows how changes in science and technology affect moral and ethical issues.

Domain IV — Social Studies Foundations, Skills and Instruction

Competency 015 (Social Studies Foundations and Skills): *The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.*

The beginning teacher:

A. Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.

B. Understands how social science disciplines relate to each other.

C. Understands practical applications of social studies education.

D. Relates philosophical assumptions and ideas to issues and trends in the social sciences.

E. Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts) and uses information from a variety of sources to acquire social science information and answer social science questions.

F. Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.

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

G. Understands social science research and knows how social scientists locate, gather, organize, analyze and report information using standard research methodologies.

H. Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view and frame of reference.

I. Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.

J. Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).

K. Communicates and interprets social science information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).

L. Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions and evaluate the effectiveness of solutions.

M. Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences and take action to implement decisions.

N. Knows how to create maps and other graphics to present geographic, political, historical, economic and cultural features, distributions and relationships.

O. Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.

P. Knows how to apply skills for resolving conflict, including persuasion, compromise, debate and negotiation.

Q. Understands and uses social studies terminology correctly.

Competency 016 (Social Studies Instruction and Assessment): *The teacher plans and implements effective instruction and assessment in social studies.*

The beginning teacher:

A. Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).

B. Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.

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

C. Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.

D. Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.

E. Selects and uses effective instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.

F. Knows how to promote students' use of social science skills, vocabulary and research tools, including technological tools.

G. Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues and the community.

H. Knows how to provide instruction that relates skills, concepts and ideas in different social science disciplines.

I. Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.

J. Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.

K. Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners.

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

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/Social Studies 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/Social Studies 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/Social Studies 4–8 test is designed to include a total of 120 multiple-choice questions, out of which 100 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.

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

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/Social Studies 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.

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

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.**

The following question is also an example of the single-question format. It tests knowledge of English Language Arts and Reading/Social Studies 4–8 Competency 010: *The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).*

2. Enlightenment thinkers most influenced subsequent developments in European history by

   A. restoring traditional ideals that emphasized the benefits of a hierarchical ordering of society.
   B. championing reforms that extended political rights to people from all social classes.
   C. applying reason and the scientific method to the study of all aspects of social and political life.
   D. seeking to restore the religious unity that had been disrupted by the Protestant Reformation.

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.

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

As you read this question, think about ways in which the people and events of an important historical era influenced later developments in Europe. The main contributions of Enlightenment thinkers stemmed from their application of reason and the scientific method to the study and improvement of human society. Although Enlightenment philosophers were not social revolutionaries, their ideas did more to subvert than reinforce traditional social structures (option A). At the same time, most of these philosophers believed that the common people were incapable of self-government; thus, they had little desire to expand popular participation in politics (option B). The Enlightenment philosophers did, however, champion religious toleration, a stance that implicitly accepted the persistence of religious divisions arising from the Protestant Reformation (option D).

Now look at the response options. **The correct response is option C.**

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.

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

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

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?*

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.*

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

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/Social Studies 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.

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.

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

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/Social Studies 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.

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

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

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**.

Example 2

First read the stimulus (a description of recent developments in the world economy).

Use the passage below to answer the questions that follow.

Large U.S.-based multinational corporations have operations in many countries. For example, Gillette manufactures in 57 locations in 28 countries and markets in over 200 countries. Likewise, foreign companies — Honda and Toyota, for example — build factories in the United States. Partnerships between multinational companies are on the rise as companies look for new ways to compete in the global marketplace. For example, Hitachi, Ltd., and Texas Instruments have several joint ventures for research and development. Financial markets, small businesses and service companies are also moving into international markets at an increasing rate.

[*Source:* Lawrence J. Gitman and Carl McDaniel, The World of Business (Cincinnati: South-Western College Publishing, 1995), pp. 8–9.]

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

Now you are prepared to address the first of the two questions associated with this stimulus. English Language Arts and Reading 4–8/Social Studies Competency 012: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

1. During the 1990s, developments such as those described in the passage were a major force behind U.S. efforts to

   A. enforce antitrust legislation.
   B. reduce the federal budget deficit.
   C. eliminate trade barriers.
   D. control the effects of inflation.

Suggested Approach

Consider carefully the developments described in the passage, paying particular attention to their implications for the U.S. economy. The increasing number of U.S. companies that construct overseas plants, establish joint ventures with foreign firms and sell their products in international markets tend to pay close attention to any developments that might impede the free flow of capital and goods across international borders. Changes in U.S. trade policy are of particular concern, because laws restricting the importation of foreign goods may affect products made in U.S.-owned overseas plants, in addition to prompting retaliatory legislation by other countries. While efforts to enforce antitrust legislation, reduce federal budget deficits and control inflation (options A, B and D respectively) may have some influence on the overseas activities of multinational firms, the impact of such initiatives cannot be expected to be as direct or as significant as changes that would eliminate trade barriers. These considerations should lead you to select **option C as the best response**.

Now you are ready to answer the next question. The second question also measures English Language Arts and Reading/Social Studies 4–8 Competency 012: *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services, as defined by the Texas Essential Knowledge and Skills (TEKS).*

2. The capacity of U.S. businesses to engage in activities such as those described in the passage has been most influenced by which of the following?

   A. Advances in communications technology
   B. Increased worker productivity
   C. Improvements in business accounting procedures
   D. Reduced taxation of corporate income

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

Suggested Approach

The second question requires you to analyze factors that have influenced the development of contemporary patterns of international economic activity. Companies engaged in the types of business operations described in the passage require vast amounts of information and must be able to communicate quickly with subsidiaries all over the globe. Without the Internet, fax machines, teleconferencing equipment and other advances in communications technology, they would find it very difficult to meet these needs. Although these companies benefit from increased productivity, improved accounting procedures and lower taxes (options B, C and D respectively), the management of their overseas operations is not nearly as dependent on such factors as it is on the availability of advanced communications technology. Since the question asks you to identify the option that "most influenced" the capacity of U.S. businesses to function in international markets, **option A is 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.

COMPETENCY 001

1. 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

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

COMPETENCY 001

2. Which of the following words has five phonemes?

   A. Apple
   B. Stand
   C. Break
   D. Crash

Answer and Rationale

COMPETENCY 002

3. 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 002

4. 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 003

5. A teacher provides students with a list of prefixes and 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

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

COMPETENCY 003

6. 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

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.

The following dialogue takes place in a middle school classroom during a class discussion about a novel. Several English-language learners are in the class.

Teacher: *So, let's discuss the last paragraph of the chapter.* [The teacher posts an excerpt on the overhead and reads it aloud to students.] *"The wind suddenly shifted from the north and wrapped me tightly in its cold embrace, its icy hand made my skin tingle. As I watched the car pull away, I just stood there. Shivering. No emotion, no tears, just shivering."*

Teacher: *What do you think the narrator wants the reader to know in this paragraph?*

Student: *It's really cold, and he doesn't like it.*

Teacher: *OK, that's a good start, but I'd like you to think a little bit critically for a few minutes, using what we discussed about setting and tone yesterday. Let's take five minutes for a think-pair-share activity. Find a partner, or create a group of three, and I want you to make a statement about how the passage communicates the tone. Each group should complete the sentences that I have written on the board.* [The teacher points to the sentences that are written on the board while reading them aloud: *"The tone of the passage is_____. We said this because_____."*] *You can choose a tone word from our tone word list, and then make sure to include a word, phrase or sentence of text that supports your statement in the second sentence. Any questions?*

COMPETENCY 004

7. Which of the following skills does the teacher primarily promote through the use of the think-pair-share strategy?

   A. Decoding unfamiliar text
   B. Comprehending difficult text
   C. Building fluency with repeated readings
   D. Developing vocabulary through interactions

Answer and Rationale

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

COMPETENCY 004

8. The activity most effectively promotes the oral language development of English-language learners by

   A. adapting texts and allowing the use of native language.
   B. making the language more accessible and comprehensible.
   C. modeling pronunciation and conversational language.
   D. using familiar and concrete topics for content discussion.

Answer and Rationale

COMPETENCY 005

9. Which of the following is the most appropriate group response to fill in the sentences the teacher wrote on the board?

   A. The tone is solemn. We said this because "No emotion, no tears, just shivering" shows a somber reflection on the present event.
   B. The tone is nostalgic. We said this because "As I watched the car pull away, I just stood there" shows a contemplative thought about a past event.
   C. The tone is terrifying. We said this because "The wind suddenly shifted from the north" shows fear of an upcoming winter storm.
   D. The tone is morose. We said this because "Its icy hand made my skin tingle" shows the results of past physical pain.

Answer and Rationale

COMPETENCY 005

10. To best help students with comprehension of the excerpt, the teacher should review which of the following literary devices?

   A. Alliteration
   B. Foreshadowing
   C. Irony
   D. Personification

Answer and Rationale

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

COMPETENCY 005

11. 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

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 lukshurious 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

12. 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

13. 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.

COMPETENCY 007

14. 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 effect pattern.
    D. sequence of events.

Answer and Rationale

COMPETENCY 007

15. 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 007

16. 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.

Use the information below to answer the questions that follow.

Ms. Zaragoza prepares to teach a unit on a novel set during the Great Depression. Before students begin reading the novel, she shows the students photographs of a variety of people taken by photojournalists during the time period.

COMPETENCY 008

17. Ms. Zaragoza primarily demonstrates an understanding of the importance of increasing comprehension through which of the following strategies?

    A. Previewing important features of the novel
    B. Connecting personal experience to the themes of the novel
    C. Analyzing common art styles from the time period of the novel
    D. Building background about the context of the novel

Answer and Rationale

COMPETENCY 009

18. On which of the following elements of the photographs should Ms. Zaragoza have the students focus to develop a better understanding of the historical setting depicted in the photographs?

    A. The use of lighting
    B. The use of camera angling
    C. The people's expressions
    D. The people's clothing

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 009

19. 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

20. 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.

COMPETENCY 010

21. Which of the following was the most significant cause of conflicts between Native American groups and White settlers in Texas in the mid-1800s?

    A. Disputes over land use
    B. Disagreements over water rights
    C. Tensions concerning use of oil revenues
    D. Religious controversies

Answer and Rationale

COMPETENCY 010

22. The Great Depression of the 1930s and the economic recession that began in 2008 were similar in that both were triggered by

    A. a major decline in the value of real estate in the United States.
    B. a decrease in the contribution of the manufacturing sector to the overall United States Gross Domestic Product (GDP).
    C. a rapid decrease in the prices of agricultural commodities produced in the United States.
    D. a collapse in United States financial markets after a period of excessive borrowing.

Answer and Rationale

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

COMPETENCY 010

23. Supporters of the passage of the Constitution in the 1780s had several important goals they hoped to achieve. From today's perspective, they were most successful at achieving which of the following?

    A. Avoidance of political parties and partisan politics
    B. Establishment of a system of checks and balances within the federal government
    C. Freedom from involvement in foreign conflicts
    D. Peaceful compromise between northern and southern states over the issue of slavery

Answer and Rationale

COMPETENCY 010

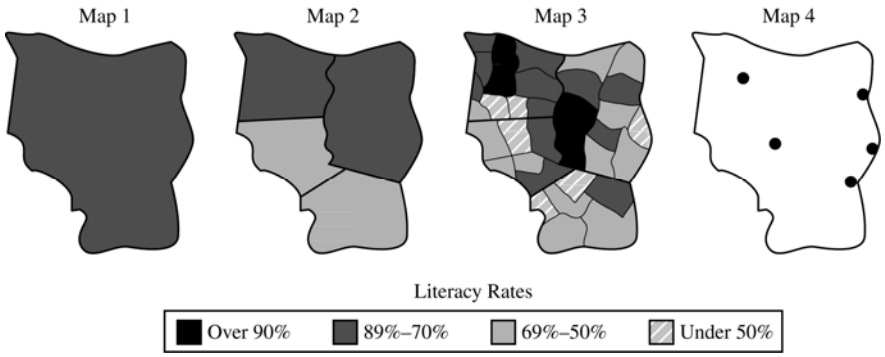
24. Which of the following economic developments in Texas can be most directly attributed to the Columbian Exchange?

    A. The spread of cattle ranching
    B. The diffusion of maize cultivation
    C. The establishment of the petroleum industry
    D. The spread of cotton cultivation

Answer and Rationale

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

Use the maps and the scenario description below to answer the question that follows.



COMPETENCY 011

25. The education ministry of a developing country is deciding where to allocate resources for a new initiative to increase the country's literacy rate. The four maps shown depict patterns of literacy rates at various scales. Map 1 shows the overall rate for the entire country, Map 2 shows it by province, Map 3 shows it by district and Map 4 shows the literacy rates for the country's five largest cities. Which map would probably be most useful for determining where to allocate resources?

    A. Map 1
    B. Map 2
    C. Map 3
    D. Map 4

Answer and Rationale

COMPETENCY 011

26. In describing places, geographers distinguish between the site and the situation of a place. Which of the following describes the situation of the city of Houston, as opposed to the site?

    A. Houston is located on Galveston Bay
    B. Houston is located near several large oil fields
    C. Houston is located in a place with a humid subtropical climate
    D. Houston is located at 29 degrees north latitude, 95 degrees west longitude

Answer and Rationale

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

COMPETENCY 011

27. Which of the following scenarios best exemplifies the concept of chain migration?

    A. Members of a religious minority migrate from their native country to escape persecution by the government
    B. A group of people from the same village migrate to a city in another country and are later joined by relatives and neighbors from the same village
    C. Some members of a group of migrants, while traveling toward their intended destination, decide to settle in an intervening location because it has better job prospects
    D. After a severe drought, a group of peasant farmers abandon their farms and move to a nearby city in search of employment

Answer and Rationale

COMPETENCY 012

28. Which of the following best illustrates the concept of opportunity cost as defined by economists?

    A. A country is able to produce more advanced computers than another country can because its labor force is more skilled
    B. A student is unable to attend a birthday party because she is playing in a soccer match at the same time
    C. A car manufacturer is able to charge more for a new car model because it gets better gas mileage
    D. A hotel is forced to raise its room prices during the winter because heating costs are high

Answer and Rationale

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

COMPETENCY 012

29. In the 1990s, the North American Free Trade Agreement (NAFTA) lowered tariffs and other trade barriers between the United States and Mexico. As a result, many United States corporations established maquiladoras, manufacturing centers in Mexico near the United States-Mexico border. Parts and materials are shipped to maquiladoras and assembled into products which are then exported to the United States and other countries. The main incentive for companies to set up these manufacturing centers is

    A. stricter environmental regulations in Mexico.
    B. lower labor costs in Mexico.
    C. lower energy costs in Mexico.
    D. increasing demand for consumer goods in Mexico.

Answer and Rationale

COMPETENCY 012

Use the scenario below to answer the question that follows.

In the market for a certain type of industrial glue, there are two main products: Maxi-Hold and Stik-All. Currently, Maxi-Hold sells for $15 per unit and Stik-All sells for $13 per unit. However, increases in the price of the chemicals used to make Stik-All will force the company that produces it to raise the price to $16 per unit. The company that produces Maxi-Hold does not plan to raise its price. Maxi-Hold and Stik-All are substitutes for each other.

30. Given the scenario described above, which of the following indicates what will happen to the quantity demanded of Maxi-Hold and Stik-All?

	Quantity of Maxi-Hold Demanded	**Quantity of Stik-All Demanded**
A.	Increase	Increase
B.	Decrease	Decrease
C.	Increase	Decrease
D.	Decrease	Increase

Answer and Rationale

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

COMPETENCY 013

31. As part of the Supreme Court case of *Brown* v. *Board of Education of Topeka*, the plaintiffs arguing for the legal abolition of racial segregation in schools pursued the innovative strategy of introducing evidence concerning

    A. the widespread disapproval of school segregation in many areas of the United States.
    B. the low cost of integrating public schools.
    C. the absence of racial segregation in the school systems of many other countries.
    D. the psychological and social damage suffered by children in segregated schools.

Answer and Rationale

COMPETENCY 013

32. In the United States, responsibility for monitoring elections and regulating voter registration and eligibility is primarily held by the

    A. federal government.
    B. state governments.
    C. county governments.
    D. municipal governments.

Answer and Rationale

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

Use the passage below from the *Federalist Papers* to answer the question that follows.

"It is equally evident, that the members of each department should be as little dependent as possible on those of the others, for the emoluments annexed to their offices [i.e. their pay and benefits]... But the great security against a gradual concentration of the several [separate] powers in the same department consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others..."

The Federalist paper #51, 1788

COMPETENCY 013

33. Which of the following principles of government is the primary topic of the passage above?

    A. Checks and balances
    B. Judicial review
    C. Individual rights
    D. Popular sovereignty

Answer and Rationale

COMPETENCY 014

34. Which of the following was a major change in human lifestyles that occurred as a direct result of the domestication of plants and animals during the Neolithic Revolution?

    A. Living in fixed settlements became much more common
    B. Wealth began to be more equally distributed and social stratification generally decreased
    C. Conflict between different societies became much less frequent
    D. Communal ownership of property became more prevalent

Answer and Rationale

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

COMPETENCY 016

35. In general, portfolio assessments have which of the following advantages as compared to standardized end-of-course assessments?

    A. Portfolio assessments can be scored more quickly
    B. Students' scores on portfolio assessments are easier to compare from year to year
    C. Portfolio assessments can be used to measure student progress within a course
    D. Portfolio assessments produce statistically more reliable scores

Answer and Rationale

COMPETENCY 015

36. It would be most appropriate for an eighth-grade United States History teacher to introduce the term Anti-Federalists during a lesson on the

    A. First Continental Congress.
    B. Declaration of Independence.
    C. United States Constitution.
    D. Emancipation Proclamation.

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.

Students in a sixth-grade social studies class read the following excerpt from their social studies textbook about agricultural crops of the world.

In the wet farmlands of China, rice is the primary crop. While in the United States Midwest, rice does not grow well, but wheat flourishes.

COMPETENCY 015

37. Which of the following is the most appropriate inference for students to make after reading the excerpt?

    A. Geography plays an important role in determining crop production
    B. Economic demand for a crop depends on the population of the area
    C. Scarcity of rice is an important economic issue in the United States Midwest
    D. Farmers in the United States Midwest modify the environment to increase the production of wheat

Answer and Rationale

COMPETENCY 015

38. A teacher has given students an assignment to research how the Texan volunteers at the Alamo reacted to the Mexican commander Santa Anna's siege. Which of the following is a primary source that will best help students answer the question?

    A. A diary belonging to General Santa Anna
    B. A presentation of artifacts from the Alamo given by a Texas historian
    C. A letter written by Colonel William B. Travis during the battle
    D. An encyclopedia article about Susannah Dickinson, a survivor of the Alamo

Answer and Rationale

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

COMPETENCY 016

39. A sixth-grade social studies teacher has just completed a lesson on the differences between limited and unlimited governments. Which of the following would most effectively assess a student's ability to apply the new concepts just learned?

    A. A vocabulary quiz defining the terms "limited" and "unlimited"
    B. An exit card identifying five countries that have a limited government
    C. A survey soliciting student opinion about the limits on United States government
    D. A journal entry describing what it would be like to live under an unlimited government

Answer and Rationale

COMPETENCY 016

40. According to the Texas Essential Knowledge and Skills (TEKS) for social studies, seventh-grade social studies students are expected to be able to evaluate the validity of a source based on language, corroboration with other sources and information about the author.

    Which of the following fifth-grade standards is a prerequisite that specifically relates to developing this new skill in seventh grade?

    A. Utilizing social studies terminology regularly and appropriately
    B. Identifying different points of view relating to historical events
    C. Expressing individual ideas about social studies topics orally
    D. Creating written and visual materials based on historical data

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	001	C	**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. Back to Question
2	001	B	**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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
3	002	D	**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. Back to Question
4	002	C	**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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
5	003	B	**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. Back to Question
6	003	D	**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. Back to Question
7	004	B	**Option B is correct** because the think-pair-share strategy helps students gain further comprehension by building upon each other's ideas. The students think about the text, pair with another student and share their thinking about the text. **Options A, C and D are incorrect** because the think-pair-share strategy does not focus on helping students with decoding, fluency, or developing vocabulary directly. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
8	004	B	**Option B is correct** because the provision of sentence stems and word banks help to make language more accessible for English-language learners. **Option A is incorrect** because adapted text is not used and students are not working in their native language. **Option C is incorrect** because there is not any specific modeling of pronunciation occurring in this activity. **Option D is incorrect** because the concept of tone is an abstract idea that might be difficult for English-language learners. Back to Question
9	005	A	**Option A is correct** because the words convey a lack of emotion, emphasizing solemnity and the starkness of the moment. **Option B is incorrect** because nostalgia would use words that conveyed more of a positive feeling. **Option C is incorrect** because the text does not indicate fear; rather sadness is present. **Option D is incorrect** because the physical pain described in the passage is more figurative, which seems to be missed in this description. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
10	005	D	**Option D is correct** because personification is endowing inanimate objects with human characteristics. The wind is described in the excerpt as having human characteristics. **Option A is incorrect** because alliteration is a poetic or literary effect achieved by using several words that begin with the same or similar consonants, as in "Whither wilt thou wander, wayfarer?". **Option B is incorrect** because foreshadowing is a suggestion of what is going to happen. **Option C is incorrect** because irony is a contrast or discrepancy between one thing and another. Back to Question
11	005	A	**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** 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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
12	006	B	**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. Back to Question
13	006	C	**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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
14	007	C	**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. Back to Question
15	007	B	**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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
16	007	C	**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. Back to Question
17	008	D	**Option D is correct** because showing the students' pictures taken during the Great Depression is a strategy designed to interest students in the historical setting and context of the novel. **Option A is incorrect** because the photos are not features of the novel and nothing is mentioned about the features in the stimulus. **Option B is incorrect** because the scenes in the photographs will not likely be part of students' personal experience. **Option C is incorrect** because although the photographs are examples of the art of the time, the main purpose of the activity is not to provide an art history lesson but to establish the historical context. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
18	009	D	**Option D is correct** because the clothing and styles that were worn by the people in the photographs provide insight into the time period. **Options A and B are incorrect** because the lighting and camera angling are artistic elements that are not a part of the setting or historical time period presented. **Option C is incorrect** because while the expressions help establish the tone and mood of the photographs, they do not provide information about the setting. Back to Question
19	009	B	**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. Back to Question
20	009	D	**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. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
21	010	A	**Option A is correct.** Native American groups and White settlers in mid-nineteenth-century Texas clashed most frequently over land. Most Native American groups, such as the Comanche, Kiowa and Apache, were nomadic or semi-nomadic while many White settlers were farmers or ranchers. Conflicting patterns of land use and differing ideas about ownership of land led to frequent conflicts. **Option B is incorrect** because water rights were not a significant factor in most conflicts. **Option C is incorrect** because while there were religious differences between Native Americans and White settlers, these were not usually the main cause of conflict. **Option D is incorrect** because oil drilling did not begin in Texas until significantly later, and oil revenues were not a cause of friction between Native Americans and White settlers in the mid-nineteenth century. Back to Question
22	010	D	**Option D is correct.** During the 1920s many Americans borrowed heavily to purchase stocks and engaged in risky speculative investments. When stock prices rapidly declined in October 1929, investor panic lead to a collapse of the stock market. Similarly, in the 2000s Americans borrowed heavily to purchase homes and lenders engaged in risky speculative trading in mortgages, and when large numbers of people began to default on home loans, financial markets also collapsed. **Option A is incorrect** because a decline in real estate values was an effect but not a major cause of the Great Depression of the1930s. **Option B is incorrect** because manufacturing as a percentage of GDP was not declining in the 1920s. **Option C is incorrect** because the prices of agricultural products did not rapidly decline before the financial collapse of the late 2000s. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
23	010	B	**Option B is correct** because many of the checks and balances established by the Constitution continue to function within the federal government today. **Option A is incorrect** because despite the concerns of many supporters of the Constitution, parties and partisan politics quickly became a feature of the United States political system. **Option C is incorrect** because the United States became involved in foreign conflicts soon after ratification of the Constitution. **Option D is incorrect** because controversy over slavery eventually led to the outbreak of the Civil War. Back to Question
24	010	A	**Option A is correct.** The Columbian Exchange is a term used to describe the deliberate and accidental transfer of plant, animal and disease species between the Eastern and Western Hemispheres that began as a result of European exploration and colonization of the Americas. The Columbian Exchange had a profound effect on the populations and economic development of virtually the entire world. **Option A is correct** because cattle, which were not indigenous to the Americas, were introduced into Texas by Spanish colonists as part of the Columbian Exchange. **Option B is incorrect** because maize (corn) was indigenous to the Americas and was brought to the Texas region by Native Americans in the pre-Columbian period. **Option C is incorrect** because the development of the petroleum industry in Texas occurred long after the Columbian Exchange was already accomplished, and it was not a direct effect of the exchange. **Option D is incorrect** because although widespread cotton cultivation was initiated in Texas by Europeans and Africans, the varieties of cotton they raised were mostly indigenous to the Americas; thus this is not an instance of the Columbian Exchange. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
25	011	C	**Option C is correct** because, of the four maps shown, it provides the most detail about the spatial distribution of literacy in the country, which is an important factor in deciding where to allocate resources such as money and personnel. **Option A is incorrect** because Map 1 shows no detail about the spatial distribution of literacy within the country. **Option B is incorrect** because Map 2 shows some detail, but less than Map 3. **Option D is incorrect** because Map 4 shows some detail, but only for a subset of the entire country. Back to Question
26	011	B	**Option B is correct.** In geographic terms, site refers to the characteristics of the place itself, such as landforms, climate, etc. Situation refers to the location of a place relative to its surroundings. Option B describes the location of Houston relative to a resource that is important to the city's economy; thus it is an aspect of Houston's situation. **Option A is incorrect** because a description of Houston's location in relation to landforms such as Galveston Bay is an aspect of the site of the city, not its situation. **Option C is incorrect** because the climate of a place is also an aspect of Houston's site, not its situation. **Option D is incorrect** because, in geographic terms, latitude and longitude describe Houston's absolute location, not its situation. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
27	011	B	**Option B is correct.** Chain migration refers to the situation when an individual or a group move to a new location and then are joined by others from the same original location. **Option A is incorrect** because the situation described better exemplifies the concept of push factors in migration. **Option C is incorrect** because the situation described better exemplifies the concept of intervening opportunities. **Option D is incorrect** because the situation described better exemplifies the concepts of push and pull factors in migration. Back to Question
28	012	B	**Option B is correct** because in economics, the term opportunity cost refers to something valued by an individual that must be given up in order to undertake something else. In option B, the student gives up the chance to attend a birthday party because she is playing in a soccer match. Giving up the chance to go to the party is the opportunity cost of playing in the match. **Option A is incorrect** because the situation described is an example of comparative advantage. **Option C is incorrect** because the situation described is an example of the ability of producers to charge higher prices for upgraded features. **Option D is incorrect** because the situation described is an example of a cost of providing a service being passed on to the consumer. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
29	012	B	**Option B is correct** because labor costs in Mexico were significantly lower than in the United States. Thus, when NAFTA removed trade barriers, United States companies found it worthwhile to ship parts and materials to Mexico to have goods assembled there and then exported to the United States and other countries because the lower labor costs more than outweighed the additional transport costs. **Option A is incorrect** because environmental regulation is not stricter in Mexico, and besides, manufacturers typically do not seek to relocate to new areas with stricter environmental regulations. **Option C is incorrect** because energy costs were not significantly lower in Mexico. **Option D is incorrect** because, although Mexico's demand for consumer goods was increasing at the time, the trend was not a major factor in the establishment of maquiladoras, which primarily produced goods for export. Back to Question
30	012	C	**Option C is correct** because all other things being equal, an increase in the price for a good will normally lead to a decrease in the quantity demanded of that good and to an increase in the quantity demanded of any good that is a substitute for the first good. In this scenario, Maxi-Hold and Stik-All are substitutes for each other, and they are the main products in the market, so an increase in the price of Stik-All, while the price of Maxi-Hold remains the same, will lead to less Stik-All and more Maxi-Hold being demanded. **Options A, B and D are incorrect** because none of them describes a likely change in the demand for the two products. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
31	013	D	**Option D is correct** because the legal team arguing that school segregation laws should be struck down presented extensive evidence from psychologists, sociologists and other experts about the negative effects of school segregation on African-American children. Such testimony was an important part of their argument that racially segregated schools were inherently unequal. **Option A is incorrect** because evidence regarding public disapproval of school segregation was not an important part of the plaintiffs' case. **Option B is incorrect** because the plaintiffs did not advance arguments concerning the likely cost of desegregation. **Option C is incorrect** because the plaintiffs did not offer arguments based on the school systems in other countries. Back to Question
32	013	B	**Option B is correct** because the governments of the fifty states are primarily responsible for regulating elections and voter registration. **Options A, C and D are incorrect** because county, municipal and the federal government do not have primary responsibility for these tasks. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
33	013	A	**Option A is correct.** The author of this installment of the *Federalist* papers (either Alexander Hamilton or James Madison) tried to address one of the primary concerns of opponents of the proposed new constitution: that the new government would become too powerful. In this passage, he is describing a mechanism to limit the overall power of the government by creating a system of competing departments that would each restrain the others, which is known as the system of checks and balances. **Option B is incorrect** because although judicial review is an example of checks and balances, the passage is describing the principle in general terms, and the Supreme Court's power of judicial review did not become established until some years after the ratification of the Constitution. **Option C is incorrect** because individual rights are not discussed in this passage. **Option D is incorrect** because popular sovereignty is not discussed in this passage. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
34	014	A	**Option A is correct.** Before the domestication of plants and animals, humans depended on hunting and gathering, and most lived in small nomadic groups, except in a few areas where there was sufficient concentration of game, fish or edible plants to support a fixed population. The development of agriculture made fixed settlements possible and in fact necessary for most societies. **Option B is incorrect** because the development of agriculture generally led to increasingly unequal distribution of wealth and greater social stratification. **Option C is incorrect** because there is no clear evidence that conflict between different societies became less frequent as a result of the domestication of plants and animals. **Option D is incorrect** because in many societies, the transition to agriculture probably led to the development of the notion of family or individual ownership of land and other property, as opposed to communal ownership. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
35	016	C	**Option C is correct** because portfolio assessments, in which student performance is assessed on the basis of a body of work, can be used to gauge an individual student's progress. If the students turn in parts of the portfolio throughout the course, the quality of their work earlier in the course can be compared to the quality of their work later. Standardized end-of-course assessments, by contrast, do not allow for this kind of evaluation. **Option A is incorrect** because the scoring of portfolio assessments is generally more complex and time-consuming than is the case with standardized end-of-course assessments. **Option B is incorrect** because scores on portfolio assessments are generally more difficult to compare from year to year than is the case with scores from standardized end-of-course assessments. **Option D is incorrect** because portfolio assessments often yield scores that are statistically less reliable than the scores obtained from standardized end-of-course assessments. Back to Question
36	015	C	**Option C is correct** because the term Anti-Federalists is used to describe political figures in early United States history who opposed the creation of a stronger federal government in the years before the ratification of the Constitution. **Option A is incorrect** because the First Continental Congress met before the Revolution and was focused on protesting the actions of the British government. **Option B is incorrect** because the nature and powers of the United States government were not a major subject of controversy when the Declaration of Independence was debated. **Option D is incorrect** because the Emancipation Proclamation occurred long after the Anti-Federalist movement had disappeared. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
37	015	A	**Option A is correct** because the passage describes a particular instance of this general geographic principle. **Option B is incorrect** because the passage does not deal directly with supply and demand. **Option C is incorrect** because there is nothing in the passage that suggests scarcity of rice would be an important economic issue in the United States Midwest. **Option D is incorrect** because there is nothing in the passage that deals with modification of the environment for the purpose of improving agricultural productivity. Back to Question
38	015	C	**Option C is correct** because a letter from Colonel Travis, the Texan commander of the volunteers at the Alamo, is a primary source and, because it was written during the battle, it would probably provide useful information about the garrison's reaction to the siege. **Option A is incorrect** because, although Santa Anna's diary is a primary source, the Mexican general probably did not have direct knowledge of the Texans' reactions to his army's attack. **Option B is incorrect** because artifacts are usually not directly useful for revealing people's states of mind. **Option D is incorrect**, because, although it deals with someone who had direct knowledge of the volunteers' state of mind, an encyclopedia article is not a primary source, and an entry about Dickinson would probably not provide much information about the reactions of the Texan volunteer soldiers during the siege. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
39	016	D	**Option D is correct** because writing a journal entry is a form of assessment that would be more likely to provide evidence of students' ability to apply the concepts they have just learned. A valid response would necessitate an implicit or explicit comparison between the student's own experience living under a limited government in the United States and the experience of living under an unlimited government. **Option A is incorrect** because it describes a less useful form of assessment; knowledge of the vocabulary does not necessarily equate to ability to apply the concept. **Option B is incorrect** because it focuses on only one of the two types of governments discussed in the lesson. **Option C is incorrect** because it also focuses on only one of the two types of government. Back to Question
40	016	B	**Option B is correct** because the ability to identify different points of view is necessary before a student can assess the validity of a source. **Option A is incorrect** because utilizing social studies vocabulary is a more general skill that does not relate to the skill of assessing validity as specifically as does option B. **Option C is incorrect** because assessments of the validity do not necessarily have to be expressed orally. **Option D is incorrect** because the skill of creating materials based on data is not a prerequisite of source evaluation. Back to Question

Study Plan Sheet

STUDY PLAN						
Content covered on test	**How well do I know the content?**	**What material do I have for studying this content?**	**What material do I need for studying this content?**	**Where can I find the materials I need?**	**Dates planned for study of content**	**Date Completed**

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.

ENGLISH LANGUAGE ARTS AND READING

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

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.

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

SOCIAL STUDIES

Journals

History Matters!, National Council for History Education.

Journal of Geography, National Council for Geographic Education.

Social Education, National Council for the Social Studies.

Other Resources

Bahmueller, C. F. (1991). *Civitas: A Framework for Civic Education*, Bulletin No. 86. Calabasas, Calif.: National Council for the Social Studies, Center for Civic Education.

Banks, J. A. (1998). *Teaching Strategies for the Social Studies*, Fifth Edition. Reading, Mass.: Addison-Wesley Publishing Company.

Boyes, W., and Melvin, M. (2010). *Economics*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

Burns, J. M., et al. (2011). *Government by the People*, Twenty-Fourth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Calvert, R. A., and De León, A. (2007). *The History of Texas*, Fourth Edition. Arlington Heights, Ill.: Harlan Davidson, Inc.

Center for Civic Education. (1994). *National Standards for Civics and Government*. Calabasas, Calif.: Center for Civic Education.

Chambers, M., et al. (2009). *The Western Experience*, Tenth Edition. Boston, Mass.: McGraw-Hill College.

Clawson, D. L., and Fisher, J. S. (Eds.). (2003). *World Regional Geography: A Development Approach*, Eighth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Faragher, J. M., et al. (2005). *Out of Many: A History of the American People*, Fifth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Fellmann, J., et al. (2005). *Human Geography: Landscapes of Human Activities*, Eighth Edition. Boston, Mass.: McGraw-Hill College.

Gabler, R. E., et al. (2006). *Essentials of Physical Geography*, Eighth Edition. Austin, Texas: Holt, Rinehart and Winston.

Geography Education Standards Project. (1994). *Geography for Life: National Geography Standards*. Washington, District of Columbia: National Geographic Research and Exploration.

Janda, K., et al. (2004). *The Challenge of Democracy: Government in America*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

Kagan, D., et al. (2003). *The Western Heritage*, Eighth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Kraemer, R. H., et al. (2011). *Texas Politics*, Twelfth Edition. St. Paul, Minn.: West Publishing Company.

Michaelis, J. U., and Garcia, J. (2000). *Social Studies for Children: A Guide to Basic Instruction*, Twelfth Edition. Old Tappan, N.J.: Allyn and Bacon.

National Center for History in the Schools. (1996). *National Standards for History*. Los Angeles, Calif.: National Center for History in the Schools.

National Council for the Social Studies. (2010). *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, District of Columbia: National Council for the Social Studies.

Norton, M. B., et al. (2007). *A People and a Nation: A History of the United States*, Seventh Edition. Boston, Mass.: Houghton Mifflin Company.

Parkin, M. (2011). *Macroeconomics,* Tenth Edition. Reading, Mass.: Addison-Wesley Publishing Company.

Parkin, M. (2009). *Microeconomics,* Ninth Edition. Reading, Mass.: Addison-Wesley Publishing Company.

Shaver, J. P. (Ed.). (1991). *Handbook of Research on Social Studies Teaching and Learning*. New York, N.Y.: Maxwell Macmillan International.

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).

Welch, S., et al. (2011). *American Government,* Eleventh Edition. St. Paul, Minn.: West Publishing Company.

Welton, D. A., and Mallan, J. T. (2004). *Children and Their World: Strategies for Teaching Social Studies*, Eighth Edition. Boston, Mass.: Houghton Mifflin Company.

Online Resources

Austin Independent School District Bureau of Curriculum, Social Studies — www.austinschools.org/curriculum/soc_stud/ms/7th/index.html

Best of History Websites — besthistorysites.net/index.php/lesson-plans

Econfun for Teachers — www.econ-fun.com/sample_lessons.htm

Economic Education Web, Great Economics Lessons — ecedweb.unomaha.edu/lessons/lessons.cfm

Federal Reserve Bank of St. Louis, Education Resources — www.stlouisfed.org/education_resources

Foundation for Teaching Economics — www.fte.org

HippoCampus — www.hippocampus.org

HistoryTeacher.net

McRel — www.mcrel.org/lesson-plans/civics/civicslessons.asp

National Council for the Social Studies — www.ncss.org

Politico — www.politico.com

TeacherVision — www.teachervision.fen.com/government/teacher-resources/6623.html