



Preparation Manual

English Language Arts and Reading 4–8 (217)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Sample Constructed-Response Question

Preparation Manual

Section 3: Overview and Exam Framework English Language Arts and Reading 4–8 (217)

Exam Overview

Exam Name	English Language Arts and Reading 4–8
Exam Code	217
Time	5 hours
Number of Questions	90 selected-response questions and 1 constructed-response question
Format	Computer-administered test (CAT)

The TExES English Language Arts and Reading 4–8 (217) exam 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 90 selected-response questions and the 1 constructed-response question are based on the English Language Arts and Reading 4–8 exam framework. Questions on this exam range from grades 4–8. Your final scaled score will be based only on scored questions.

The Standards

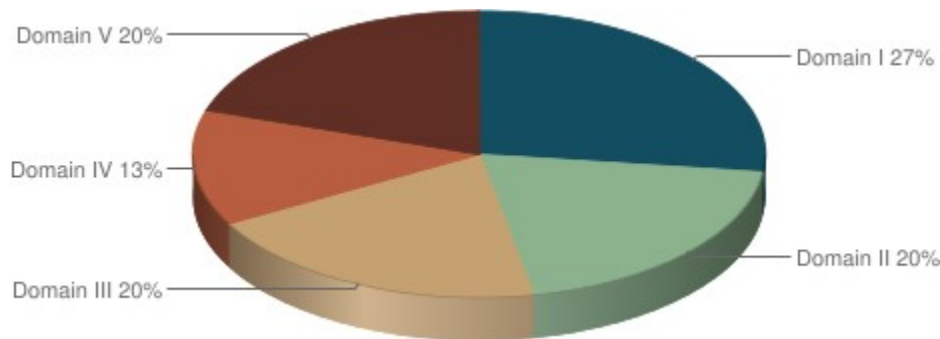
§235.1. General Requirements.

- A. The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.30 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- B. Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following:
 - 1. the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part II of this title (relating to Essential Knowledge and Skills);
 - 2. the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 - 3. the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 - 4. the relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.
- C. A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Statutory Authority: The provisions of this §235.1 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(a) and (b)(1), (2), and (4).

Source: The provisions of this §235.1 adopted to be effective March 8, 2018, 43 TexReg 1267; amended to be effective March 6, 2019, 44 TexReg 1125.

Domains and Competencies



The content covered by this exam 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—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

For example:

- A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development.
- B. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated model of literacy.
- C. Recognize the importance of planning and managing reading instruction in ways that not only promote all students' learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of pleasure, engagement, and self-efficacy.
- D. Apply knowledge of key principles of reading instruction, including basing instruction on the standards outlined in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Grades 4–8); making instructional decisions based on ongoing assessment results that align the content of reading passages used in assessments to content that has been taught in order to effectively evaluate

students' comprehension; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, and explicit.

- E. Demonstrate knowledge of factors that can affect reading development, including the role of selected content, the amount of time all students spend daily engaged in reading, the amount of screen time all students engage in daily, a reading curriculum that emphasizes building background knowledge and providing regular practice with complex texts and academic vocabulary rather than overreliance on memorization, the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices.
- F. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners [ELs], students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including the prerequisite knowledge and skills required for all students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.
- G. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RtI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making).
- H. Demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia, and demonstrate familiarity with evidence-based instructional strategies and best practices that help support the literacy development of students with identified delays in reading and spelling.
- I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the TEKS for ELAR (Grades 4–8) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development; that an English learner's English language proficiency level does not relate to the student's grade level; that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
- J. Demonstrate knowledge of research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the TEKS for ELAR (Grades 4–8) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
- K. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support all students' reading development, instruction, engagement, and motivation to read.
- L. Demonstrate knowledge of criteria for evaluating curricular resources and student-selected materials for independent reading (e.g., evidence of effectiveness, appropriateness for all students' age and developmental levels), using research-based strategies and best practices.
- M. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.
- N. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessment, formative or progress-monitoring assessment, summative assessment, diagnostic assessment, and pre- and post-assessment.
- O. Demonstrate knowledge of how to create challenging, engaging, accessible, relevant learning experiences for all students that enable them to engage in individual and collaborative critical thinking and problem solving and to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- P. Apply principles for maintaining a safe, supportive environment that embraces and supports all learners and in which all students are expected to reach high levels of achievement.

- Q. Apply principles for collaborating with other educational professionals, communicating regularly with stakeholders, communicating with all students and families about student progress, and engaging in self-reflective and ethical practices as an educator.

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

For example:

- A. Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).
- B. Demonstrate knowledge of the phonological awareness continuum as described in the TEKS for ELAR (Grades 4–8) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.
- C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.
- D. Demonstrate knowledge of the alphabetic principle and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).
- E. Demonstrate knowledge of the role of phonics and other word identification skills in all students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing all students with explicit, systematic instruction in phonics and frequent practice with applying new decoding skills in connected text.
- F. Demonstrate knowledge of the continuum of phonics skills as described in the TEKS for ELAR (Grades 4–8) and of research-based strategies and best practices for delivering explicit, systematic phonics instruction.
- G. Apply knowledge of tools and techniques for formally and informally assessing all students' development in foundational reading skills.
- H. Interpret the results of ongoing assessments in foundational reading skills and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

For example:

- A. Demonstrate knowledge of best practices for developing all students' accurate, automatic decoding and spelling of words with specific orthographic patterns and rules, including regular and irregular plurals and words with consonant changes.
- B. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.

- C. Demonstrate knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., *-s*, *-ed*, *-ing*, *-er*, *-est*), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.
- D. Demonstrate knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.
- E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team); common syllable division patterns; advanced syllable division patterns; and best practices for developing all students' accurate, automatic decoding and spelling of multisyllabic words.
- F. Demonstrate knowledge of best practices for teaching accurate, automatic decoding and spelling of morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.
- G. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of all students at various stages of spelling development.
- H. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to all students at all stages of reading development; and the importance of varying fluency instruction for all students at different stages of development in decoding.
- I. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.
- J. Demonstrate knowledge of best practices for promoting all students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).
- K. Demonstrate knowledge of best practices for promoting all students' reading rate and automaticity in order to enhance reading fluency and comprehension.
- L. Apply knowledge of strategies for evaluating and sequencing texts for reading instruction according to text complexity (i.e., quantitative and qualitative dimensions and reader and task variables) and supporting students' ability to access increasingly complex texts.
- M. Demonstrate knowledge of guidelines for evaluating texts in terms of readability, content, length, format, illustrations, and other pertinent factors; and apply knowledge of ways to provide appropriate grade-level texts for independent reading.
- N. Demonstrate knowledge of best practices for promoting all students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading).
- O. Apply knowledge of tools and techniques for formally and informally assessing all students' development of word analysis skills and fluency development.
- P. Interpret the results of ongoing assessments in word analysis skills and fluency development and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

For example:

- A. Demonstrate knowledge of the importance of vocabulary in supporting all students' reading comprehension, ability to engage in self-sustained reading, and overall academic achievement.
- B. Demonstrate knowledge of the continuum of vocabulary development as described in the TEKS for ELAR (Grades 4–8), including the importance of providing all students with frequent, repeated exposures to and opportunities to use new vocabulary in meaningful contexts.
- C. Demonstrate knowledge of factors that influence vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the importance of frequent and wide (i.e., varied) reading in vocabulary development.
- D. Demonstrate knowledge of the distinctions between various tiers of vocabulary (i.e., Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which all students may be unfamiliar and explicitly teaching these words.
- E. Recognize the essential role that background knowledge, including schema and vocabulary, plays in a reader's ability to make inferences from text, make connections within and across texts, and learn through reading.
- F. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply strategies for providing all students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.
- G. Demonstrate knowledge of best practices for promoting all students' ability to identify, use, and explain the meaning of grade-level antonyms, synonyms, homophones, idioms, adages, and puns.
- H. Demonstrate knowledge of best practices for promoting all students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues.
- I. Demonstrate understanding of the importance of teaching all students independent word-learning strategies, including structural/morphemic analysis (e.g., knowledge of common Greek and Latin roots and affixes), contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.
- J. Apply knowledge of tools and techniques for formally and informally assessing all students' development of vocabulary knowledge and skills.
- K. Interpret the results of ongoing assessments in vocabulary development and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

For example:

- A. Demonstrate knowledge of factors influencing reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type).
- B. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.
- C. Demonstrate knowledge of reading comprehension as an active process of constructing meaning at varying levels (i.e., literal, inferential, evaluative, and synthesis).
- D. Demonstrate knowledge of the components of text complexity, including quantitative measures (e.g., word length, sentence length) and qualitative measures (e.g., text structure, author's purpose).
- E. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting all students' development of various dimensions of reading comprehension (e.g., listening comprehension, background knowledge, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.
- F. Demonstrate knowledge of the challenges and supports in a text (e.g., pictures, predictability, decodability, text structure) and strategies for evaluating and sequencing texts for reading instruction according to text complexity, including strategies that promote all students' self-sustained reading of increasingly complex texts and their ability to self-select appropriate texts for independent reading, inquiry, and research.
- G. Demonstrate knowledge of best practices for promoting all students' ability to apply metacognitive reading comprehension strategies (e.g., establishing a purpose for reading, generating questions, making and correcting or confirming predictions, creating mental images, making text connections, making inferences, evaluating details, synthesizing information, monitoring comprehension) to literary and informational texts.
- H. Demonstrate knowledge of the role of teacher-guided focused reading and rereading in developing all students' ability to comprehend increasingly complex texts, including key components of a research-based focused-reading routine or protocol (e.g., using text-dependent questions and annotation; rereading a text for different levels of meaning; grounding text analysis in textual evidence).
- I. Demonstrate knowledge of best practices for promoting all students' ability to engage in independent self-sustained reading with fluency and comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, strategies for self-selecting appropriate texts).
- J. Demonstrate knowledge of best practices for teaching all students how to vary approaches to reading a text fluently according to the purpose for reading (e.g., activating background knowledge; skimming for gist; scanning for specific information; focused reading for deep understanding).
- K. Demonstrate knowledge of best practices for promoting all students' ability to use listening, speaking, reading, writing, and thinking skills to respond to a variety of sources, using multiple texts (e.g., describing personal connections to a variety of sources; comparing sources within and across genres; using text evidence to support responses; retelling, paraphrasing, and summarizing texts in a meaningful way; interacting through note taking, annotating, or freewriting; responding with appropriate vocabulary and tone; discussing explicit or

implicit text meanings; reflecting on and adjusting responses as new evidence is presented; defending or challenging authors' claims using relevant text evidence).

- L. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for formally and informally assessing students' ability to gain and enhance their understanding of increasingly complex texts.
- M. Interpret the results of ongoing assessments in reading comprehension and reading comprehension strategies and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

For example:

- A. Apply knowledge of the elements and characteristics of literary genres from diverse cultures, including realistic fiction, science fiction, literary nonfiction, children's literature (e.g., fables, tall tales), drama, and various forms of poetry (e.g., epic, lyric, humorous), and of research-based strategies and best practices for promoting students' ability to identify the elements and characteristics of literary genres.
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve reading literary texts.
- C. Analyze how authors use literary elements, including imagery, literal and figurative language (e.g., simile, metaphor, personification, hyperbole), sound devices (e.g., alliteration, assonance), and literary point of view (e.g., omniscient, limited) to achieve specific purposes.
- D. Apply knowledge of how to use text evidence to infer the theme(s) of a literary text and to analyze how themes are developed in literary texts.
- E. Analyze and compare linear plot elements (e.g., rising action, climax, falling action) and nonlinear plot elements (e.g., foreshadowing, flashbacks).
- F. Analyze how the setting of a literary text, including historical and cultural settings, influences character and plot development in the text.
- G. Analyze how playwrights develop characters and dramatic action through dialogue, staging, and the use of acts and scenes.
- H. Analyze how authors use language to contribute to mood and voice in literary texts.
- I. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development in the comprehension and analysis of literary texts as described in the TEKS for ELAR (Grades 4–8) to guide instruction.
- J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to respond to a range of literary texts using text-based evidence to support an appropriate response.
- K. Demonstrate knowledge of research-based strategies and best practices for promoting all students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.
- L. Demonstrate knowledge of research-based strategies and best practices for promoting all students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings;

asking and having all students generate questions related to bias, such as which voices and perspectives are stated, implied, and/or absent in a text).

- M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts (e.g., story mapping, graphic representations, audio recordings of texts, collaborative group work, dialogic journals) to address the assessed needs of all students.

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

For example:

- A. Apply knowledge of informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), informational text features (e.g., subtitles, bold or italicized text), and informational graphic features (e.g., maps, charts, diagrams), and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and structural elements of complex informational texts.
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve reading informational and argumentative texts.
- C. Identify the author's purpose and message within an informational or argumentative text and analyze how the text's structure contributes to the author's purpose.
- D. Analyze an author's use of craft (e.g., word choice, use of rhetorical devices) in an informational or argumentative text.
- E. Identify and analyze the central/controlling idea(s) of an informational text.
- F. Interpret and evaluate information presented in various formats (e.g., graphs, time lines, sidebars).
- G. Apply knowledge of the characteristics and structures of argumentative texts.
- H. Analyze the claim in an argumentative text, including analyzing how the author uses various types of evidence to support the argument.
 - I. Analyze the counterargument in an argumentative text.
- J. Distinguish between fact and opinion and between logical fallacies (e.g., bandwagon appeals, circular reasoning) and rhetorical devices (e.g., analogy, juxtaposition).
- K. Determine the intended audience or readers of an argumentative text.
- L. Apply knowledge of the characteristics of multimodal and digital informational and argumentative texts.
- M. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development in the comprehension and analysis of informational and argumentative texts as described in the TEKS for ELAR (Grades 4–8) to guide instruction.
- N. Demonstrate knowledge of research-based strategies and best practices for promoting all students' ability to comprehend and analyze informational and argumentative texts, including identifying text structures, identifying central/controlling ideas and supporting evidence, using textual and graphic features to gain information, identifying an author's purpose and intended audience, analyzing an author's use of craft, distinguishing facts from opinions, and identifying the claim in an argumentative text.
- O. Demonstrate knowledge of research-based strategies and best practices for promoting all students' comprehension of informational and argumentative texts at all comprehension levels (i.e., literal, inferential, evaluative, and synthesis) and for promoting critical thinking about informational and argumentative texts (e.g., synthesizing information to create new understandings; asking and having all students generate higher-

order questions about a text, such as questions related to voices or perspectives stated, implied, and/or absent in a text or questions about the credibility of a text).

- P. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational and argumentative texts to address the assessed needs of all students.

Domain III—Oral and Written Communication

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

For example:

- A. Demonstrate knowledge of predictable stages in the development of written language and writing conventions and recognize the possibility of individual variations.
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve oral and written communication.
- C. Apply knowledge of genres (e.g., personal narrative, fiction, informational texts, argumentative texts, correspondence that reflects an opinion, requests information, or registers a complaint in a business or friendly structure) and of strategies for selecting the most appropriate genre for a specific topic, purpose, and audience.
- D. Apply knowledge of strategies for generating ideas for writing (e.g., brainstorming, freewriting, mapping, background reading).
- E. Apply knowledge of strategies for using a purposeful structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- F. Apply knowledge of strategies for developing an engaging idea with relevant, specific facts and details.
- G. Apply knowledge of strategies for developing a clear central/controlling idea or thesis statement.
- H. Apply knowledge of strategies for writing a claim, using evidence to support the claim and reasoning to tie the claim to the evidence.
- I. Apply knowledge of strategies for revising a draft to enhance organization, coherence, clarity, style, word choice and sentence variety.
- J. Apply knowledge of strategies for editing drafts using standard conventions of English (e.g., complete complex sentences, subject-verb and pronoun-antecedent agreement, appropriate use of verb tense and voice, correct spelling and punctuation).
- K. Apply knowledge of how to compose correspondence that expresses an opinion, registers a complaint, or requests information using a formal and informal structure.
- L. Demonstrate knowledge of research-based strategies and best practices for instruction at all stages of the writing process, including the use of technology to promote all students' writing skills.
- M. Demonstrate knowledge of the role of self-assessment in the writing process (e.g., for clarity, comprehensiveness, interest) and of strategies for modeling self-assessment techniques.
- N. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development of writing skills as described in the TEKS for ELAR (Grades 4–8) to guide instruction.

- O. Demonstrate knowledge of research-based strategies and best practices for differentiating writing instruction to address the assessed needs of all students.
- P. Demonstrate knowledge of strategies and best practices for assessing all students' writing development and for using assessment data to inform future instruction in writing.

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

For example:

- A. Apply knowledge of inquiry and research skills (e.g., using text organizers, taking notes, outlining, previewing, summarizing) and their significance for student learning and achievement.
- B. Apply knowledge of strategies for generating and clarifying questions for formal and informal inquiry and for refining major research questions as necessary.
- C. Apply knowledge of strategies for developing and following a research plan.
- D. Apply knowledge of strategies for locating, identifying, and gathering relevant information from a variety of print and digital sources.
- E. Apply knowledge of distinctions between primary and secondary sources.
- F. Apply knowledge of strategies for evaluating sources for reliability, credibility, and bias, including omission, and for faulty reasoning (e.g., loaded language).
- G. Apply knowledge of strategies for synthesizing information from a variety of sources.
- H. Apply knowledge of how to paraphrase, quote from, and cite source material ethically.
 - I. Apply knowledge of strategies for determining the appropriate mode of delivery (e.g., written, oral, multimodal) to present results of inquiry and research.
- J. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development of inquiry and research skills as described in the TEKS for ELAR (Grades 4–8) to guide instruction.
- K. Demonstrate knowledge of instructional strategies and best practices for promoting all students' ability to conduct focused inquiry and research across the curriculum.
- L. Demonstrate knowledge of instructional strategies and best practices for promoting all students' ability to present the results of inquiry in a well-organized and ethical manner.

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

For example:

- A. Apply knowledge of strategies for listening actively and purposefully to interpret messages in a variety of contexts.
- B. Apply knowledge of strategies for listening critically to analyze and evaluate a speaker's message.
- C. Apply knowledge of strategies for communicating ideas effectively in culturally appropriate contexts (e.g., by using eye contact, speaking rate, volume, enunciation, and natural gestures).

- D. Apply knowledge of strategies for working collaboratively with others and for participating in collaborative discussions (e.g., eliciting and considering suggestions, taking notes, identifying points of agreement and disagreement).
- E. Demonstrate knowledge of research-based strategies and best practices for using the continuum of development of listening and speaking skills as described in the TEKS for ELAR (Grades 4–8) to guide instruction.
- F. Demonstrate knowledge of instructional strategies and best practices for promoting all students' skills in active, critical listening and collaborative speaking, including the use of technology to promote oral communication skills.
- G. Demonstrate knowledge of instructional strategies and best practices for assessing all students' skills in critical listening and collaborative speaking and for using assessment data to inform instruction.

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities, behavioral/emotional challenges, specific learning disabilities).
- G. Demonstrate knowledge of the Code of Ethics and Standard Practices for Texas Educators, as well as school-specific policies and procedures.
- H. Demonstrate knowledge of best practices for communicating consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- I. Demonstrate knowledge of best practices for communicating regularly, clearly, and appropriately with parents/guardians and families about student progress by providing detailed and constructive feedback and for partnering with students' families in furthering students' achievement goals.

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

For example:

- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity and identity (e.g., cultural, economic, linguistic, racial, ethnic, gender, ability, sexual orientation) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary languages and multilingualism to learning.
- B. Recognize the role personal bias plays in potential learning expectations for all students in order to promote safe, positive, and supportive interactions and learning environments for all students.
- C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
- D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
- F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations, modifications, and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students.
- H. Demonstrate knowledge of best practices for implementing behavior management systems to maintain an environment in which all students can learn effectively.
- I. Demonstrate knowledge of best practices for maintaining a classroom culture that is based on high expectations for student performance and encourages all students to be self-motivated and take responsibility for their own learning.
- J. Demonstrate knowledge of best practices for maximizing instructional time, including managing transitions.

Competency 013—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessments for evaluating students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations and modifications, curriculum-based measures).
- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.

- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- F. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- G. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- H. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- I. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into all students' development, strengths, needs, and learning.

Domain V—Constructed Response

Competency 014—(Constructed Response): In a written response, describe principles and strategies for developing standards-based, data-driven instruction that will help all students achieve a specific learning goal.

For example:

- A. Apply knowledge of strategies for developing a specific learning goal that aligns with a given academic standard for English language arts and is based on a given excerpt from a grade-level literary or informational text.
- B. Apply knowledge of strategies for assessing student mastery of a specific learning goal, including identifying learning challenges.
- C. Apply knowledge of instructional strategies for addressing identified learning challenges.
- D. Apply knowledge of strategies for providing all students with the opportunity to use texts to build knowledge and make deeper connections between texts, prior understanding, and real-world experiences.
- E. Apply knowledge of strategies for differentiating instruction to align with the diverse needs of all students.
- F. Apply knowledge of strategies for assessing student growth aligned to a specific learning goal and for using assessment data to measure student progress and plan future instruction.

Preparation Manual

Section 4: Sample Selected-Response Questions English Language Arts and Reading 4–8 (217)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

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

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

1. A teacher notices that while students generally understand what they are reading and are able to retell or summarize texts, many students do not understand the texts at a deeper level. Which of the following techniques would be most appropriate for the teacher to use to promote all students' deeper comprehension?

- A. leading the students in a whole-group reading of the texts followed by a group discussion of the reading
- B. showing the students how to use an outline to take notes on the texts and then use the notes to write text responses
- C. providing the students with adequate background knowledge to engage in text discussions and respond to higher-level questioning
- D. having the students respond to the texts by creating a related project, such as a series of drawings or a multimedia presentation

Answer _____

2. In the first weeks of class, a fourth-grade teacher gives students a reading and writing assignment. As the teacher walks around the room monitoring the students, the teacher identifies possible signs of dysgraphia. Which of the following student behaviors is an indicator of dysgraphia?

- A. confusing the order of letters
- B. having difficulty following a series of directions
- C. writing illegibly
- D. struggling with reading tasks

Answer _____

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

3. A fourth-grade student reads words from a grade-level word list while the teacher records the student's pronunciation of the words on the chart below.

Target Word	Student's Pronunciation
accent	ak-sent-ed
accuse	ik-skyus
legend	leg-end
magnet	mag-net
rustled	rust-ed

Given these results, the teacher plans to promote the student's letter-sound relationship skills by providing opportunities for practice in:

- A. recognizing and accurately reading high-frequency words.
- B. decoding words from left to right using letter-sound analysis.
- C. identifying and taking apart two- and three-syllable words.
- D. recognizing consonants that sometimes but do not always represent a sound.

Answer _____

4. A fifth-grade student is having difficulty understanding multiple-meaning words in a text. Which of the following techniques would likely be most effective for the student to use to distinguish between the different word meanings?

- A. looking up words in a dictionary
- B. writing examples of their own
- C. discussing the words with a classmate
- D. making use of context clues

Answer _____

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

5. During word analysis instruction, a fourth-grade teacher shows students how to recognize and form irregular plurals that are created by changing the final letter or letters of the base word (e.g., *fungus/fungi*, *medium/media*). Which of the following strategies best shows a systematic approach to this word analysis concept?

- A. asking students to circle the endings of words with irregular plurals that they find as they are reading texts
- B. asking students to compare words that have regular plural forms to those that have irregular plural forms

- C. having students practice adding endings to other similar words that have irregular plurals after receiving instruction from the teacher
- D. having students practice replacing a final *f* or *fe* with *v* before adding *-es* to other words that have irregular plural rules, such as *leaves* and *knives*

Answer _____

6. As an intervention for students with reading challenges, a teacher displays a map of Texas and shows students video clips of Francisco Coronado's search to find gold and other tales of buried treasure in Texas. The teacher leads a discussion about how the tales may have affected settlement of Texas, acknowledging the students' comments as they are made. Then the teacher gives the students a text about Coronado to read. Which of the following evidence-based statements best reflects the primary purpose of providing this type of meaning-based literacy activity in interventions?

- A. Educators should reinforce students' efforts toward improving reading skills through the use of praise.
- B. Students should be provided with high-quality reading materials that integrate a variety of content areas.
- C. Students' reading comprehension skills are enhanced when they have prior knowledge of topics about which they read.
- D. Diagrams are one of the most helpful tools to use to establish contextual knowledge before students read a text.

Answer _____

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

7. Which of the following sets of steps would best help students analyze context when they encounter unfamiliar words?

- A. stopping when a word is unfamiliar, rereading the sentence to look for clues about the word's meaning, and then substituting the meaning to see if it makes sense
- B. stopping periodically during reading, asking what the passage means, and then finding and analyzing the unfamiliar words
- C. making a list of common affixes, identifying the meaning of the affixes, and then making a list of words with each affix
- D. making a list of unknown words in the reading, using the dictionary to find the definition, and then determining which definition fits in the sentence

Answer _____

8. A seventh-grade teacher is preparing a lesson that will promote students' ability to use and understand the meaning of various antonyms and synonyms to develop comprehension of a text. Which of the following activities would be most appropriate for this purpose?

- A. asking students to match words together that are antonym and synonym pairs
- B. having students create books of antonyms along with their synonyms
- C. teaching students to recognize context clues that indicate whether words are antonyms or synonyms
- D. having students identify antonym and synonym pairs within a text

Answer _____

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

9. Seventh-grade students read a fiction text in which important social issues are revealed through the book's setting, main character, and plot. The students also read a recent newspaper article that addresses some of the same social issues. The teacher asks the students to write a personal response to one or more of the social issues reflected in the texts. According to best practices, which of the following strategies would be most appropriate and effective for the teacher to use to prepare the students for this task?

- A. displaying writing samples from previous students based on the assignment and critiquing the samples with the class
- B. engaging in a timed writing session in which students write their thoughts about one or more of the social issues
- C. having students organize their thinking for the assignment by talking to a classmate about what they might say in their writing
- D. showing and discussing a graphic organizer that presents the social issues next to the key ideas related to each issue

Answer _____

10. Which of the following scenarios provides the best example of responsive teaching?

- A. A teacher assesses students' performance as they engage in activities such as reflective journal writing and group discussions to see how their learning progresses.
- B. A teacher regularly assesses students' reading by observing what skills the students have learned in order to identify specific skills to reinforce.
- C. A teacher encourages and guides students to generate comprehension by constructing relationships between concepts of reading materials and their experiences.
- D. A teacher observes and records students' reading behaviors between two different intervals of time to check for reading development growth.

Answer _____

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

11. Students in a fifth-grade English language arts class discuss an informational article they have read on the topic of plastic pollution. A transcript of the discussion appears below.

Teacher: What did the article make you think about?

Student 1: The ways plastic can hurt all kinds of animals.

Student 2: We should get rid of *all* plastic! But that would be hard.

Teacher: You're right—getting rid of *all* plastic would be hard. What did you know about plastic pollution before you read the article?

Student 3: I knew that some kinds of plastic could be recycled. At home, we reuse plastic food containers, and we put plastic bottles in the recycling bin.

Student 2: I saw a video about how some animals accidentally swallow plastic, and that it makes them sick or even kills them.

Teacher: What new or surprising information did you learn from the article?

Student 4: This was new—and scary: I learned that by 2050, there might be three times as much plastic in the ocean. Whoa!

Student 1: I learned some tips for using less plastic, like using cloth bags for my school lunches.

Student 2: Yes! I'm going to pay closer attention to how much plastic my family and I use.

The teacher's approach in the class discussion is most clearly intended to promote the students' ability to:

- A. synthesize background knowledge with new information.
- B. infer what the author implies but does not state directly.
- C. analyze how the author achieves a specific purpose.
- D. summarize the text's central idea and supporting details.

Answer _____

12. A sixth-grade teacher plans a series of questions for a class discussion about an informational text the students have read. Which of the following questions would be most appropriate for promoting the students' evaluative thinking about the author's craft?

- A. In what ways is the article similar to or different from other articles you have read on the same topic?
- B. How did the author capture and hold your interest throughout the article?
- C. What clues from the text help you know that the article is nonfiction rather than fiction?
- D. What new information did you learn about the topic from reading the article?

Answer _____

Domain III—Oral and Written Communication

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

13. Read the excerpt below from the first draft of the introduction of an argumentative essay; then answer the question that follows.

In education today, a lot of teaching is focused on math, science, and technology. Some schools have stopped teaching music and art in favor of math and science. This is a big mistake. There is room for a wide variety of classes in schools.

A sixth-grade teacher plans to include the excerpt in a lesson on using evidence to support a claim. Which of the following student activities would be most appropriate for the teacher to facilitate during the lesson?

- A. suggesting reasons for the focus on math, science, and technology
- B. expanding on the benefits of having art and music in the curriculum
- C. paraphrasing the final two sentences of the draft
- D. writing arguments in favor of an alternative curriculum

Answer _____

14. Read the excerpt below from the first draft of a response to a novel; then answer the question that follows.

All the characters in the book were appealing, although Riley's bumbling cluelessness seemed cartoonish at times. Still, he added an essential dash of humor to the story. Ana reminded me of my older sister, who is also brilliant with a touch of arrogance. Then there was Albert, who was quiet and thoughtful and ended up being the hero who surprised not only the other characters but readers.

A seventh-grade teacher plans to use the excerpt as a model during a lesson on revision strategies. Which of the following revised versions of the underlined sentence would offer the best example of how to revise for coherence and clarity?

- A. Surprising to the characters and readers that quiet and thoughtful Albert became the unexpected hero.
- B. Albert was the hero who surprised everyone, including the readers, because he was so quiet and thoughtful.
- C. Quiet and thoughtful Albert surprises fellow characters and readers alike by becoming the hero.
- D. When quiet, thoughtful Albert turns out to be the hero, he surprises his fellow characters and readers.

Answer _____

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

15. A group of sixth-grade students is planning a presentation about the water supply in El Paso, Texas. The students have generated the following research question.

Why are some people concerned about El Paso's water supply?

Which of the following questions would best help the group refine their research question?

- A. What freshwater sources contribute to El Paso's water supply?
- B. How has El Paso's water supply changed over the past 50 years?
- C. What environmental policies affect El Paso's water supply?
- D. How well does El Paso's water supply meet the needs of local residents?

Answer _____

16. Before seventh-grade students begin a research project, the teacher provides criteria for evaluating online sources. Which of the following approaches would be most effective in further promoting the students' ability to evaluate online sources?

- A. providing guidelines for conducting efficient advanced keyword searches
- B. demonstrating how to locate bibliographies on particular subjects or subject areas
- C. discussing ways to supplement online research with interviews and surveys
- D. introducing basic principles for considering the authority and reputation of a source

Answer _____

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

17. An English language arts teacher is preparing guidelines for public speaking for use by students. To avoid potential cultural insensitivity, the teacher should eliminate which of the following guidelines from the list?

- A. Make eye contact with several individuals in the audience.
- B. Avoid reading your notes word for word during the speech.
- C. Practice delivering your speech until you feel confident.
- D. If you get nervous, slow down a bit and take a full breath.

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

18. Read the excerpt below from the Code of Ethics and Standard Practices for Texas Educators; then answer the question that follows.

(3) Ethical Conduct Toward Students.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly, or the educator attempted to conceal the communication.

An eighth-grade teacher has assigned a project in which students will examine the history of baseball and ways it has impacted American culture. The teacher would like to communicate with students regarding writing assignments and research activities in conjunction with this project. Given the information provided, which of the following actions by the teacher would be the most appropriate way to use technology in accordance with Standard 3.9?

- A. texting students each night to find out if they are able to understand and complete their homework
- B. messaging a student about meeting at a coffee shop after school to review a draft of an essay
- C. asking students for their cell phone numbers at the beginning of the school year
- D. e-mailing a student a response to a question about how to correctly cite a quote from a baseball player

Answer _____

19. A fourth-grade teacher develops a series of questions as part of a thematic reading unit on the seasons for a class. Which of the following strategies should the teacher use to effectively apply universal design for learning (UDL) guidelines while gathering information from students about their prior knowledge on the topic?

- A. projecting the questions accompanied by symbols and pictures and having the students respond by speaking or writing
- B. distributing a handout with the questions for the students to read independently and answer in writing, using a dictionary if needed
- C. asking the students to use hand gestures to act out their answers to the questions the teacher is asking them
- D. having a representative group of students respond verbally to the questions while the other students use gestures to express approval of the sample group's responses

Answer _____

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

20. While attending a regional professional development workshop, a fifth-grade team of teachers participates in a small-group discussion on implicit bias and instruction. During the discussion several teachers verbally agree that they have not selected more diverse texts for their reading curriculum because "sometimes diverse texts are not rigorous enough." Which of the following steps should an English language arts teacher take *first* to address the effect such implicit bias has on instruction?

- A. researching and reading professional texts and developing a curriculum that represents diverse voices
- B. modeling positive behavior and attitudes during classroom activities
- C. learning about and taking into account students' cultural norms and expectations when creating rubrics
- D. reflecting on and writing about personal experiences related to implicit bias

Answer _____

Competency 013—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

21. A fifth-grade class includes a group of students who did not pass the reading portion of the State of Texas Assessments of Academic Readiness (STAAR) in fourth grade. Which of the following processes would most effectively measure progress and inform instruction for this group of students?

- A. adjusting instruction based on the previous year's STAAR data to help students reach grade-level mastery before they take the appropriate assessment in the early spring
- B. giving the students an on-grade-level STAAR Interim Assessment in the fall, then using the data collected to generate a strategic plan to fill in the gaps until the middle of the year
- C. using the STAAR Interim Assessment Reading Blueprint to develop a diagnostic assessment to give students, then using the data gathered to inform instruction throughout the year
- D. including STAAR Released Test Questions in weekly practice activities, then analyzing the results to make decisions about upcoming lessons

Answer _____

22. A middle school teacher is evaluating classroom assessment practices and identifying assessment outcomes with regard to students' Texas Essential Knowledge and Skills (TEKS) mastery. Which of the following statements best describes the value of using an assessment matrix with the reading TEKS for this purpose?

- A. The matrix collects observational assessment data at multiple points during the lesson, providing information about students' strengths and challenges in relationship to each TEK.
- B. The matrix organizes information about TEKS and assessment methods, allowing teachers to make effective assessment plans.
- C. The matrix represents each assessment data point in a visual model, informing teachers of the best tool to use to assess each TEK.
- D. The matrix provides a representative sample of assessment options used to assess each TEK, helping teachers make appropriate choices.

Answer _____

Clustered Questions

Read the excerpt below from *The Book of Salt*, a novel by Monique Truong; then answer the three questions that follow.

Aboard the *Niobe*, I held the red pouch that my mother had so firmly pressed into my hand, and I thought about the days' worth of water between us. Then I thought about the weeks, months, years, decades of water to come. Time for me had always been measured in terms of the rising sun, its setting sister, and the dependable cycle of the moon. But at sea, I learned that time can also be measured in terms of water, in terms of the distance traveled while drifting on it. When measured in this way, nearer and farther are the path of time's movement, not continuously forward along a fast straight line. When measured in this way, time loops and curlicues, and at any given moment it can spiral me away and then bring me rushing home again.

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

23. In the excerpt, the author uses nature imagery primarily to:

- A. express feelings of intense longing.
- B. illustrate the elusive qualities of time.
- C. describe a way to measure distance.
- D. evoke the slow pace of ocean travel.

Answer _____

24. A teacher wants to promote students' ability to understand the central idea of the excerpt by synthesizing information provided in the excerpt. Which of the following sets of questions uses scaffolding most effectively for this purpose?

- A. Which aspects of nature are most interesting to the narrator?
How does the narrator describe the images of water?
How does the narrator's concept of time change?
- B. How would the narrator define home?
When does the narrator expect to arrive home?
Who will the narrator visit after arriving home?
- C. What prompts the narrator's reflection?
Why does the narrator mention the concept of time?
How does the narrator's reflection on time affect his understanding of memory?
- D. What is the name of the ship that the narrator is traveling on?
Where is the ship going?
When does the narrator expect the ship to arrive at its destination?

Answer _____

25. A teacher wants to create a writing prompt that will help students draw personal connections with the narrator's reflections on time and distance in the excerpt. Which of the following writing prompts would be most appropriate for the teacher to use for this purpose?

- A. Imagine that you can travel back in time to a specific place. Describe the place and time you would visit and explain why you would go there.
- B. Imagine that you are planning your first camping trip. Describe what you will take on the trip and explain why you plan to take those items.
- C. Think about an occasion when you were planning to visit a loved one. Describe how you would feel if the visit were postponed for ten years.
- D. Think about a special occasion in your life that you will always remember. Describe the occasion and explain why you will always remember it.

Answer _____

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

26. A sixth-grade teacher wants students to make a text-to-self connection with the topic of a text that they are going to read. Which of the following activities would be most effective in supporting this goal?

- A. reading a brief biography of the text's author with students and discussing the author's work
- B. asking students to preview the text, write questions they have about the text, and discuss the answers with classmates
- C. asking students to quickly note their thoughts about an essential idea from the text and then share them
- D. stating the text's topic and asking students to name other texts with similar topics and explain whether they liked those texts and why

Answer _____

27. A sixth-grade teacher delivers a lesson that focuses on comparing characters in a drama. The teacher asks students to use a T-chart to write their ideas and then displays a volunteer student's completed chart to begin a discussion. The class reflects on the student's ideas in pairs. The teacher then brings the whole group together to continue the character analysis. This scenario demonstrates the teacher's understanding that effective differentiated instruction should include:

- A. various activities focused on one objective to promote different levels of thinking.
- B. guided questioning to ensure all students formulate their own ideas about a topic.
- C. a discussion of whether students agree or disagree about ideas presented.
- D. graphic organizers to visually organize information for all levels of instruction.

Answer _____

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

28. A team of seventh-grade teachers wants to help their diverse group of students develop strong literacy and oral communication skills. Which of the following activities would likely be most effective in reaching this goal?

- A. having the students watch a movie based on a novel they read in class and discuss it with different peers in two concentric, revolving circles
- B. reading aloud a short story to the students and asking them to work with a partner to retell and summarize the story's plot
- C. selecting a persuasive text for the students to analyze independently and participate in a Socratic seminar to debate their assertion
- D. asking the students to listen to open-ended questions about a text they read in class and think critically about how they would respond

Answer _____

29. Which of the following student activities would be most appropriate for informally assessing fifth-graders' ability to identify and use adages as outlined in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading foundational vocabulary standards?

- A. giving student groups several adages and having them try to determine what they mean by using context clues
- B. having students read texts containing adages, having them try to figure out their meanings, then providing cards with explanations to match to the correct adage
- C. providing students with a list of adages and having them look up the meanings and origins online
- D. explaining to students what adages are, brainstorming when and why they are used, and having students create their own adages

Answer _____

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

30. An eighth-grade teacher is evaluating supplemental texts on U.S. history and wants to select texts for working with a small group of students who are reading below grade level. The teacher's intention is to help the students read at grade level. When considering the quantitative dimensions of text complexity, the teacher should consider the:

- A. structure of the text.
- B. average sentence length found in the text.
- C. purpose of the text.
- D. number of connections students can make to the topic.

Answer _____

31. While assessing students' oral reading fluency, a teacher notes that a student slows down frequently to confirm and self-correct, which results in a loss of reading momentum. While discussing the text with the student after the reading, the teacher determines that the student's comprehension of the text is satisfactory. Given this student's assessment results, the teacher should take which of the following steps to improve the student's fluency?

- A. providing opportunities for the student to practice making reading sound more natural
- B. encouraging more independent reading at home of lower reading level texts to improve speed
- C. encouraging the student to pause during reading and use text features to increase understanding of the text
- D. providing additional word-solving strategies and texts with which to practice the strategies

Answer _____

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

32. A teacher reads aloud to students from various texts daily and talks with the students about the texts. This practice best demonstrates the teacher's awareness of which of the following concepts related to vocabulary development?

- A. Discussing a text after hearing it read aloud promotes comprehension of new words in context.
- B. Listening to texts builds students' oral vocabulary, which in turn enriches their reading vocabulary.
- C. Hearing a text read aloud allows students to enjoy the text without having to pause to decode unfamiliar words.
- D. Listening to texts helps students learn how phrasing and intonation convey meaning in text.

Answer _____

33. A teacher is preparing fourth-grade students to read a book that contains several idioms. Before reading, the teacher engages the students in identifying and learning the meanings of some common English-language idioms. Which of the following strategies would likely be most effective for the teacher to use for this purpose?

- A. reading aloud from a list of idioms and asking students to guess their meanings
- B. having students describe in writing the idioms' meanings within the context of the text
- C. asking students to conduct an idiom scavenger hunt in books they read independently
- D. having students work in pairs to develop original idioms to share with the class

Answer _____

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

34. During a focused-reading lesson, sixth-grade students are rereading a text about the suffragist movement and reviewing higher-order questions. Which of the following questions would be most appropriate for the teacher to ask as part of this activity?

- A. What is the author's purpose for writing about historical events?
- B. How does the text structure contribute to an understanding of the main events of the Seneca Falls convention?
- C. Why is it important to reread informational texts several times?
- D. Why do you think the author uses the examples in the text to support the claim that the right to vote was crucial for receiving other rights?

Answer _____

35. Which of the following scenarios in a fifth-grade classroom best shows students engaged in a focused-reading activity?

- A. Students read a text multiple times to understand, interpret at a deeper level, and make connections to the text.
- B. Students read and summarize a text in a small-group setting to check one another's understanding.
- C. Students read a purposeful text as a whole group before discussing the text with classmates in smaller groups.
- D. Students repeat a sentence read by the teacher, imitating the teacher's tone, rhythm, and expression.

Answer _____

36. A teacher is listening to a fourth-grade student's oral reading of a text. During the reading, the student pauses and looks puzzled after a reading miscue. According to best practices for promoting students' ability to self-monitor during reading, which of the following steps would be most appropriate for the teacher to take *first*?

- A. pointing out and correcting the student's error
- B. encouraging the student to keep reading to solve the confusion
- C. having the student practice correcting similar errors in other contexts
- D. commending the student for noticing the error and asking what caused confusion

Answer _____

37. A seventh-grade student, who has mastered reading fluency and has at-grade-level vocabulary knowledge, struggles with literal and inferential comprehension of a previously read informational text. The student is likely to benefit most from an intervention in which the teacher:

- A. provides an introduction to the text that focuses on words that are key to understanding the text.
- B. helps the student form questions using section headings in the text and locate appropriate responses.
- C. encourages the student to make connections to the topic of the text by watching a related video.
- D. has the student complete a word map to show relationships among facts and concepts in the text.

Answer _____

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

38. A sixth-grade teacher would like to assess students' understanding of an author's use of flashbacks for plot development in a novel they are reading in class. Which of the following student activities would be most appropriate for this purpose?

- A. explaining how details in a flashback provide context for creating a conflict between characters
- B. comparing the language used in dialogue spoken in flashbacks from various times in a character's life
- C. analyzing how the author uses temporal words to transition from a character's present-day setting to a flashback
- D. writing an interior monologue that reveals a character's thoughts and feelings during a flashback

Answer _____

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

39. Students in an eighth-grade class are preparing to read an argumentative essay. Which of the following activities would be most effective for promoting the students' ability to distinguish fact from opinion in the essay?

- A. using reliable sources to verify information
- B. supporting valid generalizations with facts
- C. stating agreement or disagreement with expressions of opinion in the essay
- D. reviewing examples of words and phrases that may signal a personal viewpoint

Answer _____

40. An eighth-grade English language arts teacher plans to have students read and discuss an essay about how the designation *Ms.* became an alternative to "Miss" and "Mrs." during the women's movement of the 1970s. The teacher uses entrance cards to assess the students' knowledge of the topic and determines that their knowledge is limited. Which of the following strategies would be most appropriate for the teacher to use to support the students' comprehension of the essay?

- A. providing definitions of key vocabulary from the essay and asking the students to use the words when discussing the essay in class
- B. showing a video that introduces basic facts about the women's movement and guiding the students in a discussion of what they learned
- C. identifying several inspiring leaders in the women's movement and having the students research the significant contributions of each
- D. presenting a time line of significant events during the 1970s and explaining how these events were linked to the women's movement

Answer _____

Domain III—Oral and Written Composition

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

41. A student is developing an essay on the topic of bird-watching. Which of the following versions of an introductory sentence would be most appropriate for the student to use to engage readers' attention?

- A. I disagree wholeheartedly with the commonly held belief that bird-watching is a boring hobby.
- B. Bird-watching is not your average hobby; it requires stealth, quick reactions, and plenty of patience.
- C. You are wrong if you think bird-watchers spend all their time looking through binoculars at trees.
- D. Bird-watching has helped me develop many unique skills, such as differentiating colors and shapes from a distance.

Answer _____

42. A seventh-grade teacher wants to assess students' writing skills before starting a lesson on writing formal correspondence. Which of the following writing prompts would be most appropriate for the teacher to use for this purpose?

- A. A relative you see once a year sends you a birthday present. Write a thank-you note expressing gratitude for the gift.
- B. You receive defective merchandise from an online purchase. Write a letter to the seller describing the problem and proposing a fair solution.
- C. You are taking care of a neighbor's pet while the neighbor is away. Write a letter to let the neighbor know how the pet is doing.
- D. A friend in another state sends you a letter asking for help with a personal problem. Write a letter in response to your friend's request.

Answer _____

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

43. While gathering information about Big Bend National Park from online sources, a student finds the two statements that appear below.

From an elevation of less than 1,800 feet along the Rio Grande to nearly 8,000 feet in the Chisos Mountains, Big Bend includes massive canyons, vast desert expanses, forested mountains, and an ever-changing river.

—from the National Park Service Web site

Springtime in the region is the ideal time to see both resident & migratory birds—over 450 species have been recorded in the Big Bend region.

—from Mountain Trails Lodge & Outdoor Learning Center Web site

Which of the following sentences drafted by the student most effectively synthesizes the information provided in the two statements?

- A. Varied landscapes at a range of elevations provide perfect habitats for the birds that migrate to Big Bend after a long winter.
- B. The best time to visit Big Bend is in the spring, because there are many sights to see and many types of terrain to traverse.
- C. In the spring, over 450 species of birds thrive across Big Bend's vast spaces, which include canyons, deserts, mountains, and a river.
- D. From deep canyons to tree-covered mountains, from expansive deserts to a changing river, Big Bend offers a plethora of wildlife habitats.

Answer _____

44. Seventh-grade students read *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment*, a memoir by Jeanne Wakatsuki Houston and James D. Houston. After reading the memoir, the students' teacher wants them to conduct research on an aspect of the Japanese American experience during the 1940s. Which of the following activities would be most appropriate for the students to engage in *first*?

- A. reading several other memoirs about the events and comparing and contrasting the authors' perspectives
- B. determining an appropriate end product for sharing their findings with the class
- C. performing a preliminary search for sources and developing guiding questions
- D. identifying an aspect of the events in the memoir that particularly interests them and planning research on that aspect

Answer _____

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

45. During a unit on the Harlem Renaissance, an eighth-grade teacher presents the information below as part of a slideshow.

Dorothy West (1907–1998)

- Twentieth-century author who explored the aspirations of middle-class Black Americans
- West's short story "The Typewriter" (1926) won a national competition held by *Opportunity*, a publication of the National Urban League
- West is best known for *The Living Is Easy* (1947)
- West's stories were first published in *The Boston Post* in 1921
- West was nicknamed "The Kid" by other Harlem Renaissance writers

While presenting the slide, the teacher states that Dorothy West was fourteen years old when her stories were published in *The Boston Post*. Which of the following questions should the teacher ask to develop the students' critical-listening skills?

- A. Why did other Harlem Renaissance writers call Dorothy West "The Kid"?
- B. If you were to research Dorothy West's life, what would you expect to learn about her?
- C. What do you think were Dorothy West's childhood ambitions?
- D. How could you find out where Dorothy West grew up?

Answer _____

46. A group of fifth-grade students is discussing a passage from a novel they are reading in class. When the teacher asks the group to describe the setting, one student says, "It's a weird and mysterious house," and the rest of the class agrees. Which of the following responses by the teacher would most effectively help the other students in the group elaborate on the first student's statement?

- A. reminding the students that "weird" and "mysterious" are two of many words they can use to describe a house
- B. asking each student to provide their own understanding of the words "weird" and "mysterious"
- C. giving the students a few minutes to find textual evidence that the house is "weird and mysterious"
- D. providing the students with plot details that explain why the house appears "weird and mysterious"

Answer _____

47. An eighth-grade teacher notices that several students tend to dominate speaking opportunities in the classroom. The teacher is planning a literature unit that will include whole-class instruction and small-group collaboration on a project. The teacher wants to ensure that all students will have opportunities to have their voices heard during these activities. Which of the following instructional practices would be most appropriate for the teacher to use?

- A. assigning the students clear roles, and providing a rubric for the students to use to assess their academic discussion skills
- B. having the students use a mobile application to communicate about the project during class and at home
- C. demonstrating effective listening, turn-taking, and speaking behaviors the students can apply during group work
- D. encouraging the students to ask their classmates for clarification and elaboration during a disagreement

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

48. Based on feedback received from students, an eighth-grade teacher is providing more opportunities for students to work on tasks independently. While the students read a short story independently, the teacher wants them to actively participate and understand what they are reading. Which of the following strategies would be most effective for keeping students engaged and monitoring their understanding of the short story?

- A. calling on individual students randomly and asking them comprehension questions about the short story
- B. moving around the room and asking several students comprehension questions about the short story as they work on their reader response journals
- C. having students pair-read and ask each other comprehension questions about the short story
- D. having individual conferences with students to ask them comprehension questions about the short story

Answer _____

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

49. A sixth-grade English language arts teacher wants to foster a positive relationship between students and the course content where students begin to see their classroom as a writing community. Which of the following approaches would be most appropriate for the teacher to use to promote higher student expectations for themselves in class?

- A. encouraging students to communicate frequently with classmates about their writing outside of class
- B. meeting with students on a regular basis to confer about their writing and to establish their author identity
- C. having students use a secure online platform where they can share their work with classmates
- D. working with students to create a rubric that will be used to evaluate each other's collective achievement

Answer _____

50. A middle school English language arts teacher wants to motivate students to read independently for pleasure and to build knowledge. Which of the following approaches would be most effective for the teacher to use to achieve this goal?

- A. setting aside 20 minutes a day for the students and teacher to read quietly
- B. providing varied genres of literary and informational texts that represent a range of perspectives in the classroom library
- C. taking students to the school library to select books for independent reading and class assignments on a regular basis
- D. posting a list of books recommended by the school librarian on the class Web site

Answer _____

Acknowledgements

Truong, Monique. *The Book of Salt*. Houghton Mifflin. 2003. p. 190
Mountain Trails Lodge & Outdoor Learning Center, Fort Davis, Texas.

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales

English Language Arts and Reading 4–8 (217)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

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

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

Domain I—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

1. A teacher notices that while students generally understand what they are reading and are able to retell or summarize texts, many students do not understand the texts at a deeper level. Which of the following techniques would be most appropriate for the teacher to use to promote all students' deeper comprehension?

- A. leading the students in a whole-group reading of the texts followed by a group discussion of the reading
- B. showing the students how to use an outline to take notes on the texts and then use the notes to write text responses
- C. providing the students with adequate background knowledge to engage in text discussions and respond to higher-level questioning
- D. having the students respond to the texts by creating a related project, such as a series of drawings or a multimedia presentation

Answer

Option C is correct because reading comprehension skills are enhanced when students have prior knowledge of the topics about which they are reading. The more students know in advance about a topic, the easier it is for them to read a text, understand it, and retain the information. If students do not have the prior knowledge necessary for understanding a text's topic, the teacher should activate and build students' background knowledge through discussions and visual aids. Students are then able to have a deeper understanding of the text and have richer discussions, accessing higher-level thinking. **Option A is incorrect** because, while whole-group instruction is useful for introducing a skill or topic, it is not the most effective teaching method to determine all students' understanding and knowledge about a topic. Often during whole-group instruction, only a few students will respond while other students may not have a deep level of understanding. **Option B is incorrect** because, while

showing students how to use an outline and use the outline to write a response can help students process texts they read better, this practice does not necessarily mean students are thinking critically and using higher-order thinking skills to understand the texts at a deeper level. **Option D is incorrect** because having students complete a project may show their creativity and their ability to connect to a text, but this does not necessarily provide the adequate background knowledge needed to engage students in a deeper understanding of the texts.

2. In the first weeks of class, a fourth-grade teacher gives students a reading and writing assignment. As the teacher walks around the room monitoring the students, the teacher identifies possible signs of dysgraphia. Which of the following student behaviors is an indicator of dysgraphia?

- A. confusing the order of letters
- B. having difficulty following a series of directions
- C. writing illegibly
- D. struggling with reading tasks

Answer

Option C is correct because writing illegibly is a symptom of dysgraphia, a neurological disorder of written expression that affects students' ability to write letters and articulate thoughts on paper. Although this symptom may occur along with dyslexia, as both dyslexia and dysgraphia are language learning disabilities, students with dysgraphia have difficulty with letter formation and letter and word spacing, and they often cannot read what they have written. **Option A is incorrect** because confusing the order of letters is a speech-to-sound processing issue, which is a symptom of dyslexia, an impaired reading disability that involves students having difficulty identifying speech sounds and learning how they relate to letters and words, leading to reading issues. **Option B is incorrect** because difficulty following multi-step directions is not an indicator of dysgraphia. Students that are unable to follow multi-step directions may have challenges with working memory, auditory processing disorder, or attention deficit disorder. **Option D is incorrect** because dysgraphia is a writing disability, rather than a reading disability. Students struggling with reading tasks may have difficulty reading, comprehending, and answering questions about a text but may still be able to write legibly.

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

3. A fourth-grade student reads words from a grade-level word list while the teacher records the student's pronunciation of the words on the chart below.

Target Word	Student's Pronunciation
accent	ak-sent-ed
accuse	ik-skyus
legend	leg-end
magnet	mag-net
rustled	rust-ed

Given these results, the teacher plans to promote the student's letter-sound relationship skills by providing opportunities for practice in:

- A. recognizing and accurately reading high-frequency words.
- B. decoding words from left to right using letter-sound analysis.
- C. identifying and taking apart two- and three-syllable words.
- D. recognizing consonants that sometimes but do not always represent a sound.

Answer

Option D is correct because the student does not seem to recognize that some consonants do not represent a sound within certain words. The student is confused by the silent-*e* rule in the word *accuse*, pronouncing the *use* as *us*. The silent-*e* rule is when the letter *e* at the end of a word makes the middle vowel a long vowel sound (e.g., *kite*, *tote*). The student also mispronounces the word *rustle*, not realizing that when the *t* and *l* appear together in *rustled* the *t* is silent. Additionally, the student is confused about the different sounds made by the letters *c* and *g*. The soft sound for the letter *c* is /s/ and for the letter *g* it is /j/. Usually, when a *c* or *g* is followed by an *e*, *i*, or *y* the sound will be soft, but if the *c* or *g* is followed by another letter the sound will be hard. In the word *accuse*, the student pronounces the second *c* as a soft *c* sound when it should have been the hard *c* sound, and the *g* in *legend* was pronounced with the hard *g* sound instead of the soft *g* sound. **Option A is incorrect** because the given words are not considered high frequency words. Examples of fourth-grade high frequency words are *problem*, *complete*, and *sure*. The words on the chart are considered Tier 2 and Tier 3 words. Tier 2 words are multiple-meaning words and words that are frequent enough that most native speakers may know what they mean but need some instruction to understand the meaning completely (e.g., *absurd*, *compare*). Tier 3 words are central to building knowledge and conceptual understanding in academic domains (e.g., *algorithm*, *hyperbole*). **Option B is incorrect** because the student is decoding words by syllables and not letter by letter. The student has already shown the ability to decode beyond letter by letter. **Option C is incorrect** because, given the evidence in the word list, the student is already able to take apart multisyllabic words and has separated each word into the correct syllables.

4. A fifth-grade student is having difficulty understanding multiple-meaning words in a text. Which of the following techniques would likely be most effective for the student to use to distinguish between the different word meanings?
- A. looking up words in a dictionary
 - B. writing examples of their own
 - C. discussing the words with a classmate
 - D. making use of context clues

Answer

Option D is correct because using context clues can help the student determine which meaning of a multiple-meaning word is being used in a text. When using context clues, the student may use the meaning of other words in a sentence or a picture on the page to help them identify the correct meaning of the word. Sometimes when a reader finds a new word, an example might be found nearby that helps explain the meaning of the unknown word. When using context to determine the correct meaning of a multiple-meaning word, the student can determine which use of the word would be appropriate in the given instance. **Option A and Option B are incorrect** because these strategies will help the student learn the one word they are looking up or creating examples for, but they do not help the student find ways to figure out the correct meaning of other multiple-meaning words independently when they come across them in reading. **Option C is incorrect** because discussion with others will help with the understanding of the given word, but discussion does not support the student when reading independently or when there is not adequate time for students to discuss words together.

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

5. During word analysis instruction, a fourth-grade teacher shows students how to recognize and form irregular plurals that are created by changing the final letter or letters of the base word (e.g., *fungus/fungi*, *medium/media*). Which of the following strategies best shows a systematic approach to this word analysis concept?

- A. asking students to circle the endings of words with irregular plurals that they find as they are reading texts
- B. asking students to compare words that have regular plural forms to those that have irregular plural forms
- C. having students practice adding endings to other similar words that have irregular plurals after receiving instruction from the teacher
- D. having students practice replacing a final *f* or *fe* with *v* before adding *-es* to other words that have irregular plural rules, such as *leaves* and *knives*

Answer

Option C is correct because systematic instruction is an evidence-based, planned sequence of instruction. In this example the teacher has already modeled for students how to recognize and form irregular plurals that are created by changing the final letter or letters of the base word. As a best next step, students need to practice what they have learned. **Option A is incorrect** because having students circle endings of words with irregular plurals is not a systematic approach since students are not able to put into practice what their teacher has just modeled; rather, it is having students complete an activity that does not show their understanding of how and why endings are changed when a base word becomes an irregular plural word. **Option B is incorrect** because students are asked to identify and compare word endings of regular and irregular plural words. Students are not internalizing the learning of irregular plurals. **Option D is incorrect** because students are practicing only one irregular plural pattern and are doing so without any teacher instruction or modeling. A systematic approach would have a sequence of teacher instruction followed by an activity that practices the instruction. Then the teacher would move on to teaching additional irregular plural rules.

6. As an intervention for students with reading challenges, a teacher displays a map of Texas and shows students video clips of Francisco Coronado's search to find gold and other tales of buried treasure in Texas. The teacher leads a discussion about how the tales may have affected settlement of Texas, acknowledging the students' comments as they are made. Then the teacher gives the students a text about Coronado to read. Which of the following evidence-based statements best reflects the primary purpose of providing this type of meaning-based literacy activity in interventions?

- A. Educators should reinforce students' efforts toward improving reading skills through the use of praise.
- B. Students should be provided with high-quality reading materials that integrate a variety of content areas.
- C. Students' reading comprehension skills are enhanced when they have prior knowledge of topics about which they read.
- D. Diagrams are one of the most helpful tools to use to establish contextual knowledge before students read a text.

Answer

Option C is correct because the more students know about a given topic they will read in a text, the easier it is for them to read, understand, and retain the information. The literacy activities in this scenario are activating students' prior knowledge and developing students' background knowledge about Coronado's expeditions and how they affected the settlement of Texas. By activating students' prior knowledge, the teacher discovers what the students know about the topic and then builds additional knowledge the students will need in order to learn and access the new content. Developing students' background knowledge helps construct the connections between existing knowledge and new knowledge. **Option A is incorrect** because praise may help motivate and engage students to read if it is meaningful and appropriate, but it does not increase students' knowledge of a topic. **Option B is incorrect** because, although students do need access to high-quality reading material for literacy development, they require background knowledge and instruction to help support their comprehension of the reading materials used for the intervention, which is what the teacher is building. **Option D is incorrect** because although diagrams can help build the students' background knowledge, they are not the only tools that can be used and may not be the most helpful means of doing so—building vocabulary and showing pictures are likely more effective in building background knowledge.

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

7. Which of the following sets of steps would best help students analyze context when they encounter unfamiliar words?
- A. stopping when a word is unfamiliar, rereading the sentence to look for clues about the word's meaning, and then substituting the meaning to see if it makes sense
 - B. stopping periodically during reading, asking what the passage means, and then finding and analyzing the unfamiliar words
 - C. making a list of common affixes, identifying the meaning of the affixes, and then making a list of words with each affix
 - D. making a list of unknown words in the reading, using the dictionary to find the definition, and then determining which definition fits in the sentence

Answer

Option A is correct because when students stop at an unfamiliar word and use the sentence clues around the word to figure out its meaning, they are analyzing the context of the word within text. Students can then use this analysis to determine possible meanings and then go back to reread, substitute a possible meaning, and check to see which new meaning makes sense within the sentence. **Option B is incorrect** because stopping while reading, questioning the material read, and finding and analyzing unfamiliar words promotes comprehension, but students are not using context to figure out the meaning of the unknown words. **Option C is incorrect** because while knowing the meaning of commonly used affixes helps students understand complex word meanings through structural analysis, if students rely only on a list of common affixes they may be unable to analyze textual context to determine the meaning of the word. **Option D is incorrect** because when students are using the dictionary to find the definition of the unknown words, they are using available resources and not context clues to determine the meaning of the words.

8. A seventh-grade teacher is preparing a lesson that will promote students' ability to use and understand the meaning of various antonyms and synonyms to develop comprehension of a text. Which of the following activities would be most appropriate for this purpose?

- A. asking students to match words together that are antonym and synonym pairs
- B. having students create books of antonyms along with their synonyms
- C. teaching students to recognize context clues that indicate whether words are antonyms or synonyms
- D. having students identify antonym and synonym pairs within a text

Answer

Option C is correct because in this activity the students are learning how to use context clues to determine if words are antonyms or synonyms and to comprehend text. Since antonyms are words with opposite meanings and synonyms are words with similar meanings, students can determine meaning by looking for words within a text that show an opposite situation or restate an idea. Students can also use signal words or phrases—*but* and *however* may indicate an antonym will be used, while *also known as* or *in other words* may indicate a synonym will be used. **Option A is incorrect** because while this activity is having students show they understand the meaning of antonyms and synonyms, it does not require students to use that knowledge to deepen their understanding of a text. **Option B is incorrect** because the students are creating a book with synonyms and antonyms in isolation. They are not using the specific words in context to increase their comprehension of a text. **Option D is incorrect** because identifying antonym and synonym pairs in a text will not increase students' ability to use the words to help understand the meaning of the text.

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

9. Seventh-grade students read a fiction text in which important social issues are revealed through the book's setting, main character, and plot. The students also read a recent newspaper article that addresses some of the same social issues. The teacher asks the students to write a personal response to one or more of the social issues reflected in the texts. According to best practices, which of the following strategies would be most appropriate and effective for the teacher to use to prepare the students for this task?

- A. displaying writing samples from previous students based on the assignment and critiquing the samples with the class
- B. engaging in a timed writing session in which students write their thoughts about one or more of the social issues
- C. having students organize their thinking for the assignment by talking to a classmate about what they might say in their writing
- D. showing and discussing a graphic organizer that presents the social issues next to the key ideas related to each issue

Answer

Option C is correct because students are allowed processing time to verbally express and organize their ideas with a classmate before writing. This practice helps to ease students into writing and might remove some

apprehension students have at the beginning of a writing activity. **Option A is incorrect** because in this option the students are practicing editing writing pieces. This is not preparing the students to think of or strengthen writing ideas. Editing is a step in the writing process that should be completed after students have a written draft. **Option B is incorrect** because a timed writing response is not considered a best practice for this scenario. A timed writing piece is generally used to support fluency in writing or for assessment. **Option D is incorrect** because the students' assignment is to write a personal response. The graphic organizer described helps organize the text, but this strategy does not incorporate the aspect of writing personal responses.

10. Which of the following scenarios provides the best example of responsive teaching?

- A. A teacher assesses students' performance as they engage in activities such as reflective journal writing and group discussions to see how their learning progresses.
- B. A teacher regularly assesses students' reading by observing what skills the students have learned in order to identify specific skills to reinforce.
- C. A teacher encourages and guides students to generate comprehension by constructing relationships between concepts of reading materials and their experiences.
- D. A teacher observes and records students' reading behaviors between two different intervals of time to check for reading development growth.

Answer

Option B is correct because the teacher's process of regularly assessing students to identify the skills that need to be taught is responsive teaching—using formative assessments through observing and analyzing students' reading behaviors in order to inform the next steps to take that will reinforce students' development of skills. Responsive teaching provides differentiated instruction to meet each student's individual learning needs. **Option A is incorrect** because in this scenario the teacher is assessing and monitoring students' progress; however, the teacher is not using students' learning performance to adjust the skills being taught. **Option C is incorrect** because the teacher is not using data to drive the instruction. This is a good strategy for students to use to increase their comprehension skills, but it is not responsive teaching as the students' responses to learning are not determining what will be taught. **Option D is incorrect** because, while the teacher is assessing the students' growth, the teacher is not using the data gathered to differentiate the instruction for individual students and is therefore not using responsive teaching.

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

11. Students in a fifth-grade English language arts class discuss an informational article they have read on the topic of plastic pollution. A transcript of the discussion appears below.

Teacher: What did the article make you think about?

Student 1: The ways plastic can hurt all kinds of animals.

Student 2: We should get rid of *all* plastic! But that would be hard.

Teacher: You're right—getting rid of *all* plastic would be hard. What did you know about plastic pollution before you read the article?

Student 3: I knew that some kinds of plastic could be recycled. At home, we reuse plastic food containers, and we put plastic bottles in the recycling bin.

Student 2: I saw a video about how some animals accidentally swallow plastic, and that it makes them sick or even kills them.

Teacher: What new or surprising information did you learn from the article?

Student 4: This was new—and scary: I learned that by 2050, there might be three times as much plastic in the ocean. Whoa!

Student 1: I learned some tips for using less plastic, like using cloth bags for my school lunches.

Student 2: Yes! I'm going to pay closer attention to how much plastic my family and I use.

The teacher's approach in the class discussion is most clearly intended to promote the students' ability to:

- A. synthesize background knowledge with new information.
- B. infer what the author implies but does not state directly.
- C. analyze how the author achieves a specific purpose.
- D. summarize the text's central idea and supporting details.

Answer

Option A is correct because the teacher's questions invite students to compare their prior knowledge about plastic pollution to new or surprising information in the article. This approach encourages the students to consider how the information presented in the article affects their ideas about plastic pollution. **Option B is incorrect** because the teacher's questions do not invite the students to make inferences based on information provided in the article. This approach would be appropriate if the teacher wanted the students to understand an implied message. **Option C is incorrect** because the teacher does not ask students to identify the author's purpose or analyze how the author achieves that purpose. After the initial discussion about information provided in the article, it would be appropriate for the teacher to ask about the author's reason for presenting this information and ask students to examine how the author achieves this purpose. **Option D is incorrect** because the teacher's questions are focused on facts presented in the article rather than the central idea and supporting details. After discussing the information presented in the article, the students would be prepared to identify and summarize the central idea, as well as to identify details in the article that support the central idea.

12. A sixth-grade teacher plans a series of questions for a class discussion about an informational text the students have read. Which of the following questions would be most appropriate for promoting the students' evaluative thinking about the author's craft?

- A. In what ways is the article similar to or different from other articles you have read on the same topic?
- B. How did the author capture and hold your interest throughout the article?
- C. What clues from the text help you know that the article is nonfiction rather than fiction?
- D. What new information did you learn about the topic from reading the article?

Answer

Option B is correct because asking how the author captured and held the students' interest encourages the students to consider how the author achieves a specific purpose in the text. The question develops students'

evaluative thinking skills by asking them to reflect on how the author's craft affected their level of engagement with the text. **Option A is incorrect** because the question asks the students to compare the article to others rather than to evaluate the author's use of craft in the article. **Option C is incorrect** because identifying the text's genre characteristics does not require evaluative thinking. **Option D is incorrect** because identifying new information, without analyzing how the author presents that information, would not engage students' evaluative thinking about the author's craft.

Domain III—Oral and Written Communication

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

13. Read the excerpt below from the first draft of the introduction of an argumentative essay; then answer the question that follows.

In education today, a lot of teaching is focused on math, science, and technology. Some schools have stopped teaching music and art in favor of math and science. This is a big mistake. There is room for a wide variety of classes in schools.

A sixth-grade teacher plans to include the excerpt in a lesson on using evidence to support a claim. Which of the following student activities would be most appropriate for the teacher to facilitate during the lesson?

- A. suggesting reasons for the focus on math, science, and technology
- B. expanding on the benefits of having art and music in the curriculum
- C. paraphrasing the final two sentences of the draft
- D. writing arguments in favor of an alternative curriculum

Answer

Option B is correct because the first draft does not explain why replacing music and art with math, science, and technology in schools is a "big mistake." Expanding on this idea would develop students' ability to use evidence to support a claim, thereby strengthening an argument. **Option A is incorrect** because suggesting reasons for the focus on math, science, and technology would address a counterargument rather than provide evidence that supports the claim that schools should include a wide variety of classes in the curriculum. **Option C is incorrect** because while paraphrasing the first two sentences of the draft would help the students understand the claim, doing so would not produce supporting evidence to support the claim. This activity would be more appropriate for developing students' ability to comprehend an argument than for developing their ability to write an argument.

Option D is incorrect because writing arguments in favor of an alternative curriculum would be more appropriate as a follow-up activity to gauge students' understanding of the lesson on using evidence to support a claim.

14. Read the excerpt below from the first draft of a response to a novel; then answer the question that follows.

All the characters in the book were appealing, although Riley's bumbling cluelessness seemed cartoonish at times. Still, he added an essential dash of humor to the story. Ana reminded me of my older sister, who is also brilliant with a touch of arrogance. Then there was Albert, who was quiet and thoughtful and ended up being the hero who surprised not only the other characters but readers.

A seventh-grade teacher plans to use the excerpt as a model during a lesson on revision strategies. Which of the following revised versions of the underlined sentence would offer the best example of how to revise for coherence and clarity?

- A. Surprising to the characters and readers that quiet and thoughtful Albert became the unexpected hero.
- B. Albert was the hero who surprised everyone, including the readers, because he was so quiet and thoughtful.
- C. Quiet and thoughtful Albert surprises fellow characters and readers alike by becoming the hero.
- D. When quiet, thoughtful Albert turns out to be the hero, he surprises his fellow characters and readers.

Answer

Option C is correct because the revised sentence uses a subordinate clause to clearly convey the idea that readers are surprised by Albert being the hero. In the revised sentence, omitting the phrase "Then there was" focuses the sentence on the character traits that seem at odds with his heroism. **Option A is incorrect** because its ambiguity gives the appearance of ungrammaticality. **Option B is incorrect** because the revised sentence suggests that Albert had always been a hero, but his quiet and thoughtfulness were surprising, whereas the original sentence conveys the opposite idea, that Albert had always been quiet and thoughtful, and the hero role was new. **Option D is incorrect** because the sentence can be interpreted as meaning that Albert only becomes the hero when he is quiet. The revised sentence also erroneously suggests that Albert is both a character and a reader ("his fellow characters and readers").

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

15. A group of sixth-grade students is planning a presentation about the water supply in El Paso, Texas. The students have generated the following research question.

Why are some people concerned about El Paso's water supply?

Which of the following questions would best help the group refine their research question?

- A. What freshwater sources contribute to El Paso's water supply?
- B. How has El Paso's water supply changed over the past 50 years?
- C. What environmental policies affect El Paso's water supply?
- D. How well does El Paso's water supply meet the needs of local residents?

Answer

Option D is correct because the original research question refers to an unspecified group of people who are worried about El Paso's water supply. By focusing on the needs of residents, the students can investigate specific reasons for concern from the perspective of the people directly affected by problems in the water supply. **Option A is incorrect** because identifying fresh water sources that contribute to El Paso's water supply does not require the students to explore reasons for concern about the water supply. The scope of this question is too narrow. **Option B is incorrect** because exploring how El Paso's water supply has changed in the past 50 years would broaden the scope of inquiry in a way that would lead students to a wide range of information that might be irrelevant to the students' original question. **Option C is incorrect** because investigating environmental policies that affect El Paso's water supply would limit the scope of the original inquiry to environmental policies that affect

the water supply, while concerns about the water supply would most likely not all be related to environmental policies.

16. Before seventh-grade students begin a research project, the teacher provides criteria for evaluating online sources. Which of the following approaches would be most effective in further promoting the students' ability to evaluate online sources?

- A. providing guidelines for conducting efficient advanced keyword searches
- B. demonstrating how to locate bibliographies on particular subjects or subject areas
- C. discussing ways to supplement online research with interviews and surveys
- D. introducing basic principles for considering the authority and reputation of a source

Answer

Option D is correct because students who are doing online research need the foundational skills for evaluating the accuracy and reliability of sources. Because unverified information is commonly found on the Web, students should know the basic principles for examining the authority and reputation of online sources. **Option A is incorrect** because conducting advanced keyword searches does not filter out Web pages that have unreliable information. This approach would develop students' computer literacy skills rather than their skills for evaluating online sources. **Option B is incorrect** because locating bibliographies is a skill not unique to online research. This approach would primarily develop students' ability to search and organize sources rather than to evaluate them. **Option C is incorrect** because before students supplement online research with interviews and surveys, they need to evaluate the credibility and reliability of online sources.

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

17. An English language arts teacher is preparing guidelines for public speaking for use by students. To avoid potential cultural insensitivity, the teacher should eliminate which of the following guidelines from the list?

- A. Make eye contact with several individuals in the audience.
- B. Avoid reading your notes word for word during the speech.
- C. Practice delivering your speech until you feel confident.
- D. If you get nervous, slow down a bit and take a full breath.

Answer

Option A is correct because of the varied cultural significance of eye contact. While making eye contact may be a sign of confidence or politeness in some cultures, it may indicate disrespect or disingenuousness in other cultures. Additionally, some students may have personal reasons for being uncomfortable making eye contact. **Option B is incorrect** because there is no clear link between cultural insensitivity and reading notes during a speech. **Option C is incorrect** because practicing a speech to build confidence is not directly related to cultural sensitivity. **Option D is incorrect** because slowing down and taking a full breath while nervous is not directly related to cultural sensitivity.

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

18. Read the excerpt below from the Code of Ethics and Standard Practices for Texas Educators; then answer the question that follows.

(3) Ethical Conduct Toward Students.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- a. The nature, purpose, timing, and amount of the communication;
- b. The subject matter of the communication;
- c. Whether the communication was made openly, or the educator attempted to conceal the communication.

An eighth-grade teacher has assigned a project in which students will examine the history of baseball and ways it has impacted American culture. The teacher would like to communicate with students regarding writing assignments and research activities in conjunction with this project. Given the information provided, which of the following actions by the teacher would be the most appropriate way to use technology in accordance with Standard 3.9?

- A. texting students each night to find out if they are able to understand and complete their homework
- B. messaging a student about meeting at a coffee shop after school to review a draft of an essay
- C. asking students for their cell phone numbers at the beginning of the school year
- D. e-mailing a student a response to a question about how to correctly cite a quote from a baseball player

Answer

Option D is correct because giving feedback through school e-mail during proper hours about schoolwork-related questions is appropriate. Teachers should utilize their school e-mail accounts when communicating with students so that there is no confusion about the purpose of the correspondence. **Option A is incorrect** because, according to the Code of Ethics, contacting students nightly is considered inappropriate, as this practice violates "the amount of the communication" factor. Texting could also be considered personal contact, and students could confuse this form of communication as social rather than school-related. It would also be unclear whether the teacher was communicating with the students openly or is concealing the communication. **Option B is incorrect** because meeting a student outside of school hours and off school property could be viewed as inappropriate, and it would be unclear if the teacher was communicating with the student openly or concealing the communication. When corresponding and meeting with a student, the teacher should make sure that there is no question as to the intention. **Option C is incorrect** because the teacher should not be contacting students by cell phone, so asking for their phone numbers is not appropriate. The teacher should communicate with students via school e-mail outside of school to make it clear the teacher is communicating openly rather than concealing the communication.

19. A fourth-grade teacher develops a series of questions as part of a thematic reading unit on the seasons for a class. Which of the following strategies should the teacher use to effectively apply universal design for learning (UDL) guidelines while gathering information from students about their prior knowledge on the topic?

- A. projecting the questions accompanied by symbols and pictures and having the students respond by speaking or writing
- B. distributing a handout with the questions for the students to read independently and answer in writing, using a dictionary if needed
- C. asking the students to use hand gestures to act out their answers to the questions the teacher is asking them
- D. having a representative group of students respond verbally to the questions while the other students use gestures to express approval of the sample group's responses

Answer

Option A is correct because the material is presented in a way that promotes most students' understanding of what is being asked, and they are given a choice in how to respond to the questions. Universal design for learning (UDL) is an approach to teaching that attempts to meet the needs of every student within a classroom. This approach provides a way of teaching that seeks to help all students have an equal opportunity to succeed by offering flexibility in the ways students access material, engage with the material, and show what they know and have learned. **Option B and Option C are incorrect** because these strategies do not include differentiated instruction; all the students are taking in and presenting the information in the same way. The students do not have a choice in how they are going to show what they learned. Universal design for learning is about making all materials accessible to all students and providing opportunities for them to show what they have learned. **Option D is incorrect** because this strategy does not reflect that all students' academic needs are being met. This shows the learning of a small group of students to an extent, but it does not show that all students were able to succeed or provide them with different methods of showing their understanding.

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

20. While attending a regional professional development workshop, a fifth-grade team of teachers participates in a small-group discussion on implicit bias and instruction. During the discussion several teachers verbally agree that they have not selected more diverse texts for their reading curriculum because "sometimes diverse texts are not rigorous enough." Which of the following steps should an English language arts teacher take *first* to address the effect such implicit bias has on instruction?

- A. researching and reading professional texts and developing a curriculum that represents diverse voices
- B. modeling positive behavior and attitudes during classroom activities
- C. learning about and taking into account students' cultural norms and expectations when creating rubrics
- D. reflecting on and writing about personal experiences related to implicit bias

Answer

Option A is correct because the concern of several teachers that "sometimes diverse texts are not rigorous enough" reveals their bias. Researching professional texts that explore the issues of diversity and rigor, and then developing a curriculum that intentionally challenges their biased perception of diverse texts. **Option B is incorrect** because modeling positive behavior does not completely address the issue of implicit bias and diverse texts. This step may be used in a classroom setting to achieve a variety of purposes that are not related to diversity and rigor. **Option C is incorrect** because considering students' cultural norms and expectations when creating rubrics would not address teachers' implicit bias. **Option D is incorrect** because reflecting and writing about personal experiences related to implicit bias does not directly address the teachers' concern about the level of rigor in diverse texts. Although the activity might clarify their personal understanding of diverse texts, the teachers would need to be able to apply new understandings to instruction.

Competency 013—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

21. A fifth-grade class includes a group of students who did not pass the reading portion of the State of Texas Assessments of Academic Readiness (STAAR) in fourth grade. Which of the following processes would most effectively measure progress and inform instruction for this group of students?

- A. adjusting instruction based on the previous year's STAAR data to help students reach grade-level mastery before they take the appropriate assessment in the early spring
- B. giving the students an on-grade-level STAAR Interim Assessment in the fall, then using the data collected to generate a strategic plan to fill in the gaps until the middle of the year
- C. using the STAAR Interim Assessment Reading Blueprint to develop a diagnostic assessment to give students, then using the data gathered to inform instruction throughout the year
- D. including STAAR Released Test Questions in weekly practice activities, then analyzing the results to make decisions about upcoming lessons

Answer

Option A is correct because using the previous year's STAAR data gives the teacher a baseline for where the students are with regard to reading proficiency. By using the data and adjusting reading instruction, the teacher can build on what the students know and make an intervention plan to support the students in reaching grade-level mastery. **Option B is incorrect** because giving an on-grade-level test to students who failed the previous grade-level test will not help determine what skills students need in order to be successful. It is important for the teacher to know students' levels of reading proficiency and build on their knowledge for an intervention to be successful. **Option C is incorrect** because the blueprint is only a framework that shows the different categories assessed, the standards, and the number of questions for each category. A diagnostic assessment is used to determine students' accurate level of ability and their strengths and challenges in the subject area so that the teacher can design an intervention and is not used to monitor student's progress throughout the year. **Option D is incorrect** because STAAR questions are not designed to be used for teaching materials. The STAAR is designed to be a summative assessment that measures students' yearly achievement.

22. A middle school teacher is evaluating classroom assessment practices and identifying assessment outcomes with regard to students' Texas Essential Knowledge and Skills (TEKS) mastery. Which of the following statements best describes the value of using an assessment matrix with the reading TEKS for this purpose?

- A. The matrix collects observational assessment data at multiple points during the lesson, providing information about students' strengths and challenges in relationship to each TEK.
- B. The matrix organizes information about TEKS and assessment methods, allowing teachers to make effective assessment plans.
- C. The matrix represents each assessment data point in a visual model, informing teachers of the best tool to use to assess each TEK.
- D. The matrix provides a representative sample of assessment options used to assess each TEK, helping teachers make appropriate choices.

Answer

Option B is correct because the assessment matrix is designed to match the student learning outcomes to the various assessment methods used. Teachers can use the matrix to document students' assessment results in relationship to the TEKS and to determine the effectiveness of each classroom assessment used in helping students learn the TEKS. This knowledge will be helpful in planning future assessments effectively. **Option A is incorrect** because a matrix is used to collect assessment data for all students with relationship to the TEKS to help teachers plan effective future assessments, rather than relying solely on real time data present within any given lesson. **Option C is incorrect** because the assessment matrix does not inform teachers of the best tools to use to assess each TEK. The matrix informs teachers of students' overall abilities on a given TEK and of assessments that were effective. **Option D is incorrect** because the assessment matrix organizes information and assessment methods, but it does not give teachers a sample of assessment options.

Clustered Questions

Read the excerpt below from *The Book of Salt*, a novel by Monique Truong; then answer the three questions that follow.

Aboard the *Niobe*, I held the red pouch that my mother had so firmly pressed into my hand, and I thought about the days' worth of water between us. Then I thought about the weeks, months, years, decades of water to come. Time for me had always been measured in terms of the rising sun, its setting sister, and the dependable cycle of the moon. But at sea, I learned that time can also be measured in terms of water, in terms of the distance traveled while drifting on it. When measured in this way, nearer and farther are the path of time's movement, not continuously forward along a fast straight line. When measured in this way, time loops and curlicues, and at any given moment it can spiral me away and then bring me rushing home again.

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

23. In the excerpt, the author uses nature imagery primarily to:

- A. express feelings of intense longing.
- B. illustrate the elusive qualities of time.
- C. describe a way to measure distance.
- D. evoke the slow pace of ocean travel.

Answer

Option A is correct because images of water are used in the excerpt to indicate the narrator's desire to be home, emphasize the narrator's homesickness, and convey the distance between the narrator and her home and the passage of time. **Option B is incorrect** because, for the narrator, time can be "measured in terms of water." The narrator believes that time can be quantified and is therefore not elusive. **Option C is incorrect** because the water imagery is used not only to indicate physical distance but also to emphasize the emotions associated with homesickness, such as loneliness. **Option D is incorrect** because the narrator does not indicate the speed of travel on the *Niobe*, but focuses on the emotional impact of being away from home or from a loved one.

24. A teacher wants to promote students' ability to understand the central idea of the excerpt by synthesizing information provided in the excerpt. Which of the following sets of questions uses scaffolding most effectively for this purpose?

- A. Which aspects of nature are most interesting to the narrator?
How does the narrator describe the images of water?
How does the narrator's concept of time change?
- B. How would the narrator define home?
When does the narrator expect to arrive home?
Who will the narrator visit after arriving home?
- C. What prompts the narrator's reflection?
Why does the narrator mention the concept of time?
How does the narrator's reflection on time affect his understanding of memory?
- D. What is the name of the ship that the narrator is traveling on?
Where is the ship going?
When does the narrator expect the ship to arrive at its destination?

Answer

Option C is correct because the set of questions addresses the reasons for and the significance of specific details in text that prompt the narrator's reflection. These questions draw students' attention to relevant details within the text, including the water and the red pouch, that are key to develop their understanding of the central idea. **Option A is incorrect** because the set of questions prompts the students to analyze descriptive details within the passage without considering how the images convey a central idea. These questions focus on the author's craft, asking the students to consider how the narrator achieves a specific purpose. **Option B is incorrect** because the set of questions addresses details in the passage that focus on the character of the narrator rather than the central idea of the excerpt. Considering the narrator's definition of home and speculating on what the narrator will do after arriving there may develop students' personal connections to the text but not their understanding of the central idea. **Option D is incorrect** because the questions focus on insignificant details rather than the central idea of the excerpt.

25. A teacher wants to create a writing prompt that will help students draw personal connections with the narrator's reflections on time and distance in the excerpt. Which of the following writing prompts would be most appropriate for the teacher to use for this purpose?

- A. Imagine that you can travel back in time to a specific place. Describe the place and time you would visit and explain why you would go there.
- B. Imagine that you are planning your first camping trip. Describe what you will take on the trip and explain why you plan to take those items.
- C. Think about an occasion when you were planning to visit a loved one. Describe how you would feel if the visit were postponed for ten years.
- D. Think about a special occasion in your life that you will always remember. Describe the occasion and explain why you will always remember it.

Answer

Option C is correct because the prompt encourages the students to explore emotions that are similar to those described by the narrator. Reflecting on being away from a loved one invites students to draw personal

connections with the narrator's reflection on homesickness. **Option A is incorrect** because the narrator is not alluding to time travel. By asking the students to make a connection to time that is not supported by the text, the prompt may distract the students from the purpose of the narrator's reflections. **Option B is incorrect** because the prompt asks students about specific objects that they would take on a trip. Although this prompt might help students make a connection to the significance of the red pouch in the excerpt, it may be more appropriate for practical writing. **Option D is incorrect** because the prompt covers a broad topic that may produce student writing that is not related to the specific emotions described by the narrator in the excerpt. In the excerpt the narrator reflects specifically about being homesick.

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

Domain I—Foundations of Reading

Competency 001—(Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

26. A sixth-grade teacher wants students to make a text-to-self connection with the topic of a text that they are going to read. Which of the following activities would be most effective in supporting this goal?

- A. reading a brief biography of the text's author with students and discussing the author's work
- B. asking students to preview the text, write questions they have about the text, and discuss the answers with classmates
- C. asking students to quickly note their thoughts about an essential idea from the text and then share them
- D. stating the text's topic and asking students to name other texts with similar topics and explain whether they liked those texts and why

Answer

Option C is correct.

27. A sixth-grade teacher delivers a lesson that focuses on comparing characters in a drama. The teacher asks students to use a T-chart to write their ideas and then displays a volunteer student's completed chart to begin a discussion. The class reflects on the student's ideas in pairs. The teacher then brings the whole group together to continue the character analysis. This scenario demonstrates the teacher's understanding that effective differentiated instruction should include:

- A. various activities focused on one objective to promote different levels of thinking.
- B. guided questioning to ensure all students formulate their own ideas about a topic.
- C. a discussion of whether students agree or disagree about ideas presented.
- D. graphic organizers to visually organize information for all levels of instruction.

Answer

Option A is correct.

Competency 002—(Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

28. A team of seventh-grade teachers wants to help their diverse group of students develop strong literacy and oral communication skills. Which of the following activities would likely be most effective in reaching this goal?

- A. having the students watch a movie based on a novel they read in class and discuss it with different peers in two concentric, revolving circles
- B. reading aloud a short story to the students and asking them to work with a partner to retell and summarize the story's plot
- C. selecting a persuasive text for the students to analyze independently and participate in a Socratic seminar to debate their assertion
- D. asking the students to listen to open-ended questions about a text they read in class and think critically about how they would respond

Answer

Option C is correct.

29. Which of the following student activities would be most appropriate for informally assessing fifth-graders' ability to identify and use adages as outlined in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading foundational vocabulary standards?

- A. giving student groups several adages and having them try to determine what they mean by using context clues
- B. having students read texts containing adages, having them try to figure out their meanings, then providing cards with explanations to match to the correct adage
- C. providing students with a list of adages and having them look up the meanings and origins online
- D. explaining to students what adages are, brainstorming when and why they are used, and having students create their own adages

Answer

Option B is correct.

Competency 003—(Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.

30. An eighth-grade teacher is evaluating supplemental texts on U.S. history and wants to select texts for working with a small group of students who are reading below grade level. The teacher's intention is to help the students read at grade level. When considering the quantitative dimensions of text complexity, the teacher should consider the:

- A. structure of the text.

- B. average sentence length found in the text.
- C. purpose of the text.
- D. number of connections students can make to the topic.

Answer

Option B is correct.

31. While assessing students' oral reading fluency, a teacher notes that a student slows down frequently to confirm and self-correct, which results in a loss of reading momentum. While discussing the text with the student after the reading, the teacher determines that the student's comprehension of the text is satisfactory. Given this student's assessment results, the teacher should take which of the following steps to improve the student's fluency?

- A. providing opportunities for the student to practice making reading sound more natural
- B. encouraging more independent reading at home of lower reading level texts to improve speed
- C. encouraging the student to pause during reading and use text features to increase understanding of the text
- D. providing additional word-solving strategies and texts with which to practice the strategies

Answer

Option A is correct.

Competency 004—(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

32. A teacher reads aloud to students from various texts daily and talks with the students about the texts. This practice best demonstrates the teacher's awareness of which of the following concepts related to vocabulary development?

- A. Discussing a text after hearing it read aloud promotes comprehension of new words in context.
- B. Listening to texts builds students' oral vocabulary, which in turn enriches their reading vocabulary.
- C. Hearing a text read aloud allows students to enjoy the text without having to pause to decode unfamiliar words.
- D. Listening to texts helps students learn how phrasing and intonation convey meaning in text.

Answer

Option B is correct.

33. A teacher is preparing fourth-grade students to read a book that contains several idioms. Before reading, the teacher engages the students in identifying and learning the meanings of some common English-language idioms. Which of the following strategies would likely be most effective for the teacher to use for this purpose?

- A. reading aloud from a list of idioms and asking students to guess their meanings
- B. having students describe in writing the idioms' meanings within the context of the text
- C. asking students to conduct an idiom scavenger hunt in books they read independently
- D. having students work in pairs to develop original idioms to share with the class

Answer

Option B is correct.

Domain II—Text Comprehension and Analysis

Competency 005—(Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

34. During a focused-reading lesson, sixth-grade students are rereading a text about the suffragist movement and reviewing higher-order questions. Which of the following questions would be most appropriate for the teacher to ask as part of this activity?

- A. What is the author's purpose for writing about historical events?
- B. How does the text structure contribute to an understanding of the main events of the Seneca Falls convention?
- C. Why is it important to reread informational texts several times?
- D. Why do you think the author uses the examples in the text to support the claim that the right to vote was crucial for receiving other rights?

Answer

Option D is correct.

35. Which of the following scenarios in a fifth-grade classroom best shows students engaged in a focused-reading activity?

- A. Students read a text multiple times to understand, interpret at a deeper level, and make connections to the text.
- B. Students read and summarize a text in a small-group setting to check one another's understanding.
- C. Students read a purposeful text as a whole group before discussing the text with classmates in smaller groups.
- D. Students repeat a sentence read by the teacher, imitating the teacher's tone, rhythm, and expression.

Answer

Option A is correct.

36. A teacher is listening to a fourth-grade student's oral reading of a text. During the reading, the student pauses and looks puzzled after a reading miscue. According to best practices for promoting students' ability to self-monitor during reading, which of the following steps would be most appropriate for the teacher to take *first*?

- A. pointing out and correcting the student's error
- B. encouraging the student to keep reading to solve the confusion
- C. having the student practice correcting similar errors in other contexts
- D. commending the student for noticing the error and asking what caused confusion

Answer

Option D is correct.

37. A seventh-grade student, who has mastered reading fluency and has at-grade-level vocabulary knowledge, struggles with literal and inferential comprehension of a previously read informational text. The student is likely to benefit most from an intervention in which the teacher:

- A. provides an introduction to the text that focuses on words that are key to understanding the text.
- B. helps the student form questions using section headings in the text and locate appropriate responses.
- C. encourages the student to make connections to the topic of the text by watching a related video.
- D. has the student complete a word map to show relationships among facts and concepts in the text.

Answer

Option B is correct.

Competency 006—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

38. A sixth-grade teacher would like to assess students' understanding of an author's use of flashbacks for plot development in a novel they are reading in class. Which of the following student activities would be most appropriate for this purpose?

- A. explaining how details in a flashback provide context for creating a conflict between characters
- B. comparing the language used in dialogue spoken in flashbacks from various times in a character's life
- C. analyzing how the author uses temporal words to transition from a character's present-day setting to a flashback
- D. writing an interior monologue that reveals a character's thoughts and feelings during a flashback

Answer

Option A is correct.

Competency 007—(Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex informational and argumentative texts.

39. Students in an eighth-grade class are preparing to read an argumentative essay. Which of the following activities would be most effective for promoting the students' ability to distinguish fact from opinion in the essay?

- A. using reliable sources to verify information
- B. supporting valid generalizations with facts
- C. stating agreement or disagreement with expressions of opinion in the essay
- D. reviewing examples of words and phrases that may signal a personal viewpoint

Answer

Option D is correct.

40. An eighth-grade English language arts teacher plans to have students read and discuss an essay about how the designation *Ms.* became an alternative to "Miss" and "Mrs." during the women's movement of the 1970s. The teacher uses entrance cards to assess the students' knowledge of the topic and determines that their knowledge is limited. Which of the following strategies would be most appropriate for the teacher to use to support the students' comprehension of the essay?

- A. providing definitions of key vocabulary from the essay and asking the students to use the words when discussing the essay in class
- B. showing a video that introduces basic facts about the women's movement and guiding the students in a discussion of what they learned
- C. identifying several inspiring leaders in the women's movement and having the students research the significant contributions of each
- D. presenting a time line of significant events during the 1970s and explaining how these events were linked to the women's movement

Answer

Option B is correct.

Domain III—Oral and Written Composition

Competency 008—(Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

41. A student is developing an essay on the topic of bird-watching. Which of the following versions of an introductory sentence would be most appropriate for the student to use to engage readers' attention?

- A. I disagree wholeheartedly with the commonly held belief that bird-watching is a boring hobby.

- B. Bird-watching is not your average hobby; it requires stealth, quick reactions, and plenty of patience.
- C. You are wrong if you think bird-watchers spend all their time looking through binoculars at trees.
- D. Bird-watching has helped me develop many unique skills, such as differentiating colors and shapes from a distance.

Answer

Option B is correct.

42. A seventh-grade teacher wants to assess students' writing skills before starting a lesson on writing formal correspondence. Which of the following writing prompts would be most appropriate for the teacher to use for this purpose?

- A. A relative you see once a year sends you a birthday present. Write a thank-you note expressing gratitude for the gift.
- B. You receive defective merchandise from an online purchase. Write a letter to the seller describing the problem and proposing a fair solution.
- C. You are taking care of a neighbor's pet while the neighbor is away. Write a letter to let the neighbor know how the pet is doing.
- D. A friend in another state sends you a letter asking for help with a personal problem. Write a letter in response to your friend's request.

Answer

Option B is correct.

Competency 009—(Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

43. While gathering information about Big Bend National Park from online sources, a student finds the two statements that appear below.

From an elevation of less than 1,800 feet along the Rio Grande to nearly 8,000 feet in the Chisos Mountains, Big Bend includes massive canyons, vast desert expanses, forested mountains, and an ever-changing river.

—from the National Park Service Web site

Springtime in the region is the ideal time to see both resident & migratory birds—over 450 species have been recorded in the Big Bend region.

—from Mountain Trails Lodge & Outdoor Learning Center Web site

Which of the following sentences drafted by the student most effectively synthesizes the information provided in the two statements?

- A. Varied landscapes at a range of elevations provide perfect habitats for the birds that migrate to Big Bend after a long winter.
- B. The best time to visit Big Bend is in the spring, because there are many sights to see and many types of terrain to traverse.
- C. In the spring, over 450 species of birds thrive across Big Bend's vast spaces, which include canyons, deserts, mountains, and a river.
- D. From deep canyons to tree-covered mountains, from expansive deserts to a changing river, Big Bend offers a plethora of wildlife habitats.

Answer

Option C is correct.

44. Seventh-grade students read *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment*, a memoir by Jeanne Wakatsuki Houston and James D. Houston. After reading the memoir, the students' teacher wants them to conduct research on an aspect of the Japanese American experience during the 1940s. Which of the following activities would be most appropriate for the students to engage in *first*?

- A. reading several other memoirs about the events and comparing and contrasting the authors' perspectives
- B. determining an appropriate end product for sharing their findings with the class
- C. performing a preliminary search for sources and developing guiding questions
- D. identifying an aspect of the events in the memoir that particularly interests them and planning research on that aspect

Answer

Option D is correct.

Competency 010—(Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

45. During a unit on the Harlem Renaissance, an eighth-grade teacher presents the information below as part of a slideshow.

Dorothy West (1907–1998)

- Twentieth-century author who explored the aspirations of middle-class Black Americans
- West's short story "The Typewriter" (1926) won a national competition held by *Opportunity*, a publication of the National Urban League
- West is best known for *The Living Is Easy* (1947)
- West's stories were first published in *The Boston Post* in 1921
- West was nicknamed "The Kid" by other Harlem Renaissance writers

While presenting the slide, the teacher states that Dorothy West was fourteen years old when her stories were published in *The Boston Post*. Which of the following questions should the teacher ask to develop the students' critical-listening skills?

- A. Why did other Harlem Renaissance writers call Dorothy West "The Kid"?
- B. If you were to research Dorothy West's life, what would you expect to learn about her?

- C. What do you think were Dorothy West's childhood ambitions?
- D. How could you find out where Dorothy West grew up?

Answer

Option B is correct.

46. A group of fifth-grade students is discussing a passage from a novel they are reading in class. When the teacher asks the group to describe the setting, one student says, "It's a weird and mysterious house," and the rest of the class agrees. Which of the following responses by the teacher would most effectively help the other students in the group elaborate on the first student's statement?

- A. reminding the students that "weird" and "mysterious" are two of many words they can use to describe a house
- B. asking each student to provide their own understanding of the words "weird" and "mysterious"
- C. giving the students a few minutes to find textual evidence that the house is "weird and mysterious"
- D. providing the students with plot details that explain why the house appears "weird and mysterious"

Answer

Option C is correct.

47. An eighth-grade teacher notices that several students tend to dominate speaking opportunities in the classroom. The teacher is planning a literature unit that will include whole-class instruction and small-group collaboration on a project. The teacher wants to ensure that all students will have opportunities to have their voices heard during these activities. Which of the following instructional practices would be most appropriate for the teacher to use?

- A. assigning the students clear roles, and providing a rubric for the students to use to assess their academic discussion skills
- B. having the students use a mobile application to communicate about the project during class and at home
- C. demonstrating effective listening, turn-taking, and speaking behaviors the students can apply during group work
- D. encouraging the students to ask their classmates for clarification and elaboration during a disagreement

Answer

Option C is correct.

Domain IV—Educating All Learners and Professional Practice

Competency 011—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

48. Based on feedback received from students, an eighth-grade teacher is providing more opportunities for students to work on tasks independently. While the students read a short story independently, the teacher wants them to actively participate and understand what they are reading. Which of the following strategies would be most effective for keeping students engaged and monitoring their understanding of the short story?

- A. calling on individual students randomly and asking them comprehension questions about the short story
- B. moving around the room and asking several students comprehension questions about the short story as they work on their reader response journals
- C. having students pair-read and ask each other comprehension questions about the short story
- D. having individual conferences with students to ask them comprehension questions about the short story

Answer

Option B is correct.

Competency 012—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

49. A sixth-grade English language arts teacher wants to foster a positive relationship between students and the course content where students begin to see their classroom as a writing community. Which of the following approaches would be most appropriate for the teacher to use to promote higher student expectations for themselves in class?

- A. encouraging students to communicate frequently with classmates about their writing outside of class
- B. meeting with students on a regular basis to confer about their writing and to establish their author identity
- C. having students use a secure online platform where they can share their work with classmates
- D. working with students to create a rubric that will be used to evaluate each other's collective achievement

Answer

Option B is correct.

50. A middle school English language arts teacher wants to motivate students to read independently for pleasure and to build knowledge. Which of the following approaches would be most effective for the teacher to use to achieve this goal?

- A. setting aside 20 minutes a day for the students and teacher to read quietly
- B. providing varied genres of literary and informational texts that represent a range of perspectives in the classroom library
- C. taking students to the school library to select books for independent reading and class assignments on a regular basis
- D. posting a list of books recommended by the school librarian on the class Web site

Answer

Option B is correct.

Acknowledgements

Truong, Monique. *The Book of Salt*. Houghton Mifflin. 2003. p. 190
Mountain Trails Lodge & Outdoor Learning Center, Fort Davis, Texas.

Preparation Manual

Section 5: Sample Constructed-Response Question English Language Arts and Reading 4–8 (217)

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400–600 words in which you address each of the following:

- describe one strategy that you would use to help the student connect prior knowledge and real-world experiences to the new content and contexts in the excerpt provided;
- describe one area of academic need that the student demonstrates related to an English language arts and/or reading skill or learning objective;
- describe one developmentally appropriate instructional strategy that you would use to address the student's identified need and explain why you would use that strategy;
- describe one developmentally appropriate method of assessment that you would use to monitor the student's progress toward the identified skill or learning objective; and
- explain how you would use data from this assessment method to measure the student's progress and plan for future instruction.

Exhibit 1: Learning Objective and Excerpt

A sixth-grade English language arts teacher wants to help students develop skills for analyzing author's purpose and craft described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading below.

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.

The teacher sets the daily learning objective below.

Students will be able to describe how an author's use of literary devices and figurative language achieves specific purposes within a text.

In preparation for reading the poem "Who Will Teach Me?" by Nancy Wood, students read a nonfiction selection that provides context for the poem. The students then read the poem. The nonfiction selection and the poem appear below.

The Utes are the only American Indian tribe that is native to Colorado. They were hunters rather than farmers, and they roamed freely in a large area that included all of Colorado and extended from southern Wyoming into eastern Utah and northern New Mexico. They built cone-shaped homes of grass or brush.

At first, there were seven bands of Utes, each with a leader, and all were powerful warriors. The mountains in which they lived were a natural barrier that served to protect them from their enemies. Other tribes found them nearly unconquerable.

Then in the first half of the nineteenth century, the Utes lost most of their homeland in northern New Mexico and southern Colorado. This was the result of the Mexican occupation and of the building of American forts in the area. Once gold was discovered in Colorado in 1858, treaty after treaty with the United States took more of their land, pushing them even farther back into the mountains.

Now the Utes are scattered and most of the people have lost touch with their roots. Today they work in agriculture, forestry, and tourism. A few strong individuals continue to follow the old ways. With their help, Nancy Wood has been able to record in her poems and other writings the beliefs and culture of the Utes.

Who Will Teach Me?

Who will teach me now that my fathers
Have gone with the buffalo?
Who will tell of times I wish I knew?
Who will direct my journey
So that I will come out right?
The years are clouds which
Cover my ancestors.
Let them sleep.
I shall find my way alone.

Exhibit 2: Student Assignment, Success Criteria, and Student Written Response

After the students read the text selection and the poem, they respond to questions in their writing journals. The questions, success criteria, and one student's responses appear below.

Success Criteria

In my responses, I will:

Identify at least one example of a literary device in the poem.

Explain how the literary device communicates meaning.

Read over my responses to make sure that I have answered every question using complete sentences.

1. How did reading the nonfiction selection before reading the poem help you understand the poem?

There is no way I could have understood the poem if I hadn't read the information about the Utes first. The poem doesn't say anything about Ute Indians. I wouldn't have understood what the poem was really about. Now I understand that the fathers are the speaker's ancestors. The journey isn't an actual trip. It's the speaker's life. She wants to know who will teach her about her people's way of life now that her ancestors are gone. She will have to go on the journey of life alone, without their help.

2. How did the author's use of literary devices help communicate meaning in the poem?

One example is the thing about years being clouds. The clouds are like blankets that cover the ancestors while they sleep. But the word "like" isn't used, so this comparison isn't a simile. It is a metaphor. Also, the ancestors aren't really sleeping. They died many years ago. That's the only literary device I could find.

Exhibit 3: Student-Teacher Conversation

After responding to the questions, the student has a one-on-one conversation with the teacher. A transcript of their conversation appears below.

Teacher: Let's see if we can expand your answer to the second question. When you look at the title and each line of the poem, do you see any similarities?

Student: Some are questions.

Teacher: How do the questions begin?

Student: They begin with "Who will."

Teacher: Yes, and what would you call that?

Student: Repetition. Oh, that's another literary device!

Teacher: Do you think the author had a reason for using repetition?

Student: The speaker is asking who will teach her about the past and who will help her in the future.

Teacher: Do you think repetition makes that message stronger?

Student: Yes, because if the author used "Who will" only once, it would just be a regular question. But she asks it three times, so obviously the answer is really important.

Teacher: And what is the answer?

Student: She will teach herself. She will figure out how to live her life.

Sample Responses and Rationales

Score Point 4

The student correctly identifies figurative language (standard 9D of the TEKS for Grade 6). The student recognizes that the comparison of years to clouds is a metaphor, correctly distinguishes metaphor from simile, and discerns that "the ancestors aren't really sleeping"—that sleep is used as a metaphor for death. However, the student struggles to identify other types of literary devices (standard 9E). While aware of the literary device called "repetition," the student is not able to independently identify repetition in the poem. This remains an area of academic need.

To address that need, I would implement strategies designed to increase the student's attention to the formal properties of the text. I would ask the student to return to the poem and highlight anything notable or effective, such as vivid diction; striking imagery; repeated words, phrases, or sounds (e.g., assonance, consonance, alliteration); and distinctive uses of capitalization or punctuation. The purpose of this activity would be for the student to recognize that poetic devices and techniques are deliberate strategies used by the poet to produce multiple effects.

I would then provide one-on-one instruction to help the student think about how the highlighted elements contribute to meaning in the poem. If, for example, the student highlighted the question marks and periods, I would focus on the poet's use of three interrogative sentences followed by three declarative sentences. I would ask the student to consider the effect of reversing the order of declarative and interrogative sentences or alternating between questions and answers. Thinking about the possible effects of rearranging the lines would prompt the student to consider the relationship between form and meaning and, more specifically, how the poem's structure contributes to its mood.

Although the student has made strong text-to-world connections between the poem and the nonfiction selection, the conclusion that the poem is "really about" the Ute experience suggests that the student is unnecessarily limiting the poem's meaning. To encourage the student to think about additional, more universal meanings, I would stimulate text-to-self connections in a brainstorming session with the whole class. Noting the description of the Utes as a people who "lost touch with their roots," I would ask the class to think about other ways in which people can lose touch with their

roots, such as moving to a new country, changing schools, or losing a family member. I would then ask the students to reflect in writing on an event or circumstance in their own lives that caused them to lose touch with something they had known or relied upon. To help them focus their thoughts, I would give them a sentence starter, such as "This poem reminds me of how...."

To assess students' ability to identify literary devices, I would assign them a different short poem later in the class. After a brief discussion of the poem's global meanings, I would have students do the highlighting activity described earlier. At the conclusion of the class, as an exit ticket, I would have students identify one literary device in the poem. These exit tickets would indicate whether the students were able to identify literary devices. If they were unable to do so, I would plan additional lessons to address this skill. If they were able to do so, we could proceed to discuss, during the next class, the ways in which these literary devices contribute to the poem's meaning.

Rationale for the Score of 4

The "4" response reflects a thorough understanding of the relevant content knowledge and skills. The response fully addresses all parts of the assignment, demonstrates an accurate, highly effective application of the relevant content knowledge and skills, and provides strong, relevant evidence, specific examples, and well-reasoned explanations.

Completion: The response addresses all parts of the assignment, and the response to each part is developed with evidence, examples, and explanations. An academic need is described in paragraph 1; a detailed instructional strategy, and the rationale for that strategy, is described in paragraphs 2 and 3; a strategy for making text connections is described in paragraph 4; and a method of assessment is described, and the use of the data explained, in paragraph 5.

Application of Content: The response accurately and effectively applies concepts and terminology relevant to English language arts content (metaphor and simile, assonance and consonance, declarative and interrogative) and best practices (one-on-one instruction, brainstorming, sentence starters, exit tickets). The response demonstrates an ability to analyze a literary text, frame questions that promote higher-order thinking, and design effective lessons aligned to the relevant TEKS standards.

Support: The response provides strong, relevant evidence, specific examples, and well-reasoned explanations. In paragraph 1, the assessment of the student's skill level is grounded in evidence from the exhibits, including a quotation. In paragraphs 2 and 3, the instructional strategy is described with specific details, including precise instructions and a hypothetical exchange between teacher and student.

Score Point 2

One area of academic need the student demonstrates is finding all the literary devices in the poem. The student found one metaphor. The teacher has to help this student find repetition. Also, the student did not identify point of view, which is part of the TEKS standard.

One developmentally appropriate instructional strategy I would use to address this need is to display a list of literary devices and have the student reread the poem and look for an example of each literary device on the list. Having a list to refer to would make it easier for the student to think of literary devices that could possibly appear in a poem.

Also, I would focus on omniscient and limited point of view. Omniscient means the narrator can see into the mind of every character and report what they are thinking, whereas with limited third person point of view the narrator can only see into the mind of one or some of the characters. I would have students read some exemplar stories, write their own short stories using omniscient point of view, and then write the same story again, only this time using limited point of view.

One strategy I would use to help the student connect prior understanding to new content is making text-to-text connections between the poem and the nonfiction selection. I would provide a Venn diagram in which the student would

enter information from the nonfiction selection and the poem and see where the two overlap. The nonfiction selection says that "most of the people have lost touch with their roots," and the speaker in the poem has also lost touch with her roots, as indicated by her question "Who will tell of times I wish I knew?" Text-to-text connections can also be made between the speaker's statement that "now that my fathers have gone with the buffalo" in the poem and the nonfiction selection's description of the Utes who "roamed freely" but now "work in agriculture."

One developmentally appropriate method for monitoring the student's progress would be to ask the student to define the terms irony, metaphor, simile, onomatopoeia, personification, and hyperbole and then to write a poem that incorporates at least three of these literary devices. I would then use the data from this assessment to measure the student's progress and plan for future instruction. For example, if most of the students got hyperbole wrong, I could have the students read a tall tale and identify examples of exaggeration. If they needed more instruction on metaphors, we would read Eve Merriam's poem "Metaphor," which is an effective instructional tool.

Rationale for the Score of 2

The "2" response reflects a limited understanding of the relevant content knowledge and skills. The response addresses some parts of the assignment and demonstrates a partially accurate application of the relevant content knowledge and skills. The response provides limited evidence, and examples or explanations are only partially appropriate.

Completion: The response addresses most parts of the assignment, but it does so only partially. It partially describes one area of academic need (the failure to "find all the literary devices in the poem"), and then merely names a second need that is inappropriate to the context (the failure to "identify point of view"). The description of an instructional strategy largely pertains to this second need. The description of the method of assessment and use of the data is partial, with limited evidence and explanations.

Application of Content: The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. For example, while the instructional strategy for teaching omniscient and limited points of view may be appropriate for a unit on narrative fiction, it is inappropriate for a lesson on a lyric poem. Additionally, the nonfiction selection is not a literary text; it is presented only to provide context for the poem. While the nonfiction selection may help students make text-to-world connections, making text-to-text connections between it and the poem is inappropriate given the lesson's focus. Finally, while a summative assessment on literary devices may be appropriate at the end of the unit, it will not provide the data the teacher will need to measure progress and guide instruction throughout the unit.

Support: The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate. Little description is given of the method of assessment other than when it would be administered and the topics it would cover.

Performance Characteristics

The rubric created to evaluate your response to the constructed-response question is based on the following criteria:

Completion	The degree to which the candidate completes the assignment by responding to each specific task in the assignment.
Application of Content	The degree to which the candidate applies the relevant knowledge and skills to the response accurately and effectively.
Support	The degree to which the candidate supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

Score Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response fully addresses all parts of the assignment. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. • The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
3	<p>The "3" response reflects a general understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses most or all parts of the assignment. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. • The response provides sufficient evidence, some examples, and generally sound explanations.
2	<p>The "2" response reflects a limited understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses at least some of the parts of the assignment. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. • The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
1	<p>The "1" response reflects little or no understanding of the relevant content knowledge and skills.</p> <ul style="list-style-type: none"> • The response addresses, few, if any, parts of the assignment. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. • The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
U	<p>The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.

Acknowledgements

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