



Preparation Manual

English Language Arts and Reading 7–12 (331)

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 7–12 (331)

Exam Overview

Exam Name	English Language Arts and Reading 7–12
Exam Code	331
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 7–12 (331) 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 7–12 exam framework. Questions on this exam range from grades 7–12. 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.

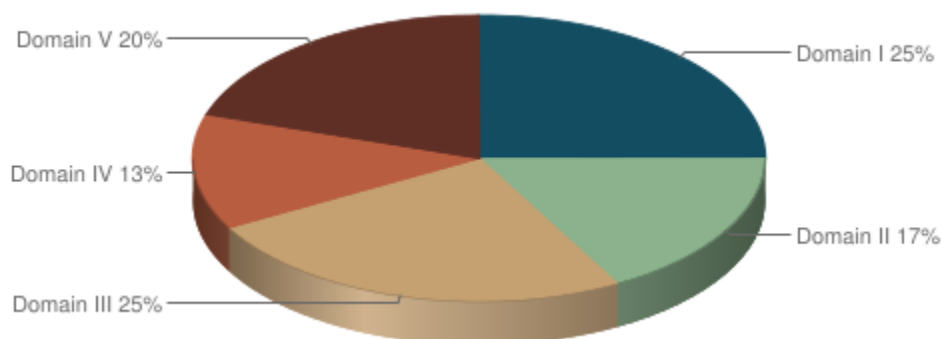
- C. A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

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

Domain	Domain Title	Approx. Percentage of Exam
I	Reading Instruction and Assessment	25%
II	Text Comprehension and Analysis	17%
III	Oral and Written Communication	25%
IV	Educating All Learners and Professional Practice	13%
V	Constructed Response	20%



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—Reading Instruction and Assessment

Competency 001—(Foundations of Reading Instruction and Assessment): Understand concepts, principles, and best practices related to reading instruction and assessment.

For example:

- A. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated model of English language arts in grades 7–12.

- B. Demonstrate knowledge of key principles of research-based and evidence-based 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 7–12); 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; and designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices.
- C. Demonstrate knowledge of factors that can affect the reading proficiency of students in grades 7–12, including the role of content and background knowledge; the amount of time each day that students spend engaged in reading; and a reading curriculum that focuses on 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.
- D. Demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia and of evidence-based instructional strategies and best practices for accommodating instruction for students in grades 7–12 who have been diagnosed with dyslexia and/or dysgraphia or who may need to be referred for evaluation.
- E. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the TEKS for ELAR (Grades 7–12) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development through the use of linguistic accommodations commensurate with the students' proficiency levels and second-language acquisition methods, language proficiency assessment committee [LPAC]–designated supports decisions, and other ESL strategies; 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 primary language) and the English Language Proficiency Standards (ELPS) (e.g., identifying students' English language proficiency level; providing instruction that is appropriately communicated, sequenced, and scaffolded).
- F. 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 7–12) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, such as the use of technology to access grade-level text, linguistically accommodated texts, sentence and paragraph frames, access to primary-language resources [including cognates and bilingual dictionaries], graphic representations of vocabulary and concepts, and other modes that provide comprehensible input to support understanding).

Competency 002—(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 continuum of vocabulary development as described in the TEKS for ELAR (Grades 7–12), including the importance of providing students with frequent, repeated exposures to and opportunities to use new vocabulary in meaningful contexts.
- B. Demonstrate knowledge of factors that affect vocabulary development of students in grades 7–12 (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.

- C. Demonstrate knowledge of the distinctions between various tiers of vocabulary (i.e., Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific).
- D. Apply knowledge of principles of word formation in English, including the use of affixes and roots, to determine the meaning of academic English words derived from Greek and Latin roots and of words and phrases borrowed from other languages and frequently used in English, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply knowledge of principles of word formation in English to determine the meaning of academic English words and of words and phrases borrowed from other languages and frequently used in English.
- E. Demonstrate knowledge of how to use print and digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech of words and to clarify and validate understanding of the precise and appropriate meaning of technical and discipline-based vocabulary and of multiple meanings of advanced vocabulary.
- F. Analyze context to distinguish among denotative, connotative, and figurative meanings of words and phrases and to draw conclusions about nuanced word meanings.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the denotative and connotative meanings of words and to clarify understanding of multiple meanings of advanced vocabulary.
- H. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for formally and informally assessing students' development of vocabulary knowledge and skills.
 - I. Interpret the results of ongoing assessments in vocabulary development and use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 003—(Reading Comprehension): 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of increasingly complex texts.

For example:

- A. Demonstrate knowledge of reading comprehension as an active process of constructing meaning at varying degrees (i.e., literal, inferential, evaluative, and synthesis levels) and of the role of background knowledge in constructing meaning.
- B. Demonstrate knowledge of the importance of explicitly teaching all students in grades 7–12 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 students may be unfamiliar and explicitly teaching these words.
- C. 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.
- D. Apply knowledge of strategies for systematically supporting students in acquiring 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 primary language and experiences to reading contexts in English, providing explicit explanation of content and of 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.

- E. Demonstrate knowledge of the components of text complexity, including the quantitative measures (e.g., word length, sentence length) and qualitative features (e.g., text structure, author's purpose) and how to use the components to select texts of increasing difficulty.
- F. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused rereadings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions, demonstrating how to use annotation to help construct meaning from and clarify ideas about texts, supporting students in deconstructing grammatically complex sentences, rereading texts with students for different levels of meaning, having students engage in collaborative conversations about and write responses to texts).
- G. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting 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.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting 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.
- I. Demonstrate knowledge of the role of teacher-led focused reading and rereading in developing 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).
- J. Demonstrate knowledge of research-based strategies and best practices for promoting 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).
- K. Demonstrate knowledge of research-based strategies and best practices for teaching 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, applying focused reading for deep understanding).
- L. Demonstrate knowledge of research-based strategies and best practices for promoting 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; using text evidence to support appropriate responses; paraphrasing, summarizing, and illustrating texts in a meaningful way; interacting through note taking, annotating, or freewriting; responding with appropriate content, vocabulary, and tone; discussing and writing about explicit or implicit text meanings; reflecting on and adjusting responses as new evidence is presented; defending or challenging authors' claims using relevant text evidence).
- M. 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.

- N. Interpret the results of ongoing assessments in reading comprehension and reading comprehension strategies and use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Domain II—Text Comprehension and Analysis

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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. Demonstrate knowledge of literary genres, such as realistic fiction, historical fiction, science fiction, mysteries, humor, short stories, myths, and fantasy, and of research-based strategies and best practices for promoting students' ability to identify literary genres.
- B. Analyze the effects of sound, form, figurative language, graphical elements, and dramatic structure in poetry across literary time periods and cultures, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the effects of literary devices and elements in poems.
- C. Analyze the effects of meter, rhyme schemes, types of rhymes (e.g., end, internal, slant), and other conventions in poems across a variety of poetic forms, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the effects of poetic conventions across a variety of poetic forms.
- D. Analyze the effects of word choice and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) across a variety of literary forms (e.g., poetry, fiction, drama), and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the effects of word choice and imagery across a variety of literary forms.
- E. Analyze how authors use literary devices and techniques (e.g., irony, oxymoron, paradox, satire, allegory) to achieve specific purposes in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use literary devices for specific purposes.
- F. Analyze how themes are developed through characterization and plot and how similar themes are developed in a variety of literary texts representing surface and deep aspects of diverse cultures, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how themes are developed through characterization and plot.
- G. Analyze how authors develop complex characters, including archetypes, through a range of literary devices, as well as historical and cultural settings and events, and how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of character development and its influence on plot and theme in literary works.

- H. Analyze linear and nonlinear plot development (e.g., foreshadowing, flashbacks, subplots) in a variety of literary texts representing surface and deep aspects of diverse cultures, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of various types of plot development.
- I. Analyze setting in a variety of literary texts in terms of historical, social, economic, and cultural contexts and how setting influences plot, characterization, and theme, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of setting in terms of historical, social, economic, and cultural contexts and their influences on plot, characterization, and theme.
- J. Analyze how authors use diction and syntax to contribute to mood, voice, and tone in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use diction and syntax to contribute to mood, voice, and tone in literary texts.
- K. Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
- L. Analyze how playwrights develop characters and dramatic action through dialogue, staging, and dramatic conventions (e.g., asides, soliloquies, dramatic irony), and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how playwrights develop characters and dramatic action.
- M. Analyze how authors use print and graphic features to achieve specific purposes in literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use print and graphic features to achieve specific purposes in literary texts.
- N. Analyze the characteristics and effectiveness of multimodal and digital literary texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and effectiveness of multimodal and digital literary texts.
- O. 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 7–12) to guide instruction.
- P. 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 oral or written response.
- Q. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all comprehension levels (i.e., literal, inferential, evaluative, appreciative, and critique) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).
- R. 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 005—(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. Analyze characteristics and structural elements of complex informational texts, such as a clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion, 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. Analyze the author's purpose, audience, and message within complex informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the author's purpose, audience, and message within complex informational and argumentative texts.
- C. Analyze the relationship between author's purpose and the organizational design of an informational text, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the relationship between the authors' purpose and the organizational design of informational texts.
- D. Analyze characteristics and structural elements of argumentative texts, such as clear arguable claims, appeals, various types of evidence, treatment of counterarguments (e.g., concessions, rebuttals), an identifiable audience or reader, and a convincing conclusion, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to analyze characteristics and structural elements of argumentative texts.
- E. Analyze an author's use of craft (e.g., word choice, use of rhetorical devices) in an informational or argumentative text, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of authors' use of craft in an informational or argumentative text.
- F. Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies in informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the purpose of rhetorical devices in informational and argumentative texts.
- G. Analyze how authors use print and graphic features to achieve specific purposes in informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of how authors use print and graphic features to achieve specific purposes in informational and argumentative texts.
- H. Analyze the characteristics and effectiveness of multimodal and digital informational and argumentative texts, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of the characteristics and effectiveness of multimodal and digital informational and argumentative texts.
- I. 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 7–12) to guide instruction.

- J. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational and argumentative texts at all comprehension levels (i.e., literal, inferential, evaluative, and synthesis levels) and for promoting critical thinking about informational and argumentative texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).
- K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational and argumentative texts (e.g., building background knowledge, providing tiered assignments, using graphic organizers and other visual representations of information and text structure, presenting mini-lessons on targeted comprehension skills) to address the assessed needs of all students.
- L. Demonstrate knowledge of a variety of informal and formal procedures for monitoring and assessing students' skills and strategies for reading nonliterary texts, including visual images and messages, and how to use assessment results to design and adjust instruction.

Domain III—Oral and Written Communication

Competency 006—(Composition): Understand the characteristics of various genres of written text 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. Apply knowledge of genres of written text (e.g., literary texts, including personal narrative and fiction; informational texts; argumentative texts; literary analysis; rhetorical analysis) and of research-based strategies and best practices for promoting students' ability to select the most appropriate genre for a specific topic, purpose, and audience.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to generate ideas for writing (e.g., brainstorming, journaling, discussing, background reading).
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to use a purposeful text structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop a clear controlling idea or thesis statement.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop an engaging idea with relevant, specific facts and details.
- F. Apply knowledge of research-based strategies and best practices for promoting students' ability to revise a draft to enhance organization, coherence, clarity, style, word choice, and sentence variety.
- G. Apply knowledge of research-based strategies and best practices for promoting students' ability to edit drafts using standard English conventions (e.g., pronoun-antecedent agreement; appropriate use of verb tense; appropriate use of active and passive voice; correct spelling, punctuation, and capitalization).

- H. Apply knowledge of research-based strategies and best practices for promoting students' ability to compose correspondence in a professional or friendly structure.
- I. Demonstrate knowledge of research-based strategies and best practices for integrating technology into instruction at all stages of the writing process to promote students' writing skills.
- J. 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.
- K. Demonstrate knowledge of research-based strategies and best practices for using the continuum of writing development as described in the TEKS for ELAR (Grades 7–12) to guide instruction.
- L. Demonstrate knowledge of research-based strategies and best practices for differentiating writing instruction (e.g., having students choose writing topics of interest, modeling how to use graphic organizers during the drafting process, presenting mini-lessons on targeted writing skills) to address the assessed needs of all students.
- M. Demonstrate knowledge of strategies and best practices for assessing students' writing development and for using assessment data to inform future instruction in writing.

Competency 007—(Inquiry and Research): Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.

For example:

- A. Apply knowledge of research-based strategies and best practices for promoting students' ability to develop questions for formal and informal inquiry, critique the research process at each step, develop and revise a research plan, and modify the major research question as necessary to refocus a research plan.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to locate, identify, and gather relevant information from a variety of sources.
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to distinguish between primary and secondary sources.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to evaluate sources for reliability, credibility, bias, and accuracy.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to identify and analyze various types of logical fallacies (e.g., ad hominem arguments, hasty generalizations, circular reasoning, false dilemmas).
- F. Apply knowledge of research-based strategies and best practices for promoting students' ability to synthesize information from a variety of sources.
- G. Apply knowledge of research-based strategies and best practices for promoting students' ability to paraphrase, quote, and cite source material ethically to avoid plagiarism.
- H. Apply knowledge of research-based strategies and best practices for promoting students' ability to determine an appropriate mode of delivery (e.g., written, oral, multimodal) and to present results of inquiry and research in a well-organized and ethical manner.

- I. 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 7–12) to guide instruction.

Competency 008—(Listening and Speaking): Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.

For example:

- A. Apply knowledge of research-based strategies and best practices for promoting students' ability to listen actively, respond appropriately, and adjust communication to audiences and purposes.
- B. Apply knowledge of research-based strategies and best practices for promoting students' ability to follow and give complex oral instructions for performing specific tasks or for completing complex processes (e.g., asking pertinent questions to clarify meaning, responding appropriately to clarification questions).
- C. Apply knowledge of research-based strategies and best practices for promoting students' ability to engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.
- D. Apply knowledge of research-based strategies and best practices for promoting students' ability to communicate ideas effectively by using eye contact, speaking rate, volume, enunciation, pauses, conventions of language, and purposeful gestures within social and cultural contexts.
- E. Apply knowledge of research-based strategies and best practices for promoting students' ability to prepare and give a formal presentation that incorporates a clear thesis; a clear progression of valid evidence from reliable sources; and informal, formal, and/or technical language in a way that effectively meets the needs of audience, purpose, and occasion.
- F. Apply knowledge of research-based strategies and best practices for promoting students' ability to participate in structured conversations and collaborative discussions by asking relevant and insightful questions, building on the ideas of others, developing a plan for building consensus, tolerating a range of positions and ambiguity in decision making, and evaluating the work of a group based on agreed-upon criteria.
- G. Apply knowledge of research-based strategies and best practices for promoting students' ability to formulate and present sound arguments using elements such as introduction, first and second transitions, body, conclusion, the art of persuasion, and rhetorical devices.
- H. 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 7–12) to guide instruction.
- I. Demonstrate knowledge of instructional strategies and best practices for assessing 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 009—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally 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 and/or modifications 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.
- 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, families, and other stakeholders about student progress by providing detailed and constructive feedback and for partnering with students' families and other stakeholders in furthering students' achievement goals.

Competency 010—(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 (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism.
- B. Recognize the role personal bias plays in potential learning expectations for 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 accommodate instruction to support language acquisition to ensure that both language and content instruction are accessible across the content areas.

- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, stakeholders, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as bilingual education and ESL.
- 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 other instructional accommodations and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, productive, and culturally inclusive 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 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 011—(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, as well as 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, 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 that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS.
- F. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- G. Demonstrate knowledge of the foundational elements of Multi-Tiered Systems of Support (MTSS) and the ability to apply this knowledge to differentiate tiered instruction for all students based on multiple data points.
- H. 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.

- I. 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.
- J. 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 students' development, strengths, needs, and learning.

Domain V—Constructed Response

Competency 012—(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 7–12 (331)

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—Reading Instruction and Assessment

Competency 001—(Foundations of Reading Instruction and Assessment): Understand concepts, principles, and best practices related to reading instruction and assessment.

1. An English II teacher designs a unit on *Julius Caesar* that is reflective of an integrated model of English language arts. Students read and discuss the play and complete writing assignments afterward. The unit's culminating activity is for students to write and give an argumentative speech about Caesar's assassination from the viewpoint of one of the play's characters, using experts' influential speeches that are currently featured in online videos as models. The teacher establishes the following "success criteria" to guide students in writing their speeches.

Success Criteria

When writing my argumentative speech, I will:

1. take the point of view of a character from the play to make a claim either for or against Caesar's assassination.
2. brainstorm possible arguments an audience might have against my claim so that I can refute them in my speech.
3. identify points with which an audience might agree.
4. use argumentative language and at least three different rhetorical devices designed to convince an audience that my claim is valid.

After the speeches are written, which of the following strategies would be the most effective *next* step for the teacher to take to prepare students to deliver their written speeches orally?

- A. providing students with a list of requirements and checklists for delivering their speeches
- B. having students watch and listen to similar speeches to learn the characteristics of influential speaking
- C. working with students to make sure that their speeches are properly organized and use well-founded arguments
- D. dividing students into groups to watch videos of speeches and then discuss the speeches' topics

Answer _____

2. An English III teacher asks students who are emergent bilingual students to read aloud to determine their progress in English proficiency. According to the Texas English Language Proficiency Assessment System (TELPAS) Proficiency Level Descriptors for English language development, advanced-level emergent bilingual students should achieve which of the following levels of reading comprehension?

- A. reading comprehension of high-frequency English used in academic contexts
- B. comprehension of grade-level reading material that is nearly comparable to that of native English-speaking peers
- C. comprehension of some grade-level English reading material with language acquisition support for academic purposes
- D. English comprehension proficiency of high-frequency words used in social routines and contexts

Answer _____

Competency 002—(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.

3. An eighth-grade teacher works with students to develop their vocabulary knowledge. The teacher's goal is for students to know and be able to use increasingly more complex vocabulary. Which of the following activities best helps students learn to use affixes to determine the meaning of unknown vocabulary?

- A. choosing an affix to study and having students use a dictionary to define words that use the affix
- B. creating a list of words containing affixes and having students sort them into categories based on like parts
- C. having students use flash cards to memorize the meaning of common affixes and take a quiz on their meanings
- D. having students examine a list of words that contain common affixes and write the meaning of each word part

Answer _____

4. A high school teacher is working with a group of students who need additional support in vocabulary knowledge development. Over the course of the school year, the teacher employs multiple informal assessment tools to assess the students' vocabulary knowledge growth. Which of the following tools would most effectively measure the students' incremental vocabulary growth?

- A. a calculation of the percentage of mature words used in oral presentation performances
- B. a weekly vocabulary knowledge scale in which students self-report to demonstrate their word knowledge
- C. monthly timed oral readings in which students' word pronunciations are noted
- D. discussion opportunities in which the teacher monitors the time of each student's verbal exchange

Answer _____

5. An English I teacher administers a diagnostic vocabulary assessment at the beginning of the school year that includes words at and above grade level. A representative portion of the assessment is shown below.

Word	<u>Section One</u> Word Divided by Morpheme	<u>Section Two</u> Meaning of Each Morpheme	<u>Section Three</u> Meaning of the Whole Word
biology	bi / ology	bi = life, ology = study of	the study of life
retribution			
simultaneous			
rhetorical			

The teacher assigns a score of one point for each completed section of the assessment. The teacher calculates individual students' scores for each section and for the entire exam and then examines the overall averages for the whole class. The teacher notices that many students scored higher in sections one and three than in section two. Given these assessment results, which of the following instructional strategies should the teacher use to provide direct instruction to the students?

- A. reviewing with students the rules of syllabication
- B. teaching students the meanings of roots and affixes
- C. reviewing with students the difference between free and base morphemes
- D. teaching students how to use morphemes to segment and manipulate words

Answer _____

Competency 003—(Reading Comprehension): 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of increasingly complex texts.

6. Several students in an English III class demonstrate an advanced depth of reading comprehension during the reading of a novel set in the 1920s. The unit covering the novel includes analyzing the novel for motifs (i.e., recurring ideas that support the novel's theme) and writing an analysis essay about the dominant motifs found in the novel. Which of the following strategies for differentiating this assignment would be most appropriate for the teacher to use to support the needs of the advanced readers?

- A. encouraging students to analyze the novel for point of view in their analysis essay

- B. providing students with the opportunity to read literary analyses of the novel and to include this research in their essay
- C. requiring students to read a play written during the same time period
- D. directing students to reread the novel while listening to an audio version of the novel to enhance their understanding

Answer _____

7. An eighth-grade English language arts teacher assigns students to read a new text and wants to informally check individual students' understanding of what they are reading. Which of the following informal assessments should the teacher use for this purpose?

- A. written summary of the text as a journal entry
- B. discussion of the author's craft with a classmate
- C. multiple-choice quiz covering the text
- D. vocabulary analysis of the students' notes

Answer _____

Domain II—Text Comprehension and Analysis

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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.

8. Students in an English II class review the definition of metaphor and then identify examples of metaphor in song lyrics selected by the teacher. Students then listen to songs of their choice and identify metaphors in the lyrics. The teacher asks students to combine the process of drawing with analytical thinking to explore the significance of metaphor in the song lyrics they have chosen. This activity will primarily develop students' ability to:

- A. describe personal connections to self-selected texts.
- B. use acquired academic vocabulary in appropriate ways.
- C. write about the explicit and implicit meanings of texts.
- D. interact with various types of texts in meaningful ways.

Answer _____

9. After a brief introduction to the transcendentalist movement of the 1800s, English IV students develop a working definition of transcendentalism by answering and discussing a series of questions about their own individualism and relationships to nature. Over the next several class sessions, students read and discuss excerpts from texts by transcendentalist authors Ralph Waldo Emerson and Henry David Thoreau. Which of the following student activities would be most effective for deepening students' understanding of transcendental thought?

- A. drafting an essay about transcendentalism using textual evidence from the texts they have read

- B. writing and illustrating a children's story based on one of the texts by Emerson or Thoreau
- C. examining contemporary podcasts and editorial cartoons for evidence of transcendental thought
- D. designing a graphic organizer that summarizes and categorizes Emerson's and Thoreau's ideas

Answer _____

Domain III—Oral and Written Communication

Competency 006—(Composition): Understand the characteristics of various genres of written text 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.

10. Read the paragraph below from the first draft of a student's informational essay; then answer the question that follows.

Like phones, cars, and home appliances, buildings are getting "smart." In a smart building, systems "talk" to each other—everything is connected—giving people more control over what happens in and around the building. Smart-building technology allows people to monitor and control the amount of electricity used, noise levels, functionality of equipment, and conditions that promote disease transmission. For example, a smart building may have sensors that adjust cooling and heating depending on indoor and outdoor temperatures. Sensors can also monitor air quality inside the building and bring more or less fresh air in from outdoors. Future smart-home dwellers will wonder how people ever survived without smart technology.

A teacher reads the student's draft and wants to help the student develop the central idea of the paragraph by including more specific details. Which of the following suggestions would be most appropriate for the teacher to make?

- A. "Find statistics on smart technology's effect on energy consumption."
- B. "Survey your peers about their experiences with smart technology."
- C. "Research the ways in which smart technology simplifies daily tasks."
- D. "Identify additional features of buildings that use smart technology."

Answer _____

11. An English I teacher is presenting a lesson on the appropriate use of active and passive voice. First, the teacher defines active and passive voice and provides examples of each. The teacher then explains how passive voice can allow a writer to avoid identifying the performer of an action. Which of the following approaches would be most effective in helping students strengthen their next essay by using active and passive voice purposefully?

- A. marking each use of passive voice in students' essays and having students rewrite the sentences using active voice
- B. asking students to read their essays aloud to a classmate and then discuss the effectiveness of their use of active and passive voice
- C. having students highlight examples of active and passive voice in their essays and explain why they chose active or passive voice

- D. modeling changing sample sentences from passive to active voice and then asking students to make similar changes in their essays

Answer _____

Competency 007—(Inquiry and Research): Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.

12. While teaching several novels set during the Great Depression, an English I teacher displays selected primary sources from the Library of Congress Web site, including newspaper articles, oral histories, and photographs. Students then discuss how these sources relate to the novels they have read. Next, the teacher models completing the following primary source analysis tool for one source.

Primary Source Analysis Tool			Name: <input type="text"/>
Observe	Reflect	Question	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Further Investigation: <input type="text"/>			
Additional Notes: <input type="text"/>			

The teacher then asks students to select a different primary source and complete the tool for that source. The teacher wants students to use the "Reflect" column to generate and test hypotheses about the source. Which of the following sets of questions would most effectively guide students in achieving this goal?

- A. What interesting or surprising details do you notice in the source? Why are these details interesting or surprising to you?
- B. What do you notice first when you examine this source? What else do you notice when you examine it more closely?
- C. What do you think was happening when this source was created? Who do you think was the audience for this source?
- D. What does this source teach you that you did not know before? Is there anything in the source that you cannot explain?

Answer _____

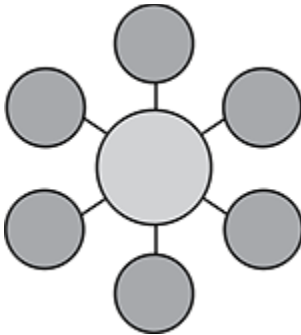
13. After reading several informational texts about how individuals' daily routines affect the environment, a group of English IV students engages in a debate on the topic. During the discussion, one student states that a second student's position on the topic is invalid because it is inconsistent with that student's behavior. Which of the following responses by another group member would most effectively address this logical fallacy?

- A. speculating about the first student's motivation for making unfounded accusations
- B. explaining why the second student's actions are irrelevant to that student's position
- C. providing a counterargument supported by evidence of the first student's hypocrisy
- D. noting that students' character flaws do not necessarily invalidate their arguments

Answer _____

14. An English I teacher observes that several students struggle to synthesize information from multiple texts on the same topic. Which of the following graphic organizers would be most appropriate for the teacher to provide as a scaffold to help the students synthesize information in a way that deepens their understanding of the topic?

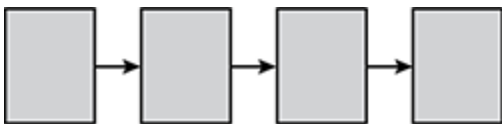
A.



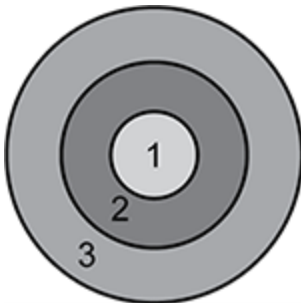
B.



C.



D.



Answer _____

Competency 008—(Listening and Speaking): Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.

15. English II students practice their opening argument for an upcoming debate as the teacher listens and annotates a copy of the text. The teacher's annotations are based on success criteria previously shared with students. An annotated copy of one student's opening statement appears below.

Take a breath at slashes.

phrasing a little rushed

The use of plastic bags should be banned nation-wide and here in town. In today's debate, you will hear arguments for and against plastic bags. Listen carefully to the content of the arguments. It's a decision between convenience and the environment, between saving animals and protecting some jobs. At the end of the debate, I hope and trust you will be with me . . . let's ban plastic bags, okay?!

switch order to be parallel

add pause

good gesture to go with last word

nice use of volume for emphasis

Based on the teacher's annotations, the student could benefit from additional scaffolds supporting which of the following concepts related to effective oral communication?

- A. appropriate volume and articulation
- B. effective speaking rate and pauses
- C. standard language conventions
- D. appropriate eye contact and hand gestures

Answer _____

16. English II students collaborate in groups of four to prepare presentations designed to persuade their classmates to explore volunteer opportunities offered by a local community organization selected by the group. Each group member researches one of the following four topics.

- name, location, and history of the community organization
- community needs addressed by the organization
- available volunteer opportunities at the organization
- the organization's impact on the community

After students conduct research, the teacher presents a lesson on effective presentation strategies and shows examples of attention-grabbing introductions, methods for connecting anecdotes and illustrations to overall points, and calls to action. The teacher's approach best demonstrates an awareness of which of the following concepts?

- A. Audiences may oppose an argument for various reasons.
- B. Organization is key to an argument's overall effectiveness.
- C. Suggesting specific actions strengthens an argument's conclusion.
- D. Research is essential to developing and supporting an argument.

Answer _____

17. After English III students read several articles about the use of the pesticide DDT to prevent the spread of malaria, the teacher directs students to discuss their ideas on the topic in small groups, supporting their opinions with information from the articles. The teacher hears the following exchange among students in one small group.

Student 1: The first article says there is evidence that DDT can reduce malaria transmission, but I don't care because it can still harm animals and humans.

Student 2: I think DDT could be used in some places, but we need some way to study whether it is the best way to reduce malaria transmission.

Student 3: Do you think that it might be better for scientists to study alternatives to DDT?

Student 4: I've wondered about that. Maybe we're just overreacting to bird eggs breaking. Is that really such a big deal? Not all birds are affected in the same way.

Student 1: It's true that some bird species are not as affected, but others are facing extinction.

Student 3: So looking into alternatives to DDT would be a good idea!

Student 5: I think so. One article mentioned research into at least one alternative.

After listening to this exchange, the teacher decides to plan a mini-lesson that will enhance students' ability to engage in meaningful academic discussions in the future. Which of the following topics would be the most appropriate focus for the mini-lesson?

- A. disagreeing respectfully
- B. building on others' ideas
- C. using wait time before responding
- D. incorporating text evidence

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 009—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and data-driven practices to effectively teach and engage all learners.

18. An English language arts teacher would like to build on students' interests when planning instruction and begins by promoting students' independent reading. Which of the following strategies is likely to be most effective for promoting student interest in reading?

- A. having and documenting conversations with students about books they have recently read for pleasure
- B. providing students with extra credit points for the number of pages read and sharing with the class the top earners each week
- C. building a classroom library of books designated as appropriate for the grade level and allowing students to bring books from home to donate
- D. giving students daily class time to independently read an assigned novel and providing an activity menu to help them track their reading

Answer _____

Competency 010—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

19. In an effort to reduce negative effects of unconscious bias in the classroom, a high school conducts an in-service for faculty. At the beginning of the session, the presenter defines the term *unconscious bias* and provides several real-world examples of unconscious bias. The primary purpose of this introductory activity is most likely to develop the teachers' ability to:

- A. disclose personal unconscious biases in a safe space.
- B. reduce effects of unconscious bias on instructional practices.
- C. recognize that unconscious bias is a part of human cognition.
- D. facilitate discussions with colleagues about unconscious bias.

Answer _____

20. Four students in a seventh-grade English language arts class are emergent bilingual students. The teacher wants to establish a strong relationship with the students' parents/guardians before providing them with information about ways to support their children's English literacy skills at home while valuing the students' home languages. In addition to sending home a letter written in English and the students' home languages, which of the following communication approaches would best help the teacher achieve this goal?

- A. encouraging the parents/guardians to speak English with their children
- B. explaining the importance of having books in the home and providing a list of recommended books available at the local public library
- C. asking the parents/guardians to describe their hopes and dreams for their children
- D. offering the parents/guardians suggestions about activities and resources that will help their children practice their English skills at home

Answer _____

21. An English I student who has difficulty generalizing instructions has an Individualized Education Program (IEP) goal of following group instructions to complete writing assignments. To support this IEP goal, which of the following scaffolding strategies would be most appropriate for the teacher to use during a writing assignment that includes several stages and multiple tasks?

- A. planning peer check-ins at several points during the assignment
- B. providing step-by-step instructions with visual cues for the student to use to complete the assignment
- C. providing annotated graphic organizers that students can use at each stage of the assignment
- D. reviewing an exemplar text that meets expectations for the final product for the assignment

Answer _____

Competency 011—(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.

22. A high school teacher is considering various types of assessments to use to evaluate students' writing. Which of the following statements provides the best reason for the teacher to use portfolios for assessing students' writing competencies?

- A. A portfolio offers the teacher and students an informal, criterion-referenced method of assessment.
- B. A portfolio provides a formal approach because it is characterized by a one-time look at students' writing.
- C. This approach allows a teacher to easily compare similarities and differences between students' work.
- D. Students are able to reflect on their own progress by making comparisons to their previous work and abilities.

Answer _____

Clustered Questions

Read the excerpt below from *Romeo and Juliet*, a play by William Shakespeare; then answer the two questions that follow.

(Enter CAPULET, his wife, JULIET, TYBALT, NURSE, and all the Guests and Gentlewomen to the Maskers)

CAPULET. Welcome, gentlemen! Ladies that have their toes

Unplagued with corns will walk a bout with you.

Ah ha, my mistresses! which of you all

Will now deny to dance? She that makes dainty,

She I'll swear hath corns. Am I come near ye now?

Welcome, gentlemen! I have seen the day

That I have worn a visor and could tell

A whispering tale in a fair lady's ear,

Such as would please. 'Tis gone, 'tis gone, 'tis gone!

You are welcome, gentlemen! Come, musicians, play.

(Music plays, and they dance.)

A hall, a hall! give room! and foot it, girls.

More light, you knaves! and turn the tables up,

And quench the fire, the room is grown too hot.

Ah, sirrah, this unlooked-for sport comes well.

Nay, sit, nay, sit, good cousin Capulet,

For you and I are past our dancing days.

How long is't now since last yourself and I

Were in a mask?

SECOND CAPULET. By'r lady, thirty years.

CAPULET. What, man? 'Tis not so much, 'tis not so much;

'Tis since the nuptials of Lucentio,

Come Pentecost as quickly as it will,

Some five-and-twenty years, and then we masked.

SECOND CAPULET. 'Tis more, 'tis more, his son is elder, sir;

His son is thirty.

CAPULET. Will you tell me that?

His son was but a ward two years ago.

ROMEO. *(to a Servingman)* What lady's that, which doth enrich the hand

Of yonder knight?

SERVINGMAN. I know not, sir.

ROMEO. O, she doth teach the torches to burn bright!

It seems she hangs upon the cheek of night

Like a rich jewel in an Ethiop's ear—

Beauty too rich for use, for earth too dear!

So shows a snowy dove trooping with crows

As yonder lady o'er her fellows shows.

The measure done, I'll watch her place of stand

And, touching hers, make blessed my rude hand.

Did my heart love till now? Forswear it, sight!

For I ne'er saw true beauty till this night.

TYBALT. This, by his voice, should be a Montague.

Fetch me my rapier, boy. What, dares the slave

Come hither, covered with an antic face,

To fleer and scorn at our solemnity?

Now, by the stock and honor of my kin,

To strike him dead I hold it not a sin.

CAPULET. Why, how now, kinsman? Wherefore storm you so?

TYBALT. Uncle, this is a Montague, our foe;

A villain, that is hither come in spite

To scorn at our solemnity this night.

CAPULET. Young Romeo is it?

TYBALT. 'Tis he, that villain Romeo.

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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. After English I students read the excerpt, they engage in a small-group discussion in response to the following prompt.

What does Shakespeare want the audience to learn about Romeo in this scene? Support your ideas with evidence from the excerpt.

A transcript of one group's discussion appears below.

Student 1: Okay, so what does the author want us to know about Romeo?

Student 2: Romeo thinks Juliet is gorgeous.

Student 1: How do you know?

Student 3: In his soliloquy, he says she "teaches torches to burn bright."

Student 2: He goes on and on about her beauty.

Student 1: What else does the author want us to know?

Student 3: He's in love for the first time. At the end of the soliloquy, he says, "Did my heart love till now?"

Student 2: I'm not sure he's in love yet. I know they do fall in love, but is it love at first sight?

Student 3: Infatuated then. He talks about just her touch "blessing him."

Which of the following instructional strategies would likely be most effective in scaffolding the students' participation in similar small-group analysis?

- A. posting discussion questions before students read the excerpt to provide an opportunity for students to formulate ideas while reading
- B. providing a visual organizer for students to complete as they respond to the prompt and identify evidence
- C. reviewing effective group work ground rules and asking students to evaluate fellow group members' contributions to the discussion
- D. having a student group model a small-group analysis in which each member has an assigned role and pointing out the responsibilities and contributions of each

Answer _____

24. An English I teacher presents a lesson on dramatic devices used by playwrights. First, the teacher defines *monologue*, *dialogue*, *aside*, and *soliloquy* for students. Next, the teacher asks students to annotate the excerpt, identifying the devices used. Which of the following additional activities would best promote the students' understanding of dramatic devices?

- A. asking students to look at the entire excerpt and determine if an additional device could be added effectively and if so, for what purpose
- B. having students discuss the purpose of each device typically and specifically in this excerpt
- C. asking students to identify devices that provide plot revelations and categorize them as thoughts or judgments
- D. having students explain how each device moves the plot forward in this scene

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—Reading Instruction and Assessment

Competency 001—(Foundations of Reading Instruction and Assessment): Understand concepts, principles, and best practices related to reading instruction and assessment.

25. A teacher instructs students to read a short story independently during the literature block and keep track of the story's events and key details by noting them on a graphic organizer. The next day, the teacher asks the students to use their notes to write a summary of the story. The primary benefit of this activity is that it helps students:

- A. retain and build on their comprehension of literature they have read.
- B. make personal connections between the literature and their own lives.
- C. write creatively when they are responding to literature.
- D. develop analytical-thinking skills about literature they read.

Answer _____

26. When giving a seventh-grade class a cross-curricular informational text to read, a teacher wants to ensure that an emergent bilingual student in the class who is reading at the intermediate English-language proficiency level is able to comprehend the technical and content-based language used in the text. Which of the following activities or supports would best promote the student's comprehension while reading?

- A. providing the student with illustrations of relevant academic vocabulary
- B. giving the student a list of commonly used sentence stems used in informative articles
- C. having the student record events that are most important to remember in a graphic organizer
- D. asking the student to illustrate parts of the article that the student finds interesting

Answer _____

27. An English II teacher asks a student to read their argumentative essay draft aloud and notices that the student routinely loses their place in the text and reverses sounds. The student also struggles with remembering sequence and leaves out many details. Before referring the student for an intervention, the teacher should make which of the following temporary accommodations for the student?

- A. having the student use their finger or a small ruler to keep their place while they read their argumentative essay aloud
- B. offering the student an opportunity to dictate and submit their argumentative essay in a recorded form instead of rewriting it
- C. providing the student with a model argumentative essay that is annotated and having the student practice reading it aloud
- D. reviewing the argumentative essay with the student during a conference and asking the student to summarize it orally

Answer _____

28. An English II teacher plans a unit in which students will use prior knowledge and personal experience to comprehend poetry. The first poem in the unit is "Daughter's Metro Map to City Identity" by Amanda Gorman. The poem's narrator is the city personified and describes its streets by name with details about the people, sounds, activities, and things found there. Which of the following activities should the teacher have students do *first* to build their background knowledge before reading the poem?

- A. writing observations about the streets they live on in their journals
- B. viewing a picture of the street that the author grew up on
- C. defining words in the poem that may cause difficulty
- D. reading biographical information about the author

Answer _____

Competency 002—(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.

29. An English I teacher prepares a lesson in which a group of students will read a brief on changes to the federal government's fiscal policy and its projected economic implications. The primary goal of pre-teaching the terms *incongruous*, *fiscal*, and *aggregate* to the students is so that:

- A. reluctant readers will be exposed to Tier Two academic words appearing in the brief that may have multiple meanings.
- B. students with varying levels of background knowledge review a mix of Tiered words appearing in the brief.
- C. emergent bilingual students will be exposed to Tier Two words that share cognates with their primary language.
- D. students will be explicitly taught Tier Three words prior to reading the brief.

Answer _____

Competency 003—(Reading Comprehension): 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of increasingly complex texts.

30. A teacher notices that students in the class who read fluently are not always able to answer questions about informational texts they read. To best help students comprehend what they are reading in informational texts, a teacher should provide students with instruction in which of the following skills?

- A. making and confirming predictions
- B. identifying a purpose for reading
- C. outlining the narrative structure of texts
- D. creating and reviewing annotations in the texts

Answer _____

31. Students are reading a chapter in a history textbook about the Industrial Revolution to better understand the context of Upton Sinclair's *The Jungle*. Which of the following techniques would be most effective for the students to use to support their comprehension of the chapter's content?

- A. studying the characteristics of the sequencing within the chapter
- B. examining the various points of view in the chapter
- C. skimming text and scanning for significant text features in the chapter
- D. comparing and contrasting the ideas to other chapters in the book

Answer _____

32. English II students prepare to read the novel *Animal Farm* by George Orwell. The students will read an article of literary criticism about the novel's allegorical representation of the Bolshevik Revolution in Russia and other informational texts to deepen their understanding of the novel's purpose (i.e., exploring the complications of power in governments). Which of the following strategies would be most appropriate for the teacher to use *next* to assist students with their acquisition of necessary background knowledge as they begin to read the novel?

- A. requiring students to write summaries of each chapter of the novel
- B. assigning students to research the author's biographical information
- C. directing students to read several literary analyses about the book
- D. having students read informational articles about Vladimir Lenin and Karl Marx

Answer _____

33. An English I teacher examines the reading test results from the incoming ninth-grade students' eighth-grade State of Texas Assessments of Academic Readiness (STAAR). The results show that, while the majority of the students met expectations, many students scored lower in the areas of making inferences and using evidence to support understanding. Which of the following approaches would best support these students?

- A. The teacher shows slides of an article and an accompanying image, then has students work in pairs to guess what the article is about and discuss how the image was a clue. Next, the teacher shows small snippets of the article and has students use the clues to guess the article's meaning. Finally, the teacher displays the entire article and has students make broader inferences.
- B. The teacher asks students to think about a game in which they must use clues to solve a problem. The teacher tells students to assume that the game is a metaphor for "inference based on textual evidence" and to work in pairs to write a short paragraph explaining which part of the game represents the inference and which part of the game represents the textual evidence.
- C. Students silently read a short story that has no title. Then, the teacher asks students to create a title for the short story using specific evidence from the text and write it in their journal, followed by two to three sentences explaining why this title reflects the meaning of the short story.
- D. Students complete a graphic organizer with three columns called an "inference/evidence slip." The first column contains small sections of text. The next column is empty and titled "What is happening here?" The last column is empty and titled "How do you know?"

Answer _____

Domain II—Text Comprehension and Analysis

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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.

34. During a lesson on rhyme in poetry, an English II teacher defines end, internal, slant, and eye rhyme and shows students examples of each in poems that students have read. Which of the following activities would be the most appropriate *next* step in the lesson sequence?

- A. explaining that poets use rhyme for various purposes and facilitating a discussion of how slant rhyme signals a shift in narrative in a poem that students have read
- B. providing mentor texts for end, internal, slant, and eye rhyme and assigning students to write an original poem using one or more types of rhyme
- C. having students search for additional examples of end, internal, slant, and eye rhyme in poems they have read and then share the results in small groups
- D. modeling how to analyze the effect of rhyme on tone and then having students write an analysis of the effect of rhyme on tone in a poem they have read

Answer _____

Domain III—Oral and Written Communication

Competency 006—(Composition): Understand the characteristics of various genres of written text 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.

35. An English I teacher is giving a mini-lesson on the appropriate use of punctuation for introductory subordinate clauses in sentences. The teacher reads a short essay that uses introductory subordinate clauses, highlights those sentences, and circles the commas to show students correct comma placement. The teacher also displays a list of subordinate conjunctions on an easy-to-see chart. One student writes the following paragraph as the conclusion of an expository essay about the value of working together.

If you do not have someone to help it will take forever to get things done. You may be one of those people who likes to do everything yourself but it will take days instead of hours. If you have a deadline you really need to ask someone to help. You will not get it done in time if you do not ask for help. It really makes a big difference to have someone help you and it is more fun to do things with other people anyway.

Which of the following approaches would be most effective in helping the student correctly punctuate introductory subordinate clauses in the paragraph?

- A. marking places in the paragraph where commas are needed and having the student add commas accordingly
- B. providing a list of subordinate conjunctions and asking the student to find these conjunctions in the paragraph and then add commas
- C. having the student read aloud the paragraph and then add commas wherever the student identified natural pauses while reading aloud
- D. modeling correct punctuation of introductory subordinate clauses and then asking the student to add commas to the paragraph

Answer _____

36. An English II teacher assigns students to write an argumentative essay to convince classmates to participate in a community service project. The teacher meets with a student who has a topic idea but is struggling to develop a clear controlling thesis statement. Which of the following sets of questions should the teacher ask to guide the student in developing a thesis statement?

- A. Why is this community service project important to you? What makes you an authority on this subject? Why should classmates listen to your opinion?
- B. Do your classmates have the skills needed to participate in this community service project? What objections will classmates have to participating? How can you respond to these objections?
- C. Which other community service projects are you familiar with? How is this project similar to or different from those projects? How can you apply knowledge of other projects to this one?
- D. How does this community service project address a specific need? Why should your classmates care about that need? How will their participation in this project benefit the community?

Answer _____

Competency 007—(Inquiry and Research): Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.

37. A seventh-grade teacher begins a novel unit by guiding students to answer the following questions.

1. What question do you have about the setting of this novel?
2. What else do you want/need to know about the setting of this novel?
3. Where is a good place to find this type of information in the library?
4. Where is the best place to find information about this setting on the Internet?
5. What is a third way to learn more about this setting?
6. Now that you have looked for this information, would you like to adjust your first question?
7. How can you narrow the focus of your question so that you can learn more about the setting of this novel?

This activity would be most appropriate to use as part of an introductory lesson focused on which of the following topics?

- A. developing an inquiry question

- B. creating and adjusting a research plan
- C. researching the setting of a novel
- D. identifying credible and reliable sources

Answer _____

38. A group of English I students is researching the health benefits and risks of adhering to a strict plant-based diet. Given this topic, which of the following questions should students ask *first* when evaluating a potential source?

- A. When was the source published?
- B. How objective is the author's perspective?
- C. Where can I find sources that corroborate this one?
- D. What is the author's area of professional expertise?

Answer _____

Competency 008—(Listening and Speaking): Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.

39. In preparation for reading *The Giver* by Lois Lowry, a seventh-grade teacher asks students to respond to the following question in their writing journals.

What are an individual's obligations to society?

After students respond to the question in writing, they discuss their responses in small groups. A transcript of one small-group discussion appears below.

Student 1: I think people have a great responsibility to society because if one person in the society is not taken care of, then the whole society suffers.

Student 2: I disagree. I think people just need to take care of themselves.

Student 1: You're wrong. We have to depend on each other for society to work.

Student 3: I don't think so. If a person can't take care of themselves, they shouldn't be part of society.

Student 2: Yeah, I agree.

Student 1: That's ridiculous! How can you think that?

Which of the following instructional strategies would likely be the most effective in scaffolding students' ability to respond appropriately to other students' comments in future small-group discussions?

- A. assigning a moderator to intervene when group members disagree
- B. providing students with opportunities to practice using sentence stems
- C. having students view a video of an exemplar small-group discussion
- D. asking pairs of students to brainstorm reasons for various positions on a topic

Answer _____

40. An English I teacher plans a two-day discussion of readings students have completed. The teacher explains to students that they will participate in the discussion in the inner circle on one day, and on the other day they will record observations about the discussion from the outer circle. The teacher also informs students that their participation in the discussion will be evaluated based on the quality of their contributions, including how well they connect their comments to specific details from the texts they have read. Finally, the teacher reminds students of previously agreed-upon classroom expectations for respectful conversation. Which of the following instructional approaches would best support students' successful participation in the discussion activity?

- A. assigning a student in the outer circle as a facilitator who chooses who will speak next in the inner circle
- B. requiring students to raise their hands and wait to be called on by the teacher before speaking
- C. limiting the number of times each student in the inner circle can speak during the discussion
- D. providing sentence stems for agreeing or disagreeing with, clarifying, and building on the ideas of others

Answer _____

41. To prepare students for presenting an oral argument about why a novel should or should not be included in the high school curriculum, an English IV teacher shows a video of a persuasive talk and asks students to answer the following questions.

- How does the speaker use humor?
- How does the speaker use a personal story to support the main point?
- What are two examples the speaker gives of the main point?
- How does the speaker conclude the talk?

These questions demonstrate the teacher's awareness of which of the following English IV expectations related to oral communication as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading?

- A. engaging in respectful discourse
- B. asking relevant and insightful questions
- C. evaluating the clarity of a speaker's message
- D. critiquing the impact of a speaker's use of rhetorical strategies

Answer _____

Domain IV—Educating All Learners and Professional Practice

Competency 009—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and data-driven practices to effectively teach and engage all learners.

42. An English II teacher is planning a cross-curricular unit in partnership with the tenth-grade math teacher. To prepare students for the unit, the teacher provides instruction on composing meaningful explanatory essays that use

appropriate genre characteristics and craft. Which of the following writing assignments would be most appropriate for this purpose?

- A. an argumentative paper that takes a stance on including basic computation in the math curriculum
- B. a research paper about the important contributions of a particular early mathematician
- C. a procedural essay explaining the steps involved in solving a particular math equation
- D. a reflective essay that describes the students' memories of learning math concepts at an early age

Answer _____

Competency 011—(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.

43. A teacher is teaching a class that includes several emergent bilingual students. The teacher would like to determine how well the emergent bilingual students are able to read and understand texts prior to planning instruction. Which of the following activities would most effectively help the teacher informally assess the reading abilities of these students?

- A. administering a reading comprehension checkpoint to the students
- B. reviewing the students' scores on standardized reading tests from previous years
- C. giving a lecture to the students about a reading passage the class has read
- D. observing the students as they read aloud together in pairs

Answer _____

44. A seventh-grade teacher has accessed the Texas Formative Assessment Resource (TFAR), an online tool containing items aligned to the Texas Essential Knowledge and Skills (TEKS), and is using it to create various assessment instruments to use throughout the year. To develop an evaluation that identifies the depth of students' standards knowledge, which of the following issues is most important to consider?

- A. when the assessment is administered in relation to when the standards were introduced
- B. the number of items per standard that are included on the assessment
- C. whether the assessment covers the entire standards blueprint
- D. the types of items that are included for each standard in the assessment tool

Answer _____

Clustered Questions

Read the speech delivered by Queen Elizabeth I to troops assembled to defend the country against an invasion by Spain in 1588; then answer the two questions that follow.

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.

I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Competency 005—(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.

45. The teacher plans to use the speech to promote students' ability to analyze the development of a strong argument. First, the teacher discusses the historical context of the speech. Next, the teacher draws students' attention to contrasting ideas in the speech, such as safety and fear; strength and weakness; and treachery and loyalty. The teacher then asks students to reread the first sentence of the speech. Focusing students' attention on this sentence will best help students:

- A. identify the primary claim Queen Elizabeth makes in the speech.
- B. consider how Queen Elizabeth counters objections to her claim.
- C. recognize how Queen Elizabeth displays leadership in the speech.
- D. identify a rhetorical device used to make a persuasive appeal.

Answer _____

46. During a post-reading discussion of the speech, the teacher asks students the following set of questions.

- How does Queen Elizabeth open the speech?
- How do we know the Queen trusts those listening?
- Why does the Queen express outrage?

Which of the following strategies would most effectively support students in responding to these questions?

- A. analyzing the sender/receiver relationship to understand the argument
- B. paraphrasing the speaker's message to determine the speaker's purpose

- C. identifying rhetorical appeals to evaluate the overall strength of the argument
- D. analyzing the speaker's word choice to determine the speaker's intent

Answer _____

Use the information below to answer the two questions that follow.

An English II teacher assigns students to read the following excerpt from *The Promised Land*, a memoir by Mary Antin.

In Polotzk we had been trained and watched, our days had been regulated, our conduct prescribed. In America, suddenly, we were let loose on the street. Why? Because my father's having renounced his faith, and my mother being uncertain of hers, they had no particular creed to hold us to. The conception of a system of ethics independent of religion could not at once enter as an active principle in their life; so that they could give a child no reason why to be truthful or kind. And as with religion, so it fared with other branches of our domestic education. Chaos took the place of system; uncertainty, inconsistency undermined discipline. My parents knew only that they desired us to be like American children; and seeing how their neighbors gave their children boundless liberty, they turned us also loose, never doubting but that the American way was the best way. In public deportment, in etiquette, in all matters of social intercourse, they had no standards to go by, seeing that America was not Polotzk. In their bewilderment and uncertainty they needs must trust us children to learn from such models as the tenements afforded. More than this, they must step down from their throne of parental authority, and take the law from their children's mouths; for they had no other means of finding out what was good American form. The result was that laxity of domestic organization, that inversion of normal relations which makes for friction, and which sometimes ends in breaking up a family that was formerly united and happy.

Competency 005—(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.

47. After students read the excerpt, the teacher plans to engage them in a discussion of the author's craft. Which of the following topics would be the most appropriate focus for the discussion?

- A. how text structure helps achieve the author's purpose
- B. how order of events helps achieve a desired effect
- C. how diction and syntax contribute to voice in the excerpt
- D. how irony conveys the author's message in the excerpt

Answer _____

48. Based on the continuum of development in the comprehension and analysis of informational and argumentative texts as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, which of the following skills would be most appropriate for the teacher to introduce as students discuss the excerpt?

- A. explaining the purpose of the author's use of overstatement
- B. critiquing how the author's language shapes readers' perceptions
- C. evaluating the author's use of paradox to achieve a particular effect

- D. paraphrasing the excerpt in a way that maintains its meaning

Answer _____

Use the information below to answer the two questions that follow.

An English IV teacher assigns students to read the excerpt below from *Into Thin Air: A Personal Account of the Mount Everest Disaster*, an informational text by Jon Krakauer.

Straddling the top of the world, one foot in China and the other in Nepal, I cleared the ice from my oxygen mask, hunched a shoulder against the wind, and stared absently down at the vastness of Tibet. I understood on some dim, detached level that the sweep of earth beneath my feet was a spectacular sight. I'd been fantasizing about this moment, and the release of emotion that would accompany it, for many months. But now that I was finally here, actually standing on the summit of Mount Everest, I just couldn't summon the energy to care.

It was early in the afternoon of May 10, 1996. I hadn't slept in fifty-seven hours. The only food I'd been able to force down over the preceding three days was a bowl of ramen soup and a handful of peanut M&Ms. Weeks of violent coughing had left me with two separated ribs that made ordinary breathing an excruciating trial. ... Under the circumstances, I was incapable of feeling much of anything except cold and tired.

Competency 005—(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.

49. After students read the excerpt, the teacher wants to engage them in an analysis of how the author's use of language shapes the perception of readers. Which of the following student activities would best prepare students to complete this analysis?

- A. describing personal experiences where they have felt cold and tired
- B. brainstorming possible reasons for climbing a dangerous mountain
- C. writing about how they would feel on the summit of Mount Everest
- D. comparing previous knowledge of Mount Everest with details in the text

Answer _____

50. During a class discussion of the excerpt, the teacher realizes that some students have little to no background knowledge of Mount Everest. Which of the following strategies would most effectively build students' background knowledge to support their comprehension of the excerpt?

- A. having students research mountain climbing equipment
- B. showing video clips of climbers ascending Mount Everest
- C. displaying a chart listing symptoms of high-altitude sickness
- D. asking students to locate Mount Everest on a world map

Answer _____

Acknowledgments

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Preparation Manual

Section 4: Sample Selected-Response Response Answers and Rationales

English Language Arts and Reading 7–12 (331)

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—Reading Instruction and Assessment

Competency 001—(Foundations of Reading Instruction and Assessment): Understand concepts, principles, and best practices related to reading instruction and assessment.

1. An English II teacher designs a unit on *Julius Caesar* that is reflective of an integrated model of English language arts. Students read and discuss the play and complete writing assignments afterward. The unit's culminating activity is for students to write and give an argumentative speech about Caesar's assassination from the viewpoint of one of the play's characters, using experts' influential speeches that are currently featured in online videos as models. The teacher establishes the following "success criteria" to guide students in writing their speeches.

Success Criteria

When writing my argumentative speech, I will:

1. take the point of view of a character from the play to make a claim either for or against Caesar's assassination.
2. brainstorm possible arguments an audience might have against my claim so that I can refute them in my speech.
3. identify points with which an audience might agree.
4. use argumentative language and at least three different rhetorical devices designed to convince an audience that my claim is valid.

After the speeches are written, which of the following strategies would be the most effective *next* step for the teacher to take to prepare students to deliver their written speeches orally?

- A. providing students with a list of requirements and checklists for delivering their speeches
- B. having students watch and listen to similar speeches to learn the characteristics of influential speaking
- C. working with students to make sure that their speeches are properly organized and use well-founded arguments
- D. dividing students into groups to watch videos of speeches and then discuss the speeches' topics

Answer

Option B is correct because after the students have written their speeches the next step would be showing the students several exemplary models of how they are expected to present their speeches. **Option A is incorrect** because the teacher has already given the students the requirements and expectations of the tasks. Checklists can support organization, but having speeches modeled for them provides the students with authentic structures to follow. **Option C is incorrect** because these organizational activities should be done while the students are in the process of writing their speeches, rather than after the speeches are completed. **Option D is incorrect** because the teacher's focus is for students to understand the characteristics of influential speaking and not specific topics. The students have already been given a topic to write about. Students should now be watching the videos to see how a speech should be given.

2. An English III teacher asks students who are emergent bilingual students to read aloud to determine their progress in English proficiency. According to the Texas English Language Proficiency Assessment System (TELPAS) Proficiency Level Descriptors for English language development, advanced-level emergent bilingual students should achieve which of the following levels of reading comprehension?

- A. reading comprehension of high-frequency English used in academic contexts
- B. comprehension of grade-level reading material that is nearly comparable to that of native English-speaking peers
- C. comprehension of some grade-level English reading material with language acquisition support for academic purposes
- D. English comprehension proficiency of high-frequency words used in social routines and contexts

Answer

Option B is correct because emergent bilingual students that comprehend grade-level reading material comparable to a native English-speaking peer are at the advanced level. Emergent bilingual students at the advanced level should demonstrate an ability to understand words and phrases beyond their literal meaning and a variety of grade-appropriate English vocabulary used in social and academic contexts. **Options A and D are incorrect** because it is the intermediate emergent bilingual students who can read and understand simple, high-frequency English used in routine academic and social contexts. **Option C is incorrect** because it is the intermediate emergent bilingual students who can comprehend only some grade-level reading material.

Competency 002—(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.

3. An eighth-grade teacher works with students to develop their vocabulary knowledge. The teacher's goal is for students to know and be able to use increasingly more complex vocabulary. Which of the following activities best helps students learn to use affixes to determine the meaning of unknown vocabulary?

- A. choosing an affix to study and having students use a dictionary to define words that use the affix
- B. creating a list of words containing affixes and having students sort them into categories based on like parts
- C. having students use flash cards to memorize the meaning of common affixes and take a quiz on their meanings
- D. having students examine a list of words that contain common affixes and write the meaning of each word part

Answer

Option D is correct because affixes are added to root words to change the meaning of the words. Having students learn common affixes and apply their knowledge of affixes to determine the meaning of the word and the parts that make up the word is the most appropriate activity because when writing the answers students must apply their knowledge of the meaning of each word part to determine the meaning of the whole word. **Option A is incorrect** because simply choosing an affix and using the dictionary to define it does not support students' ability to use more complex vocabulary. **Option B is incorrect** because this activity does not have students determining the meaning of words by using their knowledge of affixes but rather has them only sorting like parts. **Option C is incorrect** because memorizing lists is not the best way for students to learn. When using memorization techniques, students answer without understanding the learning concepts. Students learn best when they actively apply their knowledge.

4. A high school teacher is working with a group of students who need additional support in vocabulary knowledge development. Over the course of the school year, the teacher employs multiple informal assessment tools to assess the students' vocabulary knowledge growth. Which of the following tools would most effectively measure the students' incremental vocabulary growth?

- A. a calculation of the percentage of mature words used in oral presentation performances
- B. a weekly vocabulary knowledge scale in which students self-report to demonstrate their word knowledge
- C. monthly timed oral readings in which students' word pronunciations are noted
- D. discussion opportunities in which the teacher monitors the time of each student's verbal exchange

Answer

Option B is correct because a vocabulary knowledge scale is used to assess a student's knowledge of words that they need to know. Students are given a list of words and are asked to rate the words according to how well they know them. This assessment helps students recall words and provides an opportunity for the teacher to introduce and discuss words that the students may not yet know. **Option A is incorrect** because this assessment is only given when students complete oral presentations, and the mature words that the student uses may not be the vocabulary words that the teacher wants to assess. **Option C is incorrect** because conducting an oral reading with the pronunciations recorded and the reading timed does not measure a student's vocabulary knowledge. This practice measures a student's reading accuracy and reading rate. **Option D is incorrect** because monitoring the elapsed time of a verbal exchange does not determine students' vocabulary growth. This assessment is a measure of the amount of time the students talk rather than a measure of vocabulary growth.

5. An English I teacher administers a diagnostic vocabulary assessment at the beginning of the school year that includes words at and above grade level. A representative portion of the assessment is shown below.

Word	<u>Section One</u> Word Divided by Morpheme	<u>Section Two</u> Meaning of Each Morpheme	<u>Section Three</u> Meaning of the Whole Word
biology	bi / ology	bi = life, ology = study of	the study of life
retribution			
simultaneous			
rhetorical			

The teacher assigns a score of one point for each completed section of the assessment. The teacher calculates individual students' scores for each section and for the entire exam and then examines the overall averages for the whole class. The teacher notices that many students scored higher in sections one and three than in section two. Given these assessment results, which of the following instructional strategies should the teacher use to provide direct instruction to the students?

- A. reviewing with students the rules of syllabication
- B. teaching students the meanings of roots and affixes
- C. reviewing with students the difference between free and base morphemes
- D. teaching students how to use morphemes to segment and manipulate words

Answer

Option B is correct because the students scored the lowest in section two, which is the "Meaning of Each Morpheme." A morpheme is a word or a part of a word that has meaning. The students had difficulty writing the meanings of the word parts in the assessment. **Option A is incorrect** because in this assessment the students were asked to separate words into morphemes rather than syllables. A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. **Option C is incorrect** because students were not assessed on the knowledge of free and base morphemes. A free morpheme is a morpheme that can stand by itself as a single word and a base morpheme is the part of a word that has the principal meaning. **Option D is incorrect** because the teacher had students separate the morphemes, but the students were not assessed on how to segment and manipulate the words. In this assessment students were asked to separate words by morpheme and write the meaning of each morpheme and then write the meaning of the whole word.

Competency 003—(Reading Comprehension): 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of increasingly complex texts.

6. Several students in an English III class demonstrate an advanced depth of reading comprehension during the reading of a novel set in the 1920s. The unit covering the novel includes analyzing the novel for motifs (i.e., recurring

ideas that support the novel's theme) and writing an analysis essay about the dominant motifs found in the novel. Which of the following strategies for differentiating this assignment would be most appropriate for the teacher to use to support the needs of the advanced readers?

- A. encouraging students to analyze the novel for point of view in their analysis essay
- B. providing students with the opportunity to read literary analyses of the novel and to include this research in their essay
- C. requiring students to read a play written during the same time period
- D. directing students to reread the novel while listening to an audio version of the novel to enhance their understanding

Answer

Option B is correct because having students read literary analyses of the novel will support their understanding of its motifs. Having the students include this research in their essays will show if the students can apply and synthesize the knowledge from the novel and the literary analyses in their writing. **Option A is incorrect** because having students analyze the novel for point of view in the analysis essay will not increase the students' understanding of motifs in this novel. **Option C is incorrect** because while this option might work to better contextualize the novel, having students read plays written during the same time period will not increase the students' understanding of motifs in the novel. **Option D is incorrect** because advanced students would not need to reread and listen to the book. These students should be provided with opportunities that will expand their existing knowledge of motifs.

7. An eighth-grade English language arts teacher assigns students to read a new text and wants to informally check individual students' understanding of what they are reading. Which of the following informal assessments should the teacher use for this purpose?

- A. written summary of the text as a journal entry
- B. discussion of the author's craft with a classmate
- C. multiple-choice quiz covering the text
- D. vocabulary analysis of the students' notes

Answer

Option A is correct because students' writing assignments are a good formative assessment to use to evaluate their understanding of a text. Summaries and journal entries require students to write the central ideas and supporting evidence found in a text, which shows how well they are understanding what they read. These activities present students with a low-risk writing environment in which they are more likely to respond authentically. These authentic responses help the teacher to better assess students' knowledge and understanding of the text they are reading. The writing process allows students to practice decision making and arranging ideas in a sequence. In addition, journal entries and summaries can be assessed while the student is still in the process of reading the text. **Option B is incorrect** because the author's craft is about how an author intentionally uses literary devices and narrative elements of a story, such as deliberate word choices. Having students discuss an author's craft does not indicate their comprehension of a text. **Option C is incorrect** because a quiz is not considered an informal assessment. A quiz would be considered a formal, summative assessment given at the end of a reading of a text. **Option D is incorrect** because analyzing the vocabulary in

the students' notes will allow the teacher to see the vocabulary choices that students are making but will not provide enough information about how the students comprehend the text.

Domain II—Text Comprehension and Analysis

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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.

8. Students in an English II class review the definition of metaphor and then identify examples of metaphor in song lyrics selected by the teacher. Students then listen to songs of their choice and identify metaphors in the lyrics. The teacher asks students to combine the process of drawing with analytical thinking to explore the significance of metaphor in the song lyrics they have chosen. This activity will primarily develop students' ability to:

- A. describe personal connections to self-selected texts.
- B. use acquired academic vocabulary in appropriate ways.
- C. write about the explicit and implicit meanings of texts.
- D. interact with various types of texts in meaningful ways.

Answer

Option D is correct because asking students to identify metaphors in song lyrics allows them to demonstrate their understanding of metaphor in a variety of texts. Allowing students to choose song lyrics provides them with a greater sense of ownership, making the activity potentially more meaningful, relatable, and engaging. **Option A is incorrect** because the teacher is asking students to analyze figurative language in the songs, not describe a personal connection to the songs. **Option B is incorrect** because students are being asked to use specific academic vocabulary when identifying and exploring the significance of their metaphor. **Option C is incorrect** because while analyzing metaphors can help students identify the explicit and implicit meanings of texts, they are not being asked to write about the meaning of the texts.

9. After a brief introduction to the transcendentalist movement of the 1800s, English IV students develop a working definition of transcendentalism by answering and discussing a series of questions about their own individualism and relationships to nature. Over the next several class sessions, students read and discuss excerpts from texts by transcendentalist authors Ralph Waldo Emerson and Henry David Thoreau. Which of the following student activities would be most effective for deepening students' understanding of transcendental thought?

- A. drafting an essay about transcendentalism using textual evidence from the texts they have read
- B. writing and illustrating a children's story based on one of the texts by Emerson or Thoreau
- C. examining contemporary podcasts and editorial cartoons for evidence of transcendental thought
- D. designing a graphic organizer that summarizes and categorizes Emerson's and Thoreau's ideas

Answer

Option C is correct because this activity would allow students to encounter elements of transcendental thought in new, culturally relevant contexts, thus deepening their understanding. **Option A is incorrect** because writing an essay about transcendentalism would be most appropriate *after* students have deepened their understanding. **Option B is incorrect** because writing stories would more effectively support students' understanding of narrative than of the ideas of transcendentalism. **Option D is incorrect** because this activity would support students' understanding of specific texts as they read but would not provide new information about transcendentalism.

Domain III—Oral and Written Communication

Competency 006—(Composition): Understand the characteristics of various genres of written text 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.

10. Read the paragraph below from the first draft of a student's informational essay; then answer the question that follows.

Like phones, cars, and home appliances, buildings are getting "smart." In a smart building, systems "talk" to each other—everything is connected—giving people more control over what happens in and around the building. Smart-building technology allows people to monitor and control the amount of electricity used, noise levels, functionality of equipment, and conditions that promote disease transmission. For example, a smart building may have sensors that adjust cooling and heating depending on indoor and outdoor temperatures. Sensors can also monitor air quality inside the building and bring more or less fresh air in from outdoors. Future smart-home dwellers will wonder how people ever survived without smart technology.

A teacher reads the student's draft and wants to help the student develop the central idea of the paragraph by including more specific details. Which of the following suggestions would be most appropriate for the teacher to make?

- A. "Find statistics on smart technology's effect on energy consumption."
- B. "Survey your peers about their experiences with smart technology."
- C. "Research the ways in which smart technology simplifies daily tasks."
- D. "Identify additional features of buildings that use smart technology."

Answer

Option C is correct because the paragraph focuses on how the use of smart technology gives people more control. Researching the ways in which smart technology simplifies daily tasks would provide additional information about how it benefits people. **Options A and B are incorrect** because information about smart technology's effect on energy consumption and peers' experiences with smart technology is not relevant to how smart technology benefits people. **Option D is incorrect** because identifying additional features of buildings that use smart technology would not necessarily provide more information about how smart technology benefits people.

11. An English I teacher is presenting a lesson on the appropriate use of active and passive voice. First, the teacher defines active and passive voice and provides examples of each. The teacher then explains how passive voice can

allow a writer to avoid identifying the performer of an action. Which of the following approaches would be most effective in helping students strengthen their next essay by using active and passive voice purposefully?

- A. marking each use of passive voice in students' essays and having students rewrite the sentences using active voice
- B. asking students to read their essays aloud to a classmate and then discuss the effectiveness of their use of active and passive voice
- C. having students highlight examples of active and passive voice in their essays and explain why they chose active or passive voice
- D. modeling changing sample sentences from passive to active voice and then asking students to make similar changes in their essays

Answer

Option C is correct because this activity would help students reflect on their reasons for using active or passive voice while presenting an opportunity for the teacher to provide targeted and specific feedback on students' purposeful use of active and passive voice. **Options A and D are incorrect** because while these activities would help students distinguish between active and passive voice, they would not deepen students' understanding of effects achieved by using active or passive voice. **Option B is incorrect** because asking students to discuss the effectiveness of their use of active and passive voice would not necessarily help students make purposeful choices.

Competency 007—(Inquiry and Research): Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.

12. While teaching several novels set during the Great Depression, an English I teacher displays selected primary sources from the Library of Congress Web site, including newspaper articles, oral histories, and photographs. Students then discuss how these sources relate to the novels they have read. Next, the teacher models completing the following primary source analysis tool for one source.

Primary Source Analysis Tool			Name: <input type="text"/>
Observe	Reflect	Question	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
Further Investigation:			
Additional Notes:			

The teacher then asks students to select a different primary source and complete the tool for that source. The teacher wants students to use the "Reflect" column to generate and test hypotheses about the source. Which of the following sets of questions would most effectively guide students in achieving this goal?

- A. What interesting or surprising details do you notice in the source? Why are these details interesting or surprising to you?
- B. What do you notice first when you examine this source? What else do you notice when you examine it more closely?
- C. What do you think was happening when this source was created? Who do you think was the audience for this source?
- D. What does this source teach you that you did not know before? Is there anything in the source that you cannot explain?

Answer

Option C is correct because this set of questions requires students to make inferences about the text, which they can then try to verify. **Options A and B are incorrect** because these sets of questions require students to make observations rather than form hypotheses. **Option D is incorrect** because this set of questions requires students to identify information they learned from or would still like to learn about the text rather than to form a hypothesis based on what they learned.

13. After reading several informational texts about how individuals' daily routines affect the environment, a group of English IV students engages in a debate on the topic. During the discussion, one student states that a second student's position on the topic is invalid because it is inconsistent with that student's behavior. Which of the following responses by another group member would most effectively address this logical fallacy?

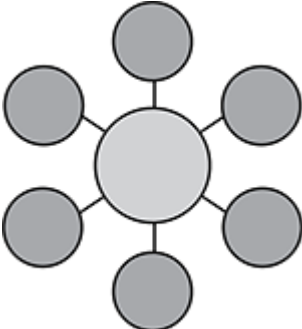

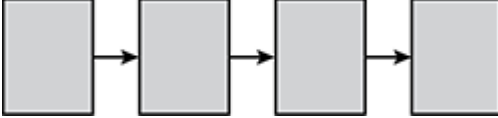
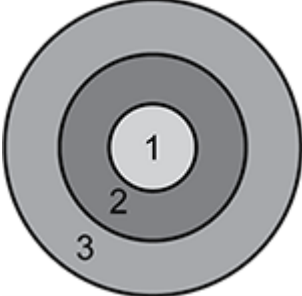
- A. speculating about the first student's motivation for making unfounded accusations
- B. explaining why the second student's actions are irrelevant to that student's position

- C. providing a counterargument supported by evidence of the first student's hypocrisy
- D. noting that students' character flaws do not necessarily invalidate their arguments

Answer

Option B is correct because this response by another group member effectively dismisses the other student's ad hominem fallacy. **Option A is incorrect** because it does not address the first student's logical fallacy but rather responds with another ad hominem fallacy. **Option C is incorrect** because a counterargument using evidence of the first student's hypocrisy would accept and build on the second student's logical fallacy rather than addressing it. **Option D is incorrect** because, while it dismisses the second student's logical fallacy, it is disrespectful in claiming that the first student has "character flaws" and thus not conducive to a productive discussion.

14. An English I teacher observes that several students struggle to synthesize information from multiple texts on the same topic. Which of the following graphic organizers would be most appropriate for the teacher to provide as a scaffold to help the students synthesize information in a way that deepens their understanding of the topic?

- A. 
- B. 
- C. 
- D. 

Answer

Option D is correct because students can place information from one text in circle 3 and information from another text in circle 2 and then synthesize information from the two outer circles in circle 1. **Option A is incorrect** because this graphic organizer would be more appropriate for showing examples of the topic. **Option B is incorrect** because this graphic organizer would be more appropriate for illustrating cause and effect. **Option C is incorrect** because this graphic organizer would be more appropriate for displaying information sequentially.

Competency 008—(Listening and Speaking): Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.

15. English II students practice their opening argument for an upcoming debate as the teacher listens and annotates a copy of the text. The teacher's annotations are based on success criteria previously shared with students. An annotated copy of one student's opening statement appears below.

The image shows a student's opening statement for a debate on banning plastic bags, with several teacher annotations in boxes. The text is: "The use of plastic bags should be banned nation-wide and here in town. In today's debate, you will hear arguments for and against plastic bags. Listen carefully to the content of the arguments. It's a decision between convenience and the environment, between saving animals and protecting some jobs. At the end of the debate, I hope and trust you will be with me . . . let's ban plastic bags, okay?!" Annotations include: "Take a breath at slashes." pointing to slashes in the first sentence; "phrasing a little rushed" pointing to the first sentence; "switch order to be parallel" pointing to the parallel structure of "between saving animals and protecting some jobs"; "add pause" pointing to a slash before "It's a decision"; "good gesture to go with last word" pointing to "okay?!"; and "nice use of volume for emphasis" pointing to "let's ban plastic bags".

Based on the teacher's annotations, the student could benefit from additional scaffolds supporting which of the following concepts related to effective oral communication?

- A. appropriate volume and articulation
- B. effective speaking rate and pauses
- C. standard language conventions
- D. appropriate eye contact and hand gestures

Answer

Option B is correct because the teacher's annotations indicate that the student's phrasing is rushed, and that the student should consider when to pause to take a breath and to make the phrasing more effective. **Option A is incorrect** because the teacher notes the student's "nice use of volume for emphasis" in the final paragraph. **Option C is incorrect** because, while the teacher's annotations recommend one edit to make phrasing parallel, the student effectively uses standard language conventions in the speech. **Option D is incorrect** because the teacher notes the student's use of a "good gesture" at the end of the paragraph.

16. English II students collaborate in groups of four to prepare presentations designed to persuade their classmates to explore volunteer opportunities offered by a local community organization selected by the group. Each group member researches one of the following four topics.

- name, location, and history of the community organization
- community needs addressed by the organization

- available volunteer opportunities at the organization
- the organization's impact on the community

After students conduct research, the teacher presents a lesson on effective presentation strategies and shows examples of attention-grabbing introductions, methods for connecting anecdotes and illustrations to overall points, and calls to action. The teacher's approach best demonstrates an awareness of which of the following concepts?

- A. Audiences may oppose an argument for various reasons.
- B. Organization is key to an argument's overall effectiveness.
- C. Suggesting specific actions strengthens an argument's conclusion.
- D. Research is essential to developing and supporting an argument.

Answer

Option B is correct because the teacher uses four research topics and different introduction strategies to help students synthesize information in a way that achieves the overall goal of the assignment. Structuring the lesson this way emphasizes the idea that organization is essential to the overall effectiveness of an argument. **Option A is incorrect** because the teacher does not emphasize the importance of addressing a specific audience's concerns. **Option C is incorrect** because the teacher presents calls to action as only one possible strategy for introducing a presentation. **Option D is incorrect** because, while each group member conducts research about their topic, the lesson on effective presentation strategies emphasizes the importance of effective organization *after* the research has been completed.

17. After English III students read several articles about the use of the pesticide DDT to prevent the spread of malaria, the teacher directs students to discuss their ideas on the topic in small groups, supporting their opinions with information from the articles. The teacher hears the following exchange among students in one small group.

Student 1: The first article says there is evidence that DDT can reduce malaria transmission, but I don't care because it can still harm animals and humans.

Student 2: I think DDT could be used in some places, but we need some way to study whether it is the best way to reduce malaria transmission.

Student 3: Do you think that it might be better for scientists to study alternatives to DDT?

Student 4: I've wondered about that. Maybe we're just overreacting to bird eggs breaking. Is that really such a big deal? Not all birds are affected in the same way.

Student 1: It's true that some bird species are not as affected, but others are facing extinction.

Student 3: So looking into alternatives to DDT would be a good idea!

Student 5: I think so. One article mentioned research into at least one alternative.

After listening to this exchange, the teacher decides to plan a mini-lesson that will enhance students' ability to engage in meaningful academic discussions in the future. Which of the following topics would be the most appropriate focus for the mini-lesson?

- A. disagreeing respectfully

- B. building on others' ideas
- C. using wait time before responding
- D. incorporating text evidence

Answer

Option D is correct because the students' exchange paraphrases some ideas from the articles, but students do not support claims with any specific textual evidence. **Option A is incorrect** because while there is disagreement between students, it is not expressed disrespectfully. **Option B is incorrect** because the students build on one another's ideas by asking questions and presenting opposing points. **Option C is incorrect** because using wait time would be a more appropriate strategy for the teacher when asking questions of the class. Students in the group respond to one another and share their thoughts; there is no evidence that using more wait time would improve the conversation.

Domain IV—Educating All Learners and Professional Practice

Competency 009—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and data-driven practices to effectively teach and engage all learners.

18. An English language arts teacher would like to build on students' interests when planning instruction and begins by promoting students' independent reading. Which of the following strategies is likely to be most effective for promoting student interest in reading?

- A. having and documenting conversations with students about books they have recently read for pleasure
- B. providing students with extra credit points for the number of pages read and sharing with the class the top earners each week
- C. building a classroom library of books designated as appropriate for the grade level and allowing students to bring books from home to donate
- D. giving students daily class time to independently read an assigned novel and providing an activity menu to help them track their reading

Answer

Option A is correct because authentic conversations with individual students, in which the teacher discusses what the student likes to read and why, promote student interest through relationship building. These conversations allow the teacher to show genuine care and interest in each student, which motivates students to engage in independent reading. Since the teacher is interested in what students say and think, taking notes will help the teacher remember and reflect upon the conversations later. **Option B is incorrect** because having students read extra pages does not mean they enjoy or are interested in the text. Additionally, this strategy provides extrinsic motivation rather than the intrinsic motivation required for promoting students' genuine interest. **Option C is incorrect** because having a library with grade-level text and book donations does not indicate students are interested in reading. This strategy will support building a classroom library, but it does not necessarily mean the students will be interested in the texts in the library. **Option D is incorrect** because students are reading a required text. This strategy does not show that they are necessarily interested in the text

they are reading. The activity menu gives students a choice in how to respond to the text, but it does not demonstrate that they are interested in the text.

Competency 010—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.

19. In an effort to reduce negative effects of unconscious bias in the classroom, a high school conducts an in-service for faculty. At the beginning of the session, the presenter defines the term *unconscious bias* and provides several real-world examples of unconscious bias. The primary purpose of this introductory activity is most likely to develop the teachers' ability to:

- A. disclose personal unconscious biases in a safe space.
- B. reduce effects of unconscious bias on instructional practices.
- C. recognize that unconscious bias is a part of human cognition.
- D. facilitate discussions with colleagues about unconscious bias.

Answer

Option C is correct because defining and providing examples of unconscious bias would help teachers be more aware of and recognize unconscious biases while also humanizing the concept. **Option A is incorrect** because teachers are not being asked to provide examples of their own unconscious biases. **Option B is incorrect** because while the aim of the in-service may be to reduce the effects of unconscious bias on instructional practices, the introductory activity is limited to recognizing unconscious biases. **Option D is incorrect** because the presenter is using direct instruction, and teachers are not being asked to engage in a discussion with colleagues.

20. Four students in a seventh-grade English language arts class are emergent bilingual students. The teacher wants to establish a strong relationship with the students' parents/guardians before providing them with information about ways to support their children's English literacy skills at home while valuing the students' home languages. In addition to sending home a letter written in English and the students' home languages, which of the following communication approaches would best help the teacher achieve this goal?

- A. encouraging the parents/guardians to speak English with their children
- B. explaining the importance of having books in the home and providing a list of recommended books available at the local public library
- C. asking the parents/guardians to describe their hopes and dreams for their children
- D. offering the parents/guardians suggestions about activities and resources that will help their children practice their English skills at home

Answer

Option C is correct because asking the parents/guardians to describe their hopes and dreams for their children would help to establish a collaborative relationship in which the teacher and parents/guardians can work together to support the student while working toward a common goal. **Option A is incorrect** because research shows that

developing home language skills will improve second language acquisition. **Options B and D are incorrect** because, while they may support the students' language acquisition, they are one-sided communication approaches that would not help the teacher establish a relationship with the parents/guardians.

21. An English I student who has difficulty generalizing instructions has an Individualized Education Program (IEP) goal of following group instructions to complete writing assignments. To support this IEP goal, which of the following scaffolding strategies would be most appropriate for the teacher to use during a writing assignment that includes several stages and multiple tasks?

- A. planning peer check-ins at several points during the assignment
- B. providing step-by-step instructions with visual cues for the student to use to complete the assignment
- C. providing annotated graphic organizers that students can use at each stage of the assignment
- D. reviewing an exemplar text that meets expectations for the final product for the assignment

Answer

Option B is correct because this scaffolding strategy would most effectively address the student's difficulty with generalizing instructions by clearly describing each specific task in the order in which it will be performed. Visual cues reinforce the written instructions by providing even greater clarity and specificity. **Option A is incorrect** because peer check-ins would not proactively support the student's ability to follow instructions. **Option C is incorrect** because this strategy would help the student organize ideas but does not support their goal of following group instructions. **Option D is incorrect** because, while providing exemplar texts as models does support student writing, this strategy would not address the student's goal of following group directions.

Competency 011—(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.

22. A high school teacher is considering various types of assessments to use to evaluate students' writing. Which of the following statements provides the best reason for the teacher to use portfolios for assessing students' writing competencies?

- A. A portfolio offers the teacher and students an informal, criterion-referenced method of assessment.
- B. A portfolio provides a formal approach because it is characterized by a one-time look at students' writing.
- C. This approach allows a teacher to easily compare similarities and differences between students' work.
- D. Students are able to reflect on their own progress by making comparisons to their previous work and abilities.

Answer

Option D is correct because portfolio assessments contain samples of students' work, along with their teachers' ongoing feedback, and show students' growth. Portfolio assessments can help teachers monitor and evaluate students' learning over time and determine whether students can apply what they have learned. Students can make observations and compare and reflect on their collection of writing pieces. Having students reflect on and compare pieces of their own work allows students to see their progress in writing and what skills they may need

to continue to work on to strengthen their writing. **Option A is incorrect** because criterion-referenced assessments are considered formal rather than informal assessments. **Option B is incorrect** because portfolio assessments are ongoing. Students are expected to reflect on the artifacts in the portfolio and receive feedback on progress from the teacher. This type of assessment requires more than a one-time look. **Option C is incorrect** because portfolio assessments are used to look at individual students' work and measure the growth of the students on a continuum and not to compare their work to other students in the class.

Clustered Questions

Read the excerpt below from *Romeo and Juliet*, a play by William Shakespeare; then answer the two questions that follow.

*(Enter CAPULET, his wife, JULIET, TYBALT, NURSE, and all the Guests
and Gentlewomen to the Maskers)*

CAPULET. Welcome, gentlemen! Ladies that have their toes

Unplugged with corns will walk a bout with you.

Ah ha, my mistresses! which of you all

Will now deny to dance? She that makes dainty,

She I'll swear hath corns. Am I come near ye now?

Welcome, gentlemen! I have seen the day

That I have worn a visor and could tell

A whispering tale in a fair lady's ear,

Such as would please. 'Tis gone, 'tis gone, 'tis gone!

You are welcome, gentlemen! Come, musicians, play.

(Music plays, and they dance.)

A hall, a hall! give room! and foot it, girls.

More light, you knaves! and turn the tables up,

And quench the fire, the room is grown too hot.

Ah, sirrah, this unlooked-for sport comes well.

Nay, sit, nay, sit, good cousin Capulet,
For you and I are past our dancing days.
How long is't now since last yourself and I
Were in a mask?

SECOND CAPULET. By'r lady, thirty years.

CAPULET. What, man? 'Tis not so much, 'tis not so much;
'Tis since the nuptials of Lucentio,
Come Pentecost as quickly as it will,
Some five-and-twenty years, and then we masked.

SECOND CAPULET. 'Tis more, 'tis more, his son is elder, sir;
His son is thirty.

CAPULET. Will you tell me that?

His son was but a ward two years ago.

ROMEO. (*to a Servingman*) What lady's that, which doth enrich the hand
Of yonder knight?

SERVINGMAN. I know not, sir.

ROMEO. O, she doth teach the torches to burn bright!

It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiop's ear—
Beauty too rich for use, for earth too dear!
So shows a snowy dove trooping with crows
As yonder lady o'er her fellows shows.
The measure done, I'll watch her place of stand
And, touching hers, make blessed my rude hand.
Did my heart love till now? Forswear it, sight!

For I ne'er saw true beauty till this night.

TYBALT. This, by his voice, should be a Montague.

Fetch me my rapier, boy. What, dares the slave

Come hither, covered with an antic face,

To fleer and scorn at our solemnity?

Now, by the stock and honor of my kin,

To strike him dead I hold it not a sin.

CAPULET. Why, how now, kinsman? Wherefore storm you so?

TYBALT. Uncle, this is a Montague, our foe;

A villain, that is hither come in spite

To scorn at our solemnity this night.

CAPULET. Young Romeo is it?

TYBALT. 'Tis he, that villain Romeo.

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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. After English I students read the excerpt, they engage in a small-group discussion in response to the following prompt.

What does Shakespeare want the audience to learn about Romeo in this scene? Support your ideas with evidence from the excerpt.

A transcript of one group's discussion appears below.

Student 1: Okay, so what does the author want us to know about Romeo?

Student 2: Romeo thinks Juliet is gorgeous.

Student 1: How do you know?

Student 3: In his soliloquy, he says she "teaches torches to burn bright."

Student 2: He goes on and on about her beauty.

Student 1: What else does the author want us to know?

Student 3: He's in love for the first time. At the end of the soliloquy, he says, "Did my heart love till now?"

Student 2: I'm not sure he's in love yet. I know they do fall in love, but is it love at first sight?

Student 3: Infatuated then. He talks about just her touch "blessing him."

Which of the following instructional strategies would likely be most effective in scaffolding the students' participation in similar small-group analysis?

- A. posting discussion questions before students read the excerpt to provide an opportunity for students to formulate ideas while reading
- B. providing a visual organizer for students to complete as they respond to the prompt and identify evidence
- C. reviewing effective group work ground rules and asking students to evaluate fellow group members' contributions to the discussion
- D. having a student group model a small-group analysis in which each member has an assigned role and pointing out the responsibilities and contributions of each

Answer

Option D is correct because students would most likely relate to a group of their peers and would feel comfortable leaning in and asking questions about the modeled roles and responsibilities before assigning them within their own groups. In addition, this strategy would provide students with clear objectives for participating in their small-group discussions. **Options A and B are incorrect** because neither of these strategies would directly address or support students' participation in a discussion. **Option C is incorrect** because reviewing ground rules would be most effective *prior to* a discussion, while evaluating group members' contributions would occur *after* the discussion and would not support students' participation *during* the discussion.

24. An English I teacher presents a lesson on dramatic devices used by playwrights. First, the teacher defines *monologue*, *dialogue*, *aside*, and *soliloquy* for students. Next, the teacher asks students to annotate the excerpt, identifying the devices used. Which of the following additional activities would best promote the students' understanding of dramatic devices?

- A. asking students to look at the entire excerpt and determine if an additional device could be added effectively and if so, for what purpose
- B. having students discuss the purpose of each device typically and specifically in this excerpt
- C. asking students to identify devices that provide plot revelations and categorize them as thoughts or judgments
- D. having students explain how each device moves the plot forward in this scene

Answer

Option C is correct because this activity provides scaffolding to help students analyze how the devices they have identified contribute to the play. Identifying and categorizing plot revelations in each device would promote deeper understanding of how the devices contribute to the plot. **Option A is incorrect** because this activity would require students to understand the purpose of each device in the play. **Option B is incorrect** because it would

require students to have background knowledge about how each device is typically used. **Option D is incorrect** because students would need scaffolding to perform this level of analysis.

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—Reading Instruction and Assessment

Competency 001—(Foundations of Reading Instruction and Assessment): Understand concepts, principles, and best practices related to reading instruction and assessment.

25. A teacher instructs students to read a short story independently during the literature block and keep track of the story's events and key details by noting them on a graphic organizer. The next day, the teacher asks the students to use their notes to write a summary of the story. The primary benefit of this activity is that it helps students:

- A. retain and build on their comprehension of literature they have read.
- B. make personal connections between the literature and their own lives.
- C. write creatively when they are responding to literature.
- D. develop analytical-thinking skills about literature they read.

Answer

Option A is correct.

26. When giving a seventh-grade class a cross-curricular informational text to read, a teacher wants to ensure that an emergent bilingual student in the class who is reading at the intermediate English-language proficiency level is able to comprehend the technical and content-based language used in the text. Which of the following activities or supports would best promote the student's comprehension while reading?

- A. providing the student with illustrations of relevant academic vocabulary
- B. giving the student a list of commonly used sentence stems used in informative articles
- C. having the student record events that are most important to remember in a graphic organizer
- D. asking the student to illustrate parts of the article that the student finds interesting

Answer

Option A is correct.

27. An English II teacher asks a student to read their argumentative essay draft aloud and notices that the student routinely loses their place in the text and reverses sounds. The student also struggles with remembering sequence and

leaves out many details. Before referring the student for an intervention, the teacher should make which of the following temporary accommodations for the student?

- A. having the student use their finger or a small ruler to keep their place while they read their argumentative essay aloud
- B. offering the student an opportunity to dictate and submit their argumentative essay in a recorded form instead of rewriting it
- C. providing the student with a model argumentative essay that is annotated and having the student practice reading it aloud
- D. reviewing the argumentative essay with the student during a conference and asking the student to summarize it orally

Answer

Option A is correct.

28. An English II teacher plans a unit in which students will use prior knowledge and personal experience to comprehend poetry. The first poem in the unit is "Daughter's Metro Map to City Identity" by Amanda Gorman. The poem's narrator is the city personified and describes its streets by name with details about the people, sounds, activities, and things found there. Which of the following activities should the teacher have students do *first* to build their background knowledge before reading the poem?

- A. writing observations about the streets they live on in their journals
- B. viewing a picture of the street that the author grew up on
- C. defining words in the poem that may cause difficulty
- D. reading biographical information about the author

Answer

Option A is correct.

Competency 002—(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.

29. An English I teacher prepares a lesson in which a group of students will read a brief on changes to the federal government's fiscal policy and its projected economic implications. The primary goal of pre-teaching the terms *incongruous*, *fiscal*, and *aggregate* to the students is so that:

- A. reluctant readers will be exposed to Tier Two academic words appearing in the brief that may have multiple meanings.
- B. students with varying levels of background knowledge review a mix of Tiered words appearing in the brief.

- C. emergent bilingual students will be exposed to Tier Two words that share cognates with their primary language.
- D. students will be explicitly taught Tier Three words prior to reading the brief.

Answer

Option D is correct.

Competency 003—(Reading Comprehension): 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of increasingly complex texts.

30. A teacher notices that students in the class who read fluently are not always able to answer questions about informational texts they read. To best help students comprehend what they are reading in informational texts, a teacher should provide students with instruction in which of the following skills?

- A. making and confirming predictions
- B. identifying a purpose for reading
- C. outlining the narrative structure of texts
- D. creating and reviewing annotations in the texts

Answer

Option D is correct.

31. Students are reading a chapter in a history textbook about the Industrial Revolution to better understand the context of Upton Sinclair's *The Jungle*. Which of the following techniques would be most effective for the students to use to support their comprehension of the chapter's content?

- A. studying the characteristics of the sequencing within the chapter
- B. examining the various points of view in the chapter
- C. skimming text and scanning for significant text features in the chapter
- D. comparing and contrasting the ideas to other chapters in the book

Answer

Option C is correct.

32. English II students prepare to read the novel *Animal Farm* by George Orwell. The students will read an article of literary criticism about the novel's allegorical representation of the Bolshevik Revolution in Russia and other informational texts to deepen their understanding of the novel's purpose (i.e., exploring the complications of power in

governments). Which of the following strategies would be most appropriate for the teacher to use *next* to assist students with their acquisition of necessary background knowledge as they begin to read the novel?

- A. requiring students to write summaries of each chapter of the novel
- B. assigning students to research the author's biographical information
- C. directing students to read several literary analyses about the book
- D. having students read informational articles about Vladimir Lenin and Karl Marx

Answer

Option D is correct.

33. An English I teacher examines the reading test results from the incoming ninth-grade students' eighth-grade State of Texas Assessments of Academic Readiness (STAAR). The results show that, while the majority of the students met expectations, many students scored lower in the areas of making inferences and using evidence to support understanding. Which of the following approaches would best support these students?

- A. The teacher shows slides of an article and an accompanying image, then has students work in pairs to guess what the article is about and discuss how the image was a clue. Next, the teacher shows small snippets of the article and has students use the clues to guess the article's meaning. Finally, the teacher displays the entire article and has students make broader inferences.
- B. The teacher asks students to think about a game in which they must use clues to solve a problem. The teacher tells students to assume that the game is a metaphor for "inference based on textual evidence" and to work in pairs to write a short paragraph explaining which part of the game represents the inference and which part of the game represents the textual evidence.
- C. Students silently read a short story that has no title. Then, the teacher asks students to create a title for the short story using specific evidence from the text and write it in their journal, followed by two to three sentences explaining why this title reflects the meaning of the short story.
- D. Students complete a graphic organizer with three columns called an "inference/evidence slip." The first column contains small sections of text. The next column is empty and titled "What is happening here?" The last column is empty and titled "How do you know?"

Answer

Option A is correct.

Domain II—Text Comprehension and Analysis

Competency 004—(Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse literary texts, including works of fiction, poetry, and drama representing diverse time periods and perspectives in American, British, and world literature, 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.

34. During a lesson on rhyme in poetry, an English II teacher defines end, internal, slant, and eye rhyme and shows students examples of each in poems that students have read. Which of the following activities would be the most appropriate *next* step in the lesson sequence?

- A. explaining that poets use rhyme for various purposes and facilitating a discussion of how slant rhyme signals a shift in narrative in a poem that students have read
- B. providing mentor texts for end, internal, slant, and eye rhyme and assigning students to write an original poem using one or more types of rhyme
- C. having students search for additional examples of end, internal, slant, and eye rhyme in poems they have read and then share the results in small groups
- D. modeling how to analyze the effect of rhyme on tone and then having students write an analysis of the effect of rhyme on tone in a poem they have read

Answer

Option C is correct.

Domain III—Oral and Written Communication

Competency 006—(Composition): Understand the characteristics of various genres of written text 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.

35. An English I teacher is giving a mini-lesson on the appropriate use of punctuation for introductory subordinate clauses in sentences. The teacher reads a short essay that uses introductory subordinate clauses, highlights those sentences, and circles the commas to show students correct comma placement. The teacher also displays a list of subordinate conjunctions on an easy-to-see chart. One student writes the following paragraph as the conclusion of an expository essay about the value of working together.

If you do not have someone to help it will take forever to get things done. You may be one of those people who likes to do everything yourself but it will take days instead of hours. If you have a deadline you really need to ask someone to help. You will not get it done in time if you do not ask for help. It really makes a big difference to have someone help you and it is more fun to do things with other people anyway.

Which of the following approaches would be most effective in helping the student correctly punctuate introductory subordinate clauses in the paragraph?

- A. marking places in the paragraph where commas are needed and having the student add commas accordingly
- B. providing a list of subordinate conjunctions and asking the student to find these conjunctions in the paragraph and then add commas
- C. having the student read aloud the paragraph and then add commas wherever the student identified natural pauses while reading aloud
- D. modeling correct punctuation of introductory subordinate clauses and then asking the student to add commas to the paragraph

Answer

Option D is correct.

36. An English II teacher assigns students to write an argumentative essay to convince classmates to participate in a community service project. The teacher meets with a student who has a topic idea but is struggling to develop a clear controlling thesis statement. Which of the following sets of questions should the teacher ask to guide the student in developing a thesis statement?

- A. Why is this community service project important to you? What makes you an authority on this subject? Why should classmates listen to your opinion?
- B. Do your classmates have the skills needed to participate in this community service project? What objections will classmates have to participating? How can you respond to these objections?
- C. Which other community service projects are you familiar with? How is this project similar to or different from those projects? How can you apply knowledge of other projects to this one?
- D. How does this community service project address a specific need? Why should your classmates care about that need? How will their participation in this project benefit the community?

Answer

Option D is correct.

Competency 007—(Inquiry and Research): Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and to present the results in an appropriate, responsible, and ethical manner across the curriculum.

37. A seventh-grade teacher begins a novel unit by guiding students to answer the following questions.

1. What question do you have about the setting of this novel?
2. What else do you want/need to know about the setting of this novel?
3. Where is a good place to find this type of information in the library?
4. Where is the best place to find information about this setting on the Internet?
5. What is a third way to learn more about this setting?
6. Now that you have looked for this information, would you like to adjust your first question?
7. How can you narrow the focus of your question so that you can learn more about the setting of this novel?

This activity would be most appropriate to use as part of an introductory lesson focused on which of the following topics?

- A. developing an inquiry question
- B. creating and adjusting a research plan
- C. researching the setting of a novel

- D. identifying credible and reliable sources

Answer

Option B is correct.

38. A group of English I students is researching the health benefits and risks of adhering to a strict plant-based diet. Given this topic, which of the following questions should students ask *first* when evaluating a potential source?

- A. When was the source published?
- B. How objective is the author's perspective?
- C. Where can I find sources that corroborate this one?
- D. What is the author's area of professional expertise?

Answer

Option A is correct.

Competency 008—(Listening and Speaking): Apply knowledge of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking.

39. In preparation for reading *The Giver* by Lois Lowry, a seventh-grade teacher asks students to respond to the following question in their writing journals.

What are an individual's obligations to society?

After students respond to the question in writing, they discuss their responses in small groups. A transcript of one small-group discussion appears below.

Student 1: I think people have a great responsibility to society because if one person in the society is not taken care of, then the whole society suffers.

Student 2: I disagree. I think people just need to take care of themselves.

Student 1: You're wrong. We have to depend on each other for society to work.

Student 3: I don't think so. If a person can't take care of themselves, they shouldn't be part of society.

Student 2: Yeah, I agree.

Student 1: That's ridiculous! How can you think that?

Which of the following instructional strategies would likely be the most effective in scaffolding students' ability to respond appropriately to other students' comments in future small-group discussions?

- A. assigning a moderator to intervene when group members disagree
- B. providing students with opportunities to practice using sentence stems

- C. having students view a video of an exemplar small-group discussion
- D. asking pairs of students to brainstorm reasons for various positions on a topic

Answer

Option B is correct.

40. An English I teacher plans a two-day discussion of readings students have completed. The teacher explains to students that they will participate in the discussion in the inner circle on one day, and on the other day they will record observations about the discussion from the outer circle. The teacher also informs students that their participation in the discussion will be evaluated based on the quality of their contributions, including how well they connect their comments to specific details from the texts they have read. Finally, the teacher reminds students of previously agreed-upon classroom expectations for respectful conversation. Which of the following instructional approaches would best support students' successful participation in the discussion activity?

- A. assigning a student in the outer circle as a facilitator who chooses who will speak next in the inner circle
- B. requiring students to raise their hands and wait to be called on by the teacher before speaking
- C. limiting the number of times each student in the inner circle can speak during the discussion
- D. providing sentence stems for agreeing or disagreeing with, clarifying, and building on the ideas of others

Answer

Option D is correct.

41. To prepare students for presenting an oral argument about why a novel should or should not be included in the high school curriculum, an English IV teacher shows a video of a persuasive talk and asks students to answer the following questions.

- How does the speaker use humor?
- How does the speaker use a personal story to support the main point?
- What are two examples the speaker gives of the main point?
- How does the speaker conclude the talk?

These questions demonstrate the teacher's awareness of which of the following English IV expectations related to oral communication as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading?

- A. engaging in respectful discourse
- B. asking relevant and insightful questions
- C. evaluating the clarity of a speaker's message
- D. critiquing the impact of a speaker's use of rhetorical strategies

Answer

Option D is correct.

Domain IV—Educating All Learners and Professional Practice

Competency 009—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and data-driven practices to effectively teach and engage all learners.

42. An English II teacher is planning a cross-curricular unit in partnership with the tenth-grade math teacher. To prepare students for the unit, the teacher provides instruction on composing meaningful explanatory essays that use appropriate genre characteristics and craft. Which of the following writing assignments would be most appropriate for this purpose?

- A. an argumentative paper that takes a stance on including basic computation in the math curriculum
- B. a research paper about the important contributions of a particular early mathematician
- C. a procedural essay explaining the steps involved in solving a particular math equation
- D. a reflective essay that describes the students' memories of learning math concepts at an early age

Answer

Option C is correct.

Competency 011—(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.

43. A teacher is teaching a class that includes several emergent bilingual students. The teacher would like to determine how well the emergent bilingual students are able to read and understand texts prior to planning instruction. Which of the following activities would most effectively help the teacher informally assess the reading abilities of these students?

- A. administering a reading comprehension checkpoint to the students
- B. reviewing the students' scores on standardized reading tests from previous years
- C. giving a lecture to the students about a reading passage the class has read
- D. observing the students as they read aloud together in pairs

Answer

Option D is correct.

44. A seventh-grade teacher has accessed the Texas Formative Assessment Resource (TFAR), an online tool containing items aligned to the Texas Essential Knowledge and Skills (TEKS), and is using it to create various assessment instruments to use throughout the year. To develop an evaluation that identifies the depth of students' standards knowledge, which of the following issues is most important to consider?

- A. when the assessment is administered in relation to when the standards were introduced
- B. the number of items per standard that are included on the assessment
- C. whether the assessment covers the entire standards blueprint
- D. the types of items that are included for each standard in the assessment tool

Answer

Option D is correct.

Clustered Questions

Read the speech delivered by Queen Elizabeth I to troops assembled to defend the country against an invasion by Spain in 1588; then answer the two questions that follow.

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.

I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

Competency 005—(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.

45. The teacher plans to use the speech to promote students' ability to analyze the development of a strong argument. First, the teacher discusses the historical context of the speech. Next, the teacher draws students' attention to contrasting ideas in the speech, such as safety and fear; strength and weakness; and treachery and loyalty. The teacher then asks students to reread the first sentence of the speech. Focusing students' attention on this sentence will best help students:

- A. identify the primary claim Queen Elizabeth makes in the speech.

- B. consider how Queen Elizabeth counters objections to her claim.
- C. recognize how Queen Elizabeth displays leadership in the speech.
- D. identify a rhetorical device used to make a persuasive appeal.

Answer

Option A is correct.

46. During a post-reading discussion of the speech, the teacher asks students the following set of questions.

- How does Queen Elizabeth open the speech?
- How do we know the Queen trusts those listening?
- Why does the Queen express outrage?

Which of the following strategies would most effectively support students in responding to these questions?

- A. analyzing the sender/receiver relationship to understand the argument
- B. paraphrasing the speaker's message to determine the speaker's purpose
- C. identifying rhetorical appeals to evaluate the overall strength of the argument
- D. analyzing the speaker's word choice to determine the speaker's intent

Answer

Option D is correct because this strategy would support students' ability to make inferences by engaging with Queen Elizabeth's strategic use of words in the speech. **Options A, B, and C are incorrect** because the questions do not require the students to analyze the speaker and audience relationship, determine the speaker's purpose, or analyze the speaker's use of rhetorical devices.

Use the information below to answer the two questions that follow.

An English II teacher assigns students to read the following excerpt from *The Promised Land*, a memoir by Mary Antin.

In Polotzk we had been trained and watched, our days had been regulated, our conduct prescribed. In America, suddenly, we were let loose on the street. Why? Because my father's having renounced his faith, and my mother being uncertain of hers, they had no particular creed to hold us to. The conception of a system of ethics independent of religion could not at once enter as an active principle in their life; so that they could give a child no reason why to be truthful or kind. And as with religion, so it fared with other branches of our domestic education. Chaos took the place of system; uncertainty, inconsistency undermined discipline. My parents knew only that they desired us to be like American children; and seeing how their neighbors gave their children boundless liberty, they turned us also loose, never doubting but that the American way was the best way. In public deportment, in etiquette, in all matters of social intercourse, they had no standards to go by, seeing that America was not Polotzk. In their bewilderment and uncertainty they needs must trust us children to learn from such models as the tenements afforded. More than this, they must step down from their throne of parental authority, and take the law from their children's mouths; for they had no

other means of finding out what was good American form. The result was that laxity of domestic organization, that inversion of normal relations which makes for friction, and which sometimes ends in breaking up a family that was formerly united and happy.

Competency 005—(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.

47. After students read the excerpt, the teacher plans to engage them in a discussion of the author's craft. Which of the following topics would be the most appropriate focus for the discussion?

- A. how text structure helps achieve the author's purpose
- B. how order of events helps achieve a desired effect
- C. how diction and syntax contribute to voice in the excerpt
- D. how irony conveys the author's message in the excerpt

Answer

Option D is correct.

48. Based on the continuum of development in the comprehension and analysis of informational and argumentative texts as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, which of the following skills would be most appropriate for the teacher to introduce as students discuss the excerpt?

- A. explaining the purpose of the author's use of overstatement
- B. critiquing how the author's language shapes readers' perceptions
- C. evaluating the author's use of paradox to achieve a particular effect
- D. paraphrasing the excerpt in a way that maintains its meaning

Answer

Option B is correct.

Use the information below to answer the two questions that follow.

An English IV teacher assigns students to read the excerpt below from *Into Thin Air: A Personal Account of the Mount Everest Disaster*, an informational text by Jon Krakauer.

Straddling the top of the world, one foot in China and the other in Nepal, I cleared the ice from my oxygen mask, hunched a shoulder against the wind, and stared absently down at the vastness of Tibet. I understood on some dim, detached level that the sweep of earth beneath my feet was a spectacular sight. I'd been fantasizing about this moment, and the release of emotion that would accompany it, for many months. But now that I was finally here, actually standing on the summit of Mount Everest, I just couldn't summon the energy to care.

It was early in the afternoon of May 10, 1996. I hadn't slept in fifty-seven hours. The only food I'd been able to force down over the preceding three days was a bowl of ramen soup and a handful of peanut M&Ms. Weeks of violent coughing had left me with two separated ribs that made ordinary breathing an excruciating trial. ... Under the circumstances, I was incapable of feeling much of anything except cold and tired.

Competency 005—(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.

49. After students read the excerpt, the teacher wants to engage them in an analysis of how the author's use of language shapes the perception of readers. Which of the following student activities would best prepare students to complete this analysis?

- A. describing personal experiences where they have felt cold and tired
- B. brainstorming possible reasons for climbing a dangerous mountain
- C. writing about how they would feel on the summit of Mount Everest
- D. comparing previous knowledge of Mount Everest with details in the text

Answer

Option D is correct.

50. During a class discussion of the excerpt, the teacher realizes that some students have little to no background knowledge of Mount Everest. Which of the following strategies would most effectively build students' background knowledge to support their comprehension of the excerpt?

- A. having students research mountain climbing equipment
- B. showing video clips of climbers ascending Mount Everest
- C. displaying a chart listing symptoms of high-altitude sickness
- D. asking students to locate Mount Everest on a world map

Answer

Option B is correct.

Acknowledgments

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Preparation Manual

Section 5: Sample Constructed-Response Question English Language Arts and Reading 7–12 (331)

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

Use the information in the exhibits to complete the assignment that follows.

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

An eighth-grade English language arts teacher wants to help students develop comprehension skills described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading below.

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(F) make inferences and use evidence to support understanding.

The teacher sets the daily learning objective below.

Students will be able to characterize the protagonist by using text evidence to make inferences and support understanding.

The teacher assigns students to read the excerpt below from *The Bone Houses*, a novel by Emily Lloyd-Jones.

The village would be preparing for nightfall. Latches on all the doors locked. Gareth would blow out the candles, and the scent of burnt tallow would linger in the kitchen. Ceri would be getting ready for bed.

Ryn reached into her pack. She'd brought a bundle of hard bread and cheese, and, lastly, her axe. She liked eating out here, amid the wilds and the graves. She felt more comfortable here than she did in the village. When she returned home, the weight of her life would settle upon her once again. There would be unpaid rent, food stores that should be filled for winter, an anxious brother, and a future that needed sorting out. The other young women of Colbren were finding spouses, joining the cantref armies, or taking up a socially acceptable trade. When she tried to imagine doing the same, she could not. She was a half-wild creature that loved a graveyard, the first taste of misty night air, and the heft of a shovel.

She knew how things died.

And in her darkest moments, she feared she did not know how to live.

So she sat on the edge of the graveyard and watched as the sun vanished behind the trees. A silvery half-light fell across the fields, and Ryn's heartbeat quickened. It was not truly dark, but it was dark enough for magic.

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

Students silently read the excerpt and then respond in writing to a prompt. The prompt and success criteria appear below.

Write a character analysis of the text's main character, using clues from the excerpt to infer information that is not directly stated in the text.

Success Criteria

In my written character analysis, I will:

- Use textual clues to make at least three inferences about what Ryn is like.
- Provide clues from the text that support each inference and explain how the clues support my inferences.

One student's response appears below.

Ryn doesn't have many friends, because her contemporaries are all different from her. According to the text, they are getting married, joining the "cantref armies," or working at a "socially acceptable trade." But Ryn is different. She likes graveyards, and she doesn't really want to be like the others.

Ryn does not have much money and I think her parents may not be alive. It seems like Ryn is in charge of paying the bills for the family and providing them with shelter and food, and she is a little worried about being able to do that. The text mentions her brother, and I know from what I read earlier that she is not married, so that's why I think this. She also worries about her future, because she doesn't see herself doing things that adhere to the cultural norm of her village.

Ryn is brave. She doesn't mind eating out in the wild by herself among the graves at night. She doesn't really seem afraid of that or of death. Even though it says in the text that her "heartbeat quickened," she doesn't seem afraid. More like she is waiting for something to happen.

Exhibit 3: Student-Teacher Discussion

After responding to the assignment, the student has a one-on-one conversation with the teacher about the student's ability to use textual evidence to make and explain inferences. A transcript of their conversation appears below.

Teacher: I see you have made three inferences about Ryn in your character analysis. Tell me a little bit about your thought process.

Student: Well, I read the excerpt a couple of times. Each time, I was looking for things that described what Ryn was like, and I sort of put them into the three categories I used in my three paragraphs.

Teacher: Okay. Now let's talk about what you wrote. You said Ryn doesn't have many friends. Did the excerpt mention Ryn interacting with anybody, other than maybe her brother?

Student: No. But she doesn't have anything in common with the other women from the village. And she seems like a bit of a loner.

Teacher: The last thing you said—about Ryn seeming like a loner—I don't see that in your written character analysis.

Student: Oh, right. That might have been good to include.

Teacher: Yes. Why do you think Ryn likes graveyards? That seems a little unusual.

Student: I'm not sure. I may have to read more to find out. Oh, wait! I wonder if "the heft of a shovel" is a clue. Maybe she likes to dig graves. I missed that detail!

Teacher: Good thought! By the way, do you know what is meant by "cantref armies"?

Student: No. This excerpt didn't really explain that. Maybe I should have just said "armies."

Teacher: If you read further, I think you will find out. You have made some good inferences in your second paragraph and supported them well. Now, let's talk about the third paragraph. You said that Ryn was brave. That may be the case as you keep reading, but do you see anything in the excerpt that might point to Ryn *not* being quite so brave?

Student: Hmm. Well, I guess when her heartbeat quickened, it may have indicated she was afraid, rather than brave. The text also says that she is afraid that she doesn't know how to live.

Teacher: What do you think she means by that?

Student: I'm really not sure.

Sample Responses and Rationales

Score Point 4

To help connect all students' prior knowledge and experience to this text, I would begin by having the students write an in-class journal entry to enhance an empathic connection to Ryn. After reading the excerpt from *The Bone Houses*, the students would describe a time they had felt worried about feeling different than other people. What made them feel that way? What strategy did they use to face it, or did they have a way to escape from it? I would ask volunteers to share their examples and then ask the class if there were any similarities between these real-world examples and Ryn's feelings and coping strategy. Ryn is experiencing both the stress of responsibilities and fears about being an outsider in her own community, themes likely to emerge from the journal writing.

While the student with whom the teacher is working in these exhibits has a basic understanding of how to make inferences, an area of their academic need is using textual evidence to support a claim about a character. The student's strongest paragraph correctly connects Ryn being "a little worried" to her seeming to be "in charge" at home, filling the role of a parent. However, the student must be prompted to get to the idea of Ryn being a "loner," and while it is superficially correct to connect being "brave" to not being afraid in graveyards, the student misses the deeper significance that Ryn "feared she did not know how to live." There are many details the student ignores that give more insight into Ryn, such as what she brought with her to the graveyard and the contrast between the images of night

falling on the village and on the graveyard where she is a "half-wild creature" (e.g., "candles" vs "sun," "doors locked" vs "first taste of misty night").

The use of a graphic organizer would be one way to help the student make more direct connections between inferences and textual evidence. I would assign texts of similar difficulty to *The Bone Houses* for the student to read. The "Making Inferences" organizer, divided into two columns, would allow the student to work in both directions, listing details on one side of the organizer and drawing inferences from those details while also writing down inferences on the other side and then searching the texts for supporting evidence to back them up. If this tool had been used for the current text, the student may have listed "the heft of a shovel" and thought about what that detail implied or written down "cantref armies" and then realized the meaning was not clear. After characterizing Ryn as "brave," the student using a graphic organizer may have found contradictory details that exposed their description as too simple.

I would assess the student's progress through monitoring the completion of the graphic organizer work as the student progressed through the texts. Side-by-side discussions with the student would give me opportunities to question the student about the connections between the textual evidence and the inferences listed in the organizer. How does this detail lead to that inference? Are there overlooked details that would either strengthen the inference or call it into question? The aim of the questions would be to make the student explain how specific textual evidence can be used to support a deduction not explicitly stated. Through these questioning sessions with the student, I would gather notes that would indicate whether progress was being made. If over the course of reading similar texts the student showed improvement in this area, I would move the student on to more complex texts to build on and practice the skill of using textual details to support inferences.

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 fully developed with evidence, examples, and explanations. A strategy to help the student connect prior knowledge and real experiences to the text is described in paragraph 1; an academic need is described in paragraph 2; a detailed instructional strategy, and the rationale for that strategy, is described in paragraph 3; a method of assessment is described and the use of the data from the assessment is explained in paragraph 4.

Application of Content: The response accurately and effectively applies concepts and terminology relevant to English language arts content germane to inference and textual evidence, as well as pedagogical strategies (e.g., journal writing, graphic organizers, questioning techniques). 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 standards in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.

Support: The response provides strong, relevant evidence, specific examples, and well-reasoned explanations. In paragraph 1, the journal entry activity is grounded in specific questions that connect directly to the text. In paragraph 2, the assessment of the student's skill level is grounded in evidence from the exhibits, including direct quotations. In paragraph 3, the instructional strategy is described with specific details, including precise instructions and an explanation of how the strategy could have helped the student with the current excerpt. Paragraph 4 provides specific examples of the kinds of questions used to monitor progress and how notes would be used to decide next steps.

Score Point 2

Students can usually connect something they read to their own lives, and this story about Ryn would be no exception. Relating the topic of a story to prior experience can help students understand a character better and maybe sympathize with them (in this case, Ryn). I would ask students to think about a time they visited a graveyard and how that made them feel. Although they may not have had a shovel when they were there, they might have gotten that magical feeling that sometimes happens in cemeteries. Or they might have felt afraid of the haunted story type atmosphere. Students could share their experiences with the class or write a short story based on the experience.

One area of academic need this student has is knowing more vocabulary so they can use details better for inferences. For instance, the student clearly did not know what "cantref" means but used it anyway, which is not really appropriate, as the teacher said. Context clues sometimes aid with understanding. I would explain to the student the importance of knowing what words mean before using them for evidence. Other words and phrases the student may not know are "tallow" and "socially acceptable trade." This is limiting what the student can say about Ryn's character. The more words you know the better support you can give for inferences you make.

There are many ways to teach vocabulary. First, I would go over the entire excerpt with the class to make sure they understood all the vocabulary. For instance, I would ask, "What is a food store?" Then, I would have students keep a list of all words and phrases they did not know while reading other texts, looking up unknown words and writing down the definitions. Actually using newly learned words is the best way to retain the knowledge, so I would periodically have students return to their lists and create short narratives from them so that they had to use them in sentences.

One developmentally appropriate method of assessment for monitoring the student's progress toward increasing vocabulary would be exit tickets at the end of class readings of texts. I would be able to see from these short quizzes how many words or phrases the students know. If they performed poorly, I would know I needed to spend more time on expanding vocabulary and using context clues to understand specific details that can be used to make inferences.

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 describes one area of academic need ("increasing vocabulary"), but this need is tangential to the more relevant skills the student needs to develop. The description of an instructional strategy is limited in effectiveness and in relation to making inferences. The language of the excerpt is not difficult for this grade level—"cantref" is a specialized word, an exception in the passage. The description of the method of assessment and use of the data is limited. Even if increasing vocabulary were the primary academic need, quizzing of vocabulary comprehension with new texts is not an effective method of monitoring the retention of recently learned words.

Application of Content: The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. For example, while enhancing vocabulary development is an important skill recognized in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, it is not the student's most relevant academic need within the context of drawing inferences. The instructional strategy and monitoring are limited to simply assessing students' knowledge of specific words rather than using the context of those words to make inferences.

Support: The response provides limited evidence and examples or explanations, when provided, may be only partially appropriate. Having students remember a time when they were in a graveyard does connect the text to prior knowledge, but there is no explanation of how this is relevant to what the character in the excerpt is feeling. Similarly,

asking students to "create short narratives" from newly learned vocabulary does not explicitly support the learning objective of using textual evidence to make inferences.

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.

	<ul style="list-style-type: none"> • 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	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.
B	There is no response to the assignment.

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

Acknowledgments

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