

TEXES | Texas Examinations of Educator Standards

Preparation Manual



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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results will be reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

NOTE: In preparing for the English as a Second Language (ESL)/Generalist EC–4 test, you should be familiar with the entire framework, which consists of the following two areas—English as a Second Language and Generalist EC–4. The English as a Second Language (ESL)/Generalist EC–4 test will consist of approximately 37.4% English as a Second Language items and 62.6% Generalist EC–4 items.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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

1. 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, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

English as a Second Language (ESL)/Generalist EC–4

Competency:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Descriptive Statements:

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 104: ENGLISH AS A SECOND LANGUAGE (ESL)/GENERALIST EC–4

- Domain I Language Concepts and Language Acquisition**
(approximately 9.4% of the test)
- Standards Assessed:**
- English as a Second Language Standard I:**
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- English as a Second Language Standard III:**
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Domain II ESL Instruction and Assessment**
(approximately 17% of the test)
- Standards Assessed:**
- English as a Second Language Standard I:**
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- English as a Second Language Standard III:**
The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- English as a Second Language Standard IV:**
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- English as a Second Language Standard V:**
The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
- English as a Second Language Standard VI:**
The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
- Domain III Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement**
(approximately 11% of the test)
- Standards Assessed:**
- English as a Second Language Standard II:**
The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- English as a Second Language Standard VII:**
The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Domain IV English Language Arts and Reading (approximately 25% of the test)
Standards Assessed:

English Language Arts and Reading EC–4 Standards I–X:

Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

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

Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

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

Domain V Mathematics (approximately 9.4% of the test)
Standards Assessed:

Mathematics Standards I–VIII:

Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.

Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.

Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Domain VI Social Studies (approximately 9.4% of the test)

Standards Assessed:

Social Studies Standards I–X:

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

The social studies teacher effectively integrates the various social science disciplines.

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

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

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

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

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

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

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

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

Domain VII Science (approximately 9.4% of the test)

Standards Assessed:

Science Standards I–XI:

The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

The science teacher understands the correct use of tools, materials, equipment, and technologies.

The science teacher understands the process of scientific inquiry and its role in science instruction.

The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

The science teacher understands the history and nature of science.

The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.

The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.

The science teacher knows unifying concepts and processes that are common to all sciences.

Domain VIII Fine Arts, Health, and Physical Education (approximately 9.4% of the test)

Standards Assessed:

Art Standards I–V:

The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Music Standards I, III, V, VI, VII, and IX:

The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

The music teacher has a comprehensive knowledge of music notation.

The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.

The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Health Standards I and III:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Physical Education Standards I–VI:

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

DOMAIN I—LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The beginning ESL teacher:

- Knows theories, concepts, and research related to L1 and L2 acquisition.
- Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.
- Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

DOMAIN II—ESL INSTRUCTION AND ASSESSMENT

Competency 003

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).
- Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.
- Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004

The ESL teacher understands how to promote students' communicative language development in English.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.
- Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.
- Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
- Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005**The ESL teacher understands how to promote students' literacy development in English.**

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.
- Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006

The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The beginning ESL teacher:

- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.
- Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The beginning ESL teacher:

- Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
- Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
- Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

DOMAIN III—FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS, AND FAMILY AND COMMUNITY INVOLVEMENT

Competency 008

The ESL teacher understands the foundations of ESL education and types of ESL programs.

The beginning ESL teacher:

- Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
- Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
- Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The beginning ESL teacher:

- Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

The beginning ESL teacher:

- Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
- Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

DOMAIN IV—ENGLISH LANGUAGE ARTS AND READING

Competency 011 (Oral Language)

The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

The beginning teacher:

- Knows basic linguistic concepts (e.g., phonemes, semantics, syntax, pragmatics).
- Knows developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, and recognizes that individual variations occur within and across languages.
- Plans and implements systematic oral language instruction based on informal and formal assessment of children's oral language development and addresses individual children's strengths, needs, and interests.
- Recognizes when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
- Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, stories, songs, rhymes, games, discussions, questioning, sharing information) to build on children's current oral language skills.
- Selects and uses instructional materials and strategies that promote children's oral language development; reflect cultural diversity; and respond to the strengths, needs, and interests of individual children, including English Language Learners.
- Selects and uses instructional strategies to build on children's cultural, linguistic, and home backgrounds to enhance their oral language development, including using the home language to develop English.
- Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote children's reading proficiency (e.g., preview-review, discussion, questioning).
- Selects and uses instructional materials, strategies, and activities to strengthen children's oral vocabulary and narrative skills in spoken language and to help children connect spoken and printed language (e.g., planned "read alouds").
- Provides instruction and opportunities for children to develop skills for adapting spoken language for various audiences, purposes, and occasions.
- Understands listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides children with opportunities to engage in active, purposeful listening in a variety of contexts.
- Provides instruction and opportunities for children to evaluate the content and effectiveness of their own spoken messages and those of others.
- Selects and uses appropriate technologies to develop children's oral communication skills.
- Understands how to foster collaboration with families and with other professionals to promote all children's oral language development.

Competency 012 (Phonological and Phonemic Awareness)

The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.

The beginning teacher:

- Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur.
- Understands differences in children's development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual children, including English Language Learners.
- Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual children's phonological development.
- Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote children's phonological and phonemic awareness.
- Understands how to foster collaboration with families and with other professionals to promote all children's phonological and phonemic awareness both at school and at home.

Competency 013 (Alphabetic Principle)

The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between printed words and spoken language.

The beginning teacher:

- Understands the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
- Understands expected patterns of children's alphabetic skills development and knows that individual variations may occur.
- Understands that many alphabetic languages are more phonetically regular than English, that not all written languages are alphabetic, and that English Language Learners' use of the alphabetic principle may vary based on language background.
- Selects and uses instructional strategies and materials to provide focused instruction on the letters of the alphabet and the relationships between sounds and letters.
- Uses a variety of instructional materials and strategies, including multisensory techniques, to promote children's understanding of the elements of the alphabetic principle.
- Uses formal and informal assessments to analyze individual children's alphabetic skills, monitor learning, and plan instruction.
- Understands how to foster collaboration with parents and with other professionals to promote all children's development of alphabetic knowledge.

Competency 014 (Literacy Development)

The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children's literacy.

The beginning teacher:

- Understands that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as *emergent literacy*) to conventional literacy and that individual variations occur in literacy acquisition.
- Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words, and the uses of print.
- Selects and uses instructional strategies, materials, and activities to assist young children in distinguishing letter forms from number forms and text from pictures.
- Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- Selects and uses instructional strategies, materials, and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words.
- Demonstrates familiarity with children's literature and provides multiple opportunities for children to listen and respond to a wide variety of children's literature, both fiction and nonfiction, and to interact with others about literature.
- Teaches children about authors and their purposes for writing.
- Selects and uses appropriate technology to help children gain access to a wide range of narrative and expository texts.
- Uses formal and informal assessments of children's literacy development to plan, implement, and adjust instruction to meet the needs of individual children, including English Language Learners.
- Understands how to foster collaboration with families and with other professionals to promote all children's literacy development.

Competency 015 (Word Analysis and Decoding)

The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

The beginning teacher:

- Understands that many children develop word-analysis and decoding skills in a predictable sequence but that individual variations may occur.
- Understands the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight-word vocabulary) for reading comprehension and knows a variety of strategies for helping young children develop and apply word-analysis skills.
- Knows a variety of formal and informal procedures for assessing children's word-analysis and decoding skills and adjusts instruction to meet the needs of individual children, including English Language Learners.
- Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, syllables).
- Teaches children to read passages using decodable texts as appropriate and provides opportunities for children to progress from sounding out words orally to decoding words silently.
- Teaches children to recognize high-frequency irregular words by selecting words that appear frequently in children's books and reviewing difficult words often.
- Teaches children ways to identify vowel-sound combinations and multisyllabic words.
- Provides instruction in how to use structural cues to recognize compound words, base words, prefixes and suffixes, and inflections.
- Teaches children to use knowledge of English word order (syntax) and context to support word identification and confirm word meaning.
- Uses formal and informal assessments to plan and adjust instruction based on individual children's word-analysis and decoding skills.
- Understands how to foster collaboration with families and with other professionals to promote all children's word-analysis and decoding skills.

Competency 016 (Reading Fluency)

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

The beginning teacher:

- Understands that fluency involves rate, accuracy, and intonation.
- Understands how children's reading rate and fluency affect their comprehension.
- Understands how children develop reading fluency.
- Applies norms to identify and monitor children's fluency levels.
- Selects and uses instructional strategies, materials, and activities to develop fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).
- Understands how to foster collaboration with families and with other professionals to promote all children's reading fluency.

Competency 017 (Reading Comprehension)

The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

The beginning teacher:

- Understands factors affecting reading comprehension, such as oral language development, prior reading experiences, language background, and characteristics of specific texts (e.g., structure, vocabulary, story grammar).
- Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).
- Provides instruction in comprehension skills that support children's transition from "learning to read" to "reading to learn" (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries).
- Selects and uses instructional strategies, materials, and activities that facilitate children's comprehension before, during, and after reading (e.g., providing background knowledge for written text, previewing the organization of a text, making predictions, questioning, guiding discussions).
- Models and teaches a range of strategies that children can use to monitor and improve their reading comprehension (e.g., self-questioning, rereading, mapping, using reading journals, discussing texts).
- Selects and uses instructional strategies, materials, and activities to guide children to increase knowledge of their own culture and the cultures of others through reading.
- Selects and uses a variety of formal and informal procedures for monitoring children's reading comprehension and adjusts instruction to meet the needs of individual children, including English Language Learners.
- Teaches elements of literary analysis, such as story elements and features of different literary genres.
- Understands how to foster collaboration with families and with other professionals to promote all children's reading comprehension.

Competency 018 (Research and Comprehension Skills in the Content Areas)

The teacher understands the importance of research and comprehension skills to children's academic success and provides children with instruction that promotes their acquisition and effective use of these skills in the content areas.

The beginning teacher:

- Teaches children how to locate, retrieve, and retain information from a range of content-area and expository texts.
- Teaches children how to use text organizers (e.g., headings, tables of contents) to locate and organize information.
- Selects and uses instructional strategies, materials, and activities to help children use graphics (e.g., tables, charts, maps, diagrams, timelines) and other sources of information and technologies to acquire information.
- Selects and uses instructional strategies, materials, and activities to help children use multiple sources, including electronic texts, experts, and print resources, to locate information.
- Understands how to help children summarize and organize information from multiple sources (e.g., by taking notes, outlining, creating graphic organizers).
- Understands how to foster collaboration with families and with other professionals to promote all children's ability to develop effective research and comprehension skills in the content areas.

Competency 019 (Writing Conventions)

The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

The beginning teacher:

- Understands that many children go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression; but that individual children vary in their development of these conventions.
- Understands the relationship between spelling and phonological and alphabetic awareness.
- Understands the stages of spelling development (precommunicative "writing" [understands the function of writing but cannot make the forms], prephonemic, phonemic, transitional, and conventional) and knows how and when to support children's development from one stage to the next.
- Selects and uses systematic spelling instruction in common spelling patterns based on previously taught phonics skills.
- Selects and uses instructional strategies, materials, and activities to help children develop and use spelling skills in the context of meaningful written expression.
- Selects and uses instructional strategies, materials, and hands-on activities for the development of the fine motor skills necessary for writing (e.g., tearing, cutting, puzzles, clay, painting, drawing).
- Selects and uses instructional strategies, materials, and activities to teach pencil grip, paper position, and beginning strokes.
- Selects and uses instructional strategies, materials, and activities to help all children, including English Language Learners, use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.
- Recognizes the similarities and differences between spoken and written English (e.g., in syntax, vocabulary choice) and uses instructional strategies to help children apply English writing conventions effectively.
- Understands how to foster collaboration with families and with other professionals to promote all children's effective use of writing conventions.

Competency 020 (Development of Written Communication)

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children's competence in written communication.

The beginning teacher:

- Knows that many children exhibit predictable stages in developing written language but that individual variations may occur.
- Provides materials, activities, and experiences for children to construct an understanding of the writing system in an environment that nurtures the expression of ideas.
- Teaches purposeful, meaningful writing in connection with listening, reading, and speaking.
- Monitors children's writing development and provides motivational instruction that addresses the strengths, needs, and interests of individual children, including English Language Learners.
- Selects and uses instructional strategies, materials, and activities to teach the components of the writing process, including prewriting, drafting, editing, and revising.
- Provides instruction in the use of appropriate technologies that facilitate written communication.
- Teaches children the differences between first-draft writing and writing for publication and helps them apply writing conventions to their own written products.
- Provides opportunities for children to write in a variety of forms and modes and for various purposes and audiences.
- Teaches children to apply criteria (e.g., clarity, comprehensiveness, interest to audience) for assessing their own written work.
- Understands how to foster collaboration with families and with other professionals to promote children's development of writing skills.

Competency 021 (Assessment of Developing Literacy)

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

The beginning teacher:

- Understands characteristics and appropriate uses of a wide range of formal and informal literacy-assessment techniques, including techniques for assessing oral language, and uses assessment results to adapt instruction to address the needs of individual children, including English Language Learners.
- Analyzes children's reading and writing performance and uses it as a basis for instruction.
- Knows the state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS) and recognizes when a child needs additional help or intervention to bring performance up to grade level.
- Knows how to determine children's independent, instructional, and frustration reading levels, and uses this information to select appropriate materials for individual children and to guide children's selection of independent reading materials.
- Uses ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and to develop appropriate instructional plans.
- Communicates children's progress in literacy development to parents/ caregivers and to other professionals through a variety of means, including the use of examples of children's work.

DOMAIN V—MATHEMATICS

Competency 022 (Mathematics Instruction)

The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning.

The beginning teacher:

- Plans appropriate activities for all children based on research and principles of learning mathematics.
- Employs instructional strategies that build on the linguistic, cultural, and socioeconomic diversity of children and that relate to children's lives and communities.
- Provides developmentally appropriate instruction along a continuum from concrete to abstract and plans instruction that builds on strengths and addresses needs.
- Knows how mathematical learning may be assisted through the appropriate use of manipulatives and technological tools.
- Motivates children and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks and by providing instruction in individual, small-group, and large-group settings.
- Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen children's mathematical understanding.
- Develops appropriate learning goals based on the Texas Essential Knowledge and Skills (TEKS) in mathematics and uses these learning goals as a basis for instruction.
- Helps children make connections between mathematics, the real world, and other disciplines.
- Uses a variety of questioning strategies to encourage mathematical discourse and to help children analyze and evaluate their mathematical thinking.
- Uses a variety of formal and informal assessments and scoring procedures to evaluate mathematical understanding, common misconceptions, and error patterns.
- Understands the reciprocal nature of assessment and instruction and knows how to use assessment results to design, monitor, and modify instruction to improve mathematical learning for individual children, including English Language Learners.
- Understands how mathematics is used in a variety of careers and professions and plans instruction that demonstrates how mathematics is used in the workplace.

Competency 023 (Number Concepts, Patterns, and Algebra)

The teacher understands concepts related to numbers and number systems and demonstrates knowledge of patterns, relations, functions, and algebraic reasoning.

The beginning teacher:

- Analyzes and describes number concepts (e.g., odd, even, prime), operations and algorithms, and the properties of numbers.
- Analyzes, explains, and models the four basic operations with whole numbers, integers, and rational numbers.
- Uses numbers to describe and quantify phenomena such as time, temperature, and money.
- Applies knowledge of place value and other number properties to perform mental mathematics and computational estimation.
- Illustrates relations and functions using concrete models, tables, graphs, and symbolic expressions.
- Understands how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions, and validate results.
- Knows how to identify, extend, and create patterns using concrete models, figures, numbers, and algebraic expressions.
- Uses properties, graphs, and applications of relations and functions to analyze, model, and solve problems in mathematical and real-world situations.
- Translates problem-solving situations into expressions and equations involving variables and unknowns.
- Models and solves problems, including proportion problems, using concrete, numeric, tabular, graphic, and algebraic methods.

Competency 024 (Geometry, Measurement, Probability, and Statistics)

The teacher understands concepts and principles of geometry and measurement and demonstrates knowledge of probability and statistics and their applications.

The beginning teacher:

- Applies knowledge of spatial concepts such as direction, shape, and structure.
- Identifies and uses formulas to find lengths, perimeters, areas, and volumes of basic geometrical figures.
- Uses mathematical reasoning to prove geometric relationships.
- Understands measurement as a process, methods of approximation and estimation, and the effects of error on measurement.
- Understands the use of numbers and units of measurement for quantities related to temperature, money, percents, and speed.
- Uses translations, rotations, reflections, dilations, and contractions to illustrate similarities, congruencies, and symmetries of figures.
- Applies knowledge of conversions within and between different measurement systems.
- Understands how to use graphical and numerical techniques to explore data, characterize patterns, and describe departure from patterns.
- Understands the theory of probability and its relationship to sampling and statistical inference and knows how statistical inference is used in making and evaluating predictions.
- Supports arguments, makes predictions, and draws conclusions using summary statistics and graphs to analyze and interpret one-variable data.
- Knows how to generate and use probability models to represent situations.
- Uses the graph of the normal distribution as a basis for making inferences about a population.

Competency 025 (Mathematical Process)

The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.

The beginning teacher:

- Understands the role of logical reasoning in mathematics and knows methods and uses of informal and formal reasoning.
- Applies correct mathematical reasoning to derive valid conclusions from a set of premises.
- Applies principles of inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures.
- Evaluates mathematical arguments and recognizes examples of fallacious reasoning.
- Understands connections among concepts, procedures, and equivalent representations in areas of mathematics (e.g., algebra, geometry).
- Understands how mathematics is used in other disciplines and in daily living.
- Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas.
- Demonstrates knowledge of the history and evolution of mathematical concepts, procedures, and ideas.
- Recognizes the contributions that different cultures have made to the field of mathematics and the impact of mathematics on society and cultures.

DOMAIN VI—SOCIAL STUDIES

Competency 026 (Social Science Instruction)

The teacher uses social science knowledge and skills to plan, organize, and implement instruction and assess learning.

The beginning teacher:

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS) and understands the vertical alignment of the social sciences in the TEKS from grade level to grade level, including prerequisite knowledge and skills.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, families, and communities; sharing; following routines; working cooperatively in groups).
- Selects effective, developmentally appropriate instructional practices, activities, technologies, and materials to promote children's knowledge and skills in the social sciences.
- Selects and uses appropriate technology as a tool for learning and communicating social studies concepts.
- Selects and uses instructional strategies, materials, and activities, including appropriate technology, to promote children's use of social science skills and research tools.
- Provides instruction that relates skills, concepts, and ideas in different social science disciplines.
- Helps children make connections between knowledge and methods in the social sciences and in other content areas.
- Uses a variety of formal and informal assessments and knowledge of the TEKS to determine children's progress and needs and to help plan instruction for individual children, including English Language Learners.

Competency 027 (History)

The teacher demonstrates knowledge of significant historical events and developments and applies social science skills to historical information, ideas, and issues.

The beginning teacher:

- Knows traditional points of reference in the history of Texas, the United States, and the world.
- Demonstrates knowledge of the individuals, events, and issues that shaped the history of Texas.
- Understands similarities and differences among Native-American groups in Texas and the Western Hemisphere before European colonization.
- Understands the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere.
- Knows how geographic contexts and processes of spatial exchange (diffusion) have influenced events in the past and helped to shape the present.
- Demonstrates knowledge of the origins and diffusion of major scientific, mathematical, and technological discoveries and the effects of discoveries throughout history.
- Relates historical information and ideas to information and ideas in other social sciences and in other disciplines.
- Knows how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions.
- Understands historical research and knows how historians locate, gather, organize, analyze, and report information using standard research methodologies.
- Knows characteristics and uses of primary and secondary sources used for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); analyzes historical information from primary and secondary sources; and evaluates information in relation to bias, propaganda, point of view, and frame of reference.
- Applies evaluative, problem-solving, and decision-making skills to historical information, ideas, and issues.
- Knows how to communicate and interpret historical information and ideas in written and graphic forms.
- Analyzes historical data (e.g., population statistics, patterns of migration, voting trends and patterns) using appropriate analytical methods.

Competency 028 (Geography and Culture)

The teacher demonstrates knowledge of geographic relationships among people, places, and environments in Texas, the United States, and the world; understands the concept of culture and how cultures develop and adapt; and applies social science skills to geographic and cultural information, ideas, and issues.

The beginning teacher:

- Applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and characteristics of places and regions in Texas, the United States, and the world.
- Understands geographic patterns and processes in major historical and contemporary societies and regions of Texas, the United States, and the world.
- Demonstrates knowledge of physical processes (e.g., erosion, weather patterns, natural disasters) and their effects on patterns in the environment.
- Knows how humans adapt to, use, and modify the physical environment and knows how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns.
- Understands the concept of culture and the processes of cultural diffusion and exchange.
- Understands the contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world and demonstrates knowledge of the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world.
- Understands similarities and differences in how various peoples at different times in history have lived and met basic human needs, including the various roles of men, women, children, and families in past and present cultures.
- Relates geographic and cultural information and ideas to information and ideas in other social sciences and in other disciplines.
- Knows how to formulate geographic and cultural research questions and use appropriate procedures to reach supportable judgments and conclusions.
- Understands research relating to geography and culture and knows how social scientists in these fields locate, gather, organize, analyze, and report information using standard research methodologies.
- Knows characteristics and uses of primary and secondary sources used for geographic and cultural research (e.g., databases, maps, photographs, media services, the Internet, interviews, questionnaires, artifacts); analyzes information from primary and secondary sources; and evaluates information in relation to bias, propaganda, point of view, and frame of reference.
- Applies evaluative, problem-solving, and decision-making skills to geographic and cultural information, ideas, and issues.
- Knows how to communicate and interpret geographic and cultural information and ideas in written and visual forms, including maps and other graphics.
- Analyzes data related to geography and culture using appropriate analytical methods.

Competency 029 (Government, Citizenship, and Economics)

The teacher understands concepts and processes of government and the responsibilities of citizenship; knows how people organize economic systems to produce, distribute, and consume goods and services; and applies social science skills to information, ideas, and issues related to government and economics.

The beginning teacher:

- Understands the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.
- Understands fundamental concepts related to life in a democratic society (e.g., importance of voluntary participation and the expression and tolerance of differing points of view, roles of public officials).
- Knows the basic structure and functions of local, state, and national governments and their relationships to each other and knows how people organized governments during the early development of Texas.
- Understands the key principles and ideas of the U.S. and Texas Declarations of Independence, Constitutions, and other significant political documents.
- Understands basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers), knows that basic human needs are met in many ways, and understands the value and importance of work.
- Understands the characteristics, benefits, and development of the free-enterprise system in Texas and the United States and knows how businesses operate in the U.S. free-enterprise system.
- Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, and knows how a society's economic level is measured.
- Understands the interdependence of the Texas economy with that of the United States and the world.
- Relates information and ideas in government, citizenship, and economics to information and ideas in other social sciences and in other disciplines.
- Knows how to formulate research questions related to government, citizenship, and economics and use appropriate procedures to reach supportable judgments and conclusions.
- Understands research in government, citizenship, and economics and knows how social scientists in these fields locate, gather, organize, analyze, and report information.
- Knows characteristics and uses of primary and secondary sources used for research in government, citizenship, and economics (e.g., databases, maps, media services, the Internet, biographies, interviews, questionnaires); analyzes information from primary and secondary sources; and evaluates information in relation to bias, propaganda, point of view, and frame of reference.
- Applies problem-solving, decision-making, and evaluation skills to information, ideas, and issues related to government, citizenship, and economics.
- Knows how to communicate and interpret information and ideas related to government, citizenship, and economics in written and graphic forms.

- Analyzes data related to government, citizenship, and economics using appropriate analytical methods.
- Knows how to apply skills to foster good citizenship (e.g., negotiation, conflict resolution, persuasion, compromise, debate).

DOMAIN VII—SCIENCE

Competency 030 (Science Instruction)

The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.

The beginning teacher:

- Designs and adapts curricula and selects science content to address the interests, knowledge, abilities, experiences, and needs of all children.
- Plans and implements instruction that prompts all children's engagement in processes of scientific inquiry (e.g., asking a scientific question; formulating a testable hypothesis; selecting appropriate equipment and technology to gather information related to the hypothesis; making observations and collecting data; organizing, analyzing, and evaluating data to find data trends and patterns and make inferences; communicating and defending a valid conclusion).
- Uses situations from children's daily lives to develop instruction that investigates how science can be used to make informed decisions.
- Creates, implements, and enforces rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities.
- Provides laboratory space and equipment for all students, including those with special needs.
- Designs science instruction that includes the contributions of individuals from a variety of cultures.
- Promotes children's understanding that scientific ideas and explanations must be consistent with observational and experimental evidence.
- Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) in science to determine children's progress and needs and to help plan instruction for individual children, including English Language Learners.
- Develops procedures for assessing child participation in and understanding of the inquiry process.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in science and selects effective, developmentally appropriate instructional practices, activities, technologies, and materials to promote children's scientific knowledge and skills.

Competency 031 (Physical Science)**The teacher understands the fundamental concepts, principles, and processes of physical science.**

The beginning teacher:

- Understands properties of objects and materials and selects appropriate procedures and tools for observing and recording them (e.g., size, shape, temperature, hardness, mass, conduction, density).
- Understands concepts of force and motion and describes the motion of an object subject to an unbalanced force (e.g., a push or a pull).
- Understands basic concepts of heat, light, electricity, and magnetism.
- Applies properties of fundamental forces (e.g., push or pull, friction, gravity, electric force, magnetic force) to analyze common situations and objects (e.g., toys, playground equipment).
- Describes and analyzes changes in the states of matter caused by the addition or removal of heat energy.
- Understands conservation of energy and energy transformations and analyzes how energy is transformed from one form to another (e.g., mechanical, sound, heat, light, chemical, electrical) in a variety of everyday situations.
- Understands how the systems model can be used as a conceptual framework to organize, unify, and connect the common themes of physical science to other sciences and technology.
- Analyzes systems in physical science (e.g., the interactions of the parts of a toy car or a simple pendulum) in terms of constancy, change, cycles, structure, and processes.
- Engages in the process of scientific inquiry in physical science (e.g., asking a scientific question; formulating a testable hypothesis; selecting appropriate equipment and technology to gather information related to the hypothesis; making observations and collecting data; organizing, analyzing, and evaluating data to find data trends and patterns and make inferences; communicating and defending a valid conclusion).
- Uses a variety of tools, equipment, technology, and techniques to access, gather, store, retrieve, organize, and analyze data in physical science.
- Demonstrates knowledge of the concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument in the context of physical science investigations.
- Organizes, displays, and communicates physical science data in a variety of ways (e.g., collections, charts, tables, written reports) using appropriate technology.
- Understands procedures for the appropriate storage, handling, use, disposal, care, and maintenance of chemicals, materials, and equipment in physical science.

Competency 032 (Life Science)

The teacher understands the fundamental concepts, principles, and processes of life science.

The beginning teacher:

- Understands that living systems have different structures to perform different functions.
- Understands and describes stages in the life cycle of common plants and animals.
- Understands that organisms have basic needs.
- Demonstrates knowledge of adaptive characteristics and explains how adaptations influence the survival of populations or species.
- Understands that organisms respond to internal or external stimuli and analyzes the role of internal and external stimuli in the behavior of organisms.
- Describes the processes by which plants and animals reproduce and explains how hereditary information is passed from one generation to the next.
- Compares and contrasts inherited traits and learned characteristics.
- Understands relationships between organisms and the environment and describes ways in which living organisms depend on each other and on the environment to meet their basic needs.
- Identifies organisms, populations, or species with similar needs and analyzes how they compete with one another for resources.
- Understands how the systems model can be used as a conceptual framework to organize, unify, and connect the common themes of life science to other sciences and technology.
- Applies the systems model to analyze systems in life science (e.g., the interactions of the parts of a plant or an animal) in terms of constancy, change, cycles, structure, and processes.
- Engages in the process of scientific inquiry in life science (e.g., asking a scientific question; formulating a testable hypothesis; selecting appropriate equipment and technology to gather information related to the hypothesis; making observations and collecting data; organizing, analyzing, and evaluating data to find data trends and patterns and make inferences; communicating and defending a valid conclusion).
- Uses a variety of tools, equipment, technology, and techniques to access, gather, store, retrieve, organize, and analyze data in life science.
- Demonstrates knowledge of the concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument in the context of life science.
- Organizes, displays, and communicates life science data in a variety of ways (e.g., collections, charts, tables, written reports) using appropriate technology.
- Understands procedures for the appropriate storage, handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment and demonstrates ethical care and treatment of organisms and specimens.

Competency 033 (Earth and Space Science)

The teacher understands the fundamental concepts, principles, and processes of earth and space science.

The beginning teacher:

- Understands and describes the properties and uses of earth materials (e.g., rocks, soils, water, atmospheric gases).
- Demonstrates knowledge of characteristics of weather, changes in weather, and tools for making weather measurements.
- Understands forces and processes that change the surface of Earth (e.g., glaciers, earthquakes, weathering).
- Understands and describes characteristics of the sun, moon, and stars.
- Demonstrates knowledge of objects in the sky and their characteristics (e.g., the sun as Earth's major energy source, position of the planets in relation to the sun).
- Analyzes the consequence of the moon's orbit around Earth (e.g., phases of the moon) and Earth's orientation and movement around the sun (e.g., day and night, the seasons).
- Understands how the systems model can be used as a conceptual framework to organize, unify, and connect the common themes of earth and space science to other sciences and technology.
- Applies the systems model to analyze systems in earth and space science (e.g., the ocean, the atmosphere) in terms of constancy, change, cycles, structure, and processes.
- Engages in the process of scientific inquiry in earth and space science (e.g., asking a scientific question; formulating a testable hypothesis; selecting appropriate equipment and technology to gather information related to the hypothesis; making observations and collecting data; organizing, analyzing, and evaluating data to find data trends and patterns and make inferences; communicating and defending a valid conclusion).
- Uses a variety of tools, equipment, technology, and techniques to access, gather, store, retrieve, organize, and analyze data in earth and space science.
- Demonstrates knowledge of the concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument in the context of earth and space science.
- Organizes, displays, and communicates data in a variety of ways (e.g., collections, charts, tables, written reports) using appropriate technology in the context of earth and space science.
- Understands procedures for the appropriate storage, handling, use, disposal, care, and maintenance of chemicals, materials, and equipment in earth and space science.

DOMAIN VIII—FINE ARTS, HEALTH, AND PHYSICAL EDUCATION

Competency 034 (Visual Arts)

The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction.

The beginning teacher:

- Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes, and multisensory experiences.
- Selects and uses instructional strategies, materials, and activities to help children deepen and expand their ability to perceive and reflect on the environment.
- Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes children's understanding of the elements of art and their ability to apply that understanding to create original artworks.
- Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes children's understanding of the principles of art and their ability to apply that understanding to create original artworks.
- Selects appropriate techniques used to create art in various media, including drawing, painting, printmaking, construction, ceramics, fiber art, and electronic media, and promotes children's ability to use those techniques to create original artworks.
- Selects and uses instructional strategies, materials, and activities to promote children's awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.
- Applies the skills and knowledge required for visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, of diverse purposes and uses of art) and provides instruction that promotes children's development of visual literacy.
- Integrates instruction in the visual arts with instruction in other subject areas.
- Understands how children develop cognitively and artistically and knows how to implement effective art instruction and assessment that is individually, culturally, and age appropriate.
- Applies knowledge of visual arts content and curriculum, including the Texas Essential Knowledge and Skills (TEKS), and of children in early childhood through grade 4 to plan and implement effective, developmentally appropriate art instruction.

Competency 035 (Music)

The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

The beginning teacher:

- Knows how to involve children in activities that promote lifelong enjoyment of music and provides children with a wide range of opportunities to make and respond to music.
- Applies knowledge of standard terminology for describing and analyzing musical sound (e.g., rhythm, melody, form, timbre, tempo, pitch, meter) and standard music notation.
- Demonstrates an understanding of the purposes and roles of music in society and how music can reflect elements of a specific society or culture.
- Identifies and describes how music reflects the heritage of the United States and Texas.
- Applies knowledge of criteria for evaluating and critiquing musical performances and experiences.
- Integrates instruction in music with instruction in other subject areas.
- Applies knowledge of music content and curriculum, including the Texas Essential Knowledge and Skills (TEKS), and of children in early childhood through grade 4 to plan and implement effective, developmentally appropriate instruction, including instruction that promotes children's creativity and performance skills and their ability to use critical-thinking and problem-solving skills in music contexts.

Competency 036 (Health)

The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction for all children.

The beginning teacher:

- Understands health-related behaviors, ways in which personal health decisions and behaviors affect body systems and health, and strategies for reducing health risks and enhancing wellness throughout the life span.
- Demonstrates knowledge of major areas in health instruction, including body systems (e.g., structures and functions of various body systems), illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention), nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet), stress (e.g., effects of stress, stress-reduction techniques), and fitness (e.g., components of fitness, methods for improving fitness).
- Understands substance use and abuse (including types and characteristics of tobacco, alcohol, and other drugs and of herbal supplements).
- Understands types of violence and abuse (including causes and effects of violence and abuse and ways to prevent and seek help in dealing with violence and abuse).
- Selects and uses instructional strategies, materials, and activities to teach principles and procedures related to safety, accident prevention, and response to emergencies.
- Applies critical-thinking, goal-setting, problem-solving, and decision-making skills in health-related contexts and understands the use of refusal skills and conflict resolution to avoid unsafe situations.
- Selects and uses instructional strategies, materials, and activities to help children build healthy interpersonal relationships (e.g., communication skills) and demonstrate consideration and respect for self, family, friends, and others (e.g., practicing self-control).
- Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual, family, and community health.
- Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.
- Selects and uses instructional strategies, materials, and activities to help children understand the roles of health-care professionals, the benefits of health maintenance activities, and the skills for becoming health-wise consumers.
- Applies knowledge of health content and curriculum, including the Texas Essential Knowledge and Skills (TEKS), and of children in early childhood through grade 4 to plan and implement effective, developmentally appropriate health instruction, including relating the health-education curriculum to other content areas.

Competency 037 (Physical Education)

The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities for young children.

The beginning teacher:

- Applies key principles and concepts in physical education (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance for physical activity, health, and fitness.
- Knows and helps children understand the benefits of an active lifestyle.
- Applies knowledge of movement principles and concepts to develop children's motor skills.
- Selects and uses developmentally appropriate learning experiences that enhance children's locomotor, nonlocomotor, body-control, manipulative, and rhythmic skills.
- Modifies instruction based on individual differences in growth and development.
- Evaluates movement patterns to help children improve performance of motor skills and to integrate and refine motor and rhythmic skills.
- Selects and uses instructional strategies to promote children's knowledge and application of rules, procedures, etiquette, and fair play in developmentally appropriate games and activities.
- Designs, manages, and adapts physical education activities to promote positive interactions and active engagement by all children.
- Applies knowledge of physical education content and curriculum, including the Texas Essential Knowledge and Skills (TEKS), and of children in early childhood through grade 4 to plan and implement effective, developmentally appropriate physical education activities.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The English as a Second Language (ESL)/Generalist EC–4 test is designed to include 160 scorable multiple-choice items and approximately 20 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

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

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

NOTE: English as a Second Language items are presented first, followed by sample items for Generalist EC–4.

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following questions are examples of this type.

Sample Single Item #1

The following question tests knowledge of English as a Second Language (ESL)/Generalist EC–4 competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

In most cases, basic communication skills take markedly less time to develop than academic language skills. Which of the following scenarios best illustrates this phenomenon?

- A. A student can use common idioms and slang but is often unable to conjugate verbs correctly.
 - B. A student can read and understand American short stories but cannot summarize them coherently.
 - C. A student demonstrates perfect pronunciation but frequently omits articles and prepositions.
 - D. A student speaks English fluently but is having difficulty understanding content-area lectures.
-

Suggested Approach

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

This question relates to an important theory in second-language acquisition that proposes that there is a significant difference between the language skills required for everyday basic communication and those required for academic activities, and that the latter take markedly longer to develop. In this question, each of the four response options describes a difficulty a student is experiencing in some area of language development. You must analyze the response options and determine which scenario is based on this theory.

Option A contrasts a student's success in using common idioms and slang with the student's difficulty in conjugating verbs. All these language skills initially emerge during and are part of the development of basic communicative language proficiency. They do not represent a discrepancy between communicative language skills and academic language skills. Thus, option A would not be an appropriate scenario for illustrating the above theory.

Option B contrasts a student's success in reading and understanding short stories with the student's difficulty in summarizing the stories coherently. These tasks are all academic tasks requiring facility with cognitive academic language and specific academic skills. The contrast is not based on a discrepancy between the student's basic communication skills and academic language skills. Option B can therefore be eliminated as the best response to this item.

Option C contrasts a student's strong pronunciation skills with the student's difficulty in using articles and prepositions correctly. As in response A, the knowledge and skills involved in all these tasks relate strongly to basic communicative language proficiency. Therefore, option C is not the best response for this item.

Option D contrasts a student's ability to speak fluently with the student's difficulty in understanding content-area lectures. Clearly, this contrast represents a disparity between the student's proficiency levels in basic communicative language and cognitive academic language. This response is therefore a good illustration of the theory described above.

Of the alternatives offered, only Option D describes a scenario based on a contrast between a student's basic communicative language skills and academic language skills. Therefore, the correct response is option D.

Sample Single Item #2

The following question tests knowledge of competency 022: *The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning.*

Which of the following would be a preschool teacher's best strategy for helping children understand the concept of one-to-one correspondence?

- A. Have the children pretend to purchase objects using play money in denominations of pennies, dimes, and dollars.
- B. Provide the children with sets of similar objects to arrange in order of size.
- C. Have the children take turns setting the table at snack time, placing a cup or a napkin in front of each chair.
- D. Provide the children with objects to compare in terms of features such as color and length.

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

As you read this question, think about the mathematical concept the teacher wishes to address. The concept of one-to-one correspondence is fundamental to an understanding of number and counting. The daily classroom routine of setting the table at snack time (option C) provides a good opportunity for young children to gain direct experience with matching objects one-to-one, in this case, one napkin to each place setting.

While the other activities would promote children's understanding of various mathematical ideas, they would not be effective for developing the concept of one-to-one correspondence. The use of play money to make pretend purchases (option A) is a more complex activity that requires knowledge of the value of various denominations of coins and bills rather than simple one-to-one matching. Comparing and ordering objects by attribute (e.g., by size, as in option B, or by color or length, as in option D) involve important mathematics-related ideas, but these activities would not specifically foster children's understanding of one-to-one correspondence.

ITEMS WITH STIMULUS MATERIAL

Some questions are preceded by stimulus material that relates to the item. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

Strategy 3 Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

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

As you consider items set in educational contexts, try to use the identified teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Sample Clustered Item Set #1

Suggested Approach

First read the stimulus (a description of an ESL teacher's use of literature response groups).

Read the information below; then answer the two questions that follow.

As one component of her reading program, an ESL teacher helps her students create and participate in literature response groups in which they can talk about the literature they are reading and share and/or enact favorite passages.

The teacher also encourages students to record their reactions and questions to their readings in literature response journals. The students share their response journals with their teacher, peers, and families. Students also invite these readers to add their own comments and questions to the journal, creating ongoing written dialogues.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

The teacher's use of literature response groups and journals demonstrates a strong understanding that:

- A. language development is an integrated process.
 - B. language instruction should emphasize oral development over written development.
 - C. language development is a sequential process.
 - D. language instruction should emphasize receptive language skills before expressive language skills.
-

Consider carefully the information presented in the stimulus regarding the types of student activities that are involved in the literature response groups. Then read the first item, which requires you to complete the sentence by identifying a fundamental concept underlying the teacher's use of the literature response groups. Look at the response options to consider which option will correctly complete the sentence.

Option A suggests that a fundamental concept underlying the teacher's use of literature response groups is that language development is an integrated process. Research in second-language acquisition and current ESL methodologies strongly support the concept that the four language skills or modes (i.e., listening, speaking, reading, and writing) develop interdependently, not as discrete skills. In the stimulus, we see that the students participate in a number of activities related to the literature response groups (e.g., engaging in small-group discussions about the literature they are reading, sharing and enacting favorite passages, creating interactive journals in which they engage in written dialogues with their teacher, peers, and family members regarding their reading). The four language modes are clearly integrated in these activities. Thus, option A represents an accurate completion of the sentence. However, to verify this answer, it is advisable to look at all the response options before marking your answer sheet.

Option B states that language instruction should emphasize oral development over written development. With respect to the early stages of second-language acquisition, many experts would agree with this statement. However, if you look at the stimulus and consider the types of activities the students engage in as part of the literature response groups, it is clear that the activities emphasize both oral and written language development. Thus, option B can be eliminated as an accurate completion of the sentence.

Option C states that language development is a sequential process. While a person's language knowledge and language skills certainly build on one another throughout the process of language acquisition, most models of language development are based on the concept that language acquisition is an organic, integrated process rather than a sequential or linear process. Also, the language activities described in the stimulus as part of the literature response groups are very much interdependent in nature, not sequential. Therefore option C may be eliminated.

Option D states that language instruction should emphasize receptive language skills before expressive language skills. Again, as in option B, while many experts may agree with this statement with respect to the early stages of second-language acquisition, the activities in the stimulus emphasize receptive and expressive language skills more or less equally. Option D is therefore not the best response to this item.

Of the four options offered, only option A correctly completes the sentence by accurately reflecting what research suggests about language acquisition as well as accurately corresponding to what is happening in the stimulus.

Now you are ready to answer the next question. The second question measures competency 005: *The ESL teacher understands how to promote students' literacy development in English.*

To best support and encourage students' ongoing interaction with literature, it would be most effective for the teacher to:

- A. help students learn how to select books that are likely to be comprehensible and of interest to them.
 - B. encourage students occasionally to read literature independently without talking or writing about it.
 - C. monitor the reader response groups and journals and correct students' misconceptions about the books.
 - D. make presentations to students about standard guidelines for literary evaluation and criticism.
-

Consider carefully the information presented in the stimulus. Then read and reflect on the second item, which again requires you to complete a sentence by selecting the best response option. In this case, the correct response will be the option that describes the most effective way the teacher can support and encourage the students' ongoing interaction with literature.

Option A suggests that the teacher should help the students learn how to select books that are likely to be comprehensible and of interest to them. As with any skill, a student's reading skills improve with practice, and students are more likely to practice their reading and engage in ongoing interactions with literature when those interactions are successful and enjoyable. Thus, providing students with strategies for selecting books that they are likely to find comprehensible and of interest to them is a key step in supporting students' reading and their ongoing interactions with literature. Option A offers a correct completion of the sentence.

Option B suggests that the teacher can best support students' ongoing interactions with literature by encouraging them to read literature independently, without talking or writing about it. When working with young readers, struggling readers, or readers for whom English is not their primary language (as is the case with our scenario), it is important to emphasize activities that will promote the students' positive attitudes toward reading and the development of their reading skills. Therefore, it is likely to be more beneficial for the teacher in this scenario to emphasize supportive, interactive, and fun reading experiences over independent reading experiences. Option B may be eliminated.

Option C suggests that the teacher could best encourage the students' ongoing interactions with literature by monitoring their work in the literature response groups and correcting their misconceptions about the books. While the monitoring of students' work should be a component of any instructional activity, in this scenario it is likely to be more beneficial to the students for the teacher to emphasize positive feedback rather than emphasizing student errors or misconceptions. Option C can therefore be eliminated.

Option D suggests that the teacher can best support students' ongoing interactions with literature by teaching them standard guidelines for literary evaluation and criticism. This is a strategy that would be appropriate for promoting the cognitive-academic language development of students at advanced levels of English language and reading proficiency. However, nothing in the stimulus suggests that the students are advanced-level students. Also, more importantly, the activities in the scenario clearly emphasize social aspects of reading (e.g., discussing and enacting favorite scenes, engaging in written dialogues) rather than formal analytical aspects of reading. Option D therefore is not the best response for this item.

Of the four options offered, only option A provides a strategy that is likely to be effective in promoting the students' ongoing interactions with literature.

Sample Clustered Item Set #2

Suggested Approach

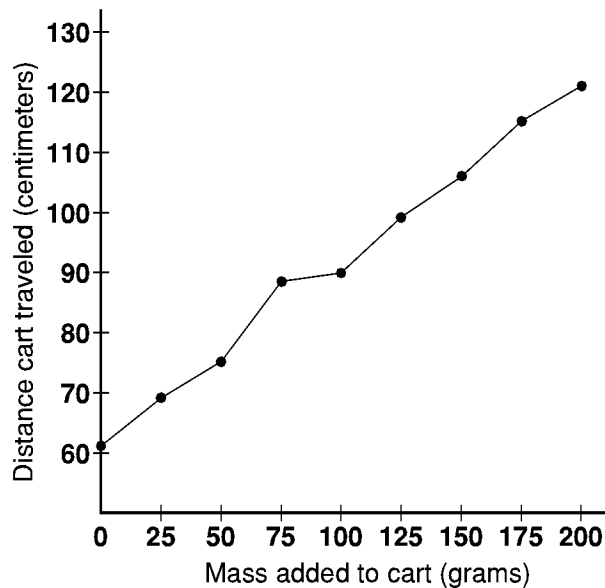
First read the stimulus.

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

A group of fourth-grade students wished to test a hypothesis that adding mass to a cart rolled down a ramp would increase the distance the cart would travel along the floor. To do this, they designed and carried out the following experiment using a toy cart with a mass of 200 g, a small ramp, and several 25 g masses.

1. Make a line across the ramp near the top.
2. Line up the front wheels of the cart with the line.
3. Let go of the cart without pushing it.
4. When the cart stops, measure the distance from the bottom of the ramp to the place where the front wheels stopped. Write down this distance.
5. Add a 25 g mass to the cart.
6. Repeat until a total of 200 g has been added to the cart.

To see more clearly the relationship between the amount of mass added to the cart and the distance it traveled, the students graphed their results. Their graph is shown below.



Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 031: *The teacher understands the fundamental concepts, principles, and processes of physical science.*

The students were concerned about the measurement they obtained when 75 g were added to the cart because it did not seem to fit into the pattern created by the other results. Now they would like to repeat the investigation to determine whether this distance is correct. To improve their investigative design and to get more reliable results, the students' best modification to the investigation would be to:

- A. measure the total distance the cart traveled from the top of the ramp to where it stopped.
- B. have two students measure independently the distance the cart traveled.
- C. change the height on the ramp at which the cart is released.
- D. release the cart several times at each mass and use the average distance traveled.

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

The students' objective is to modify the design of their investigation to increase the reliability of the results. The term *reliability* refers to whether similar results are obtained each time the investigation is carried out. The students have already put several guidelines in place to increase reliability, such as releasing the cart in the same way and starting it from the same position every time. Even under these conditions, however, a cart carrying a given mass is unlikely to travel exactly the same distance at every trial. For example, it may travel an unusually long distance if given a slight push when released, or it may travel an unusually short distance if a wheel gets stuck. However, if (as in option D) the cart is released several times at a given mass and the *average* distance is calculated, the effects of any discrepant results

are likely to be minimized. This will help ensure that repetitions of the investigation would yield similar results.

The other three response choices would not address the situation described in the scenario. Option A, measuring from the top instead of the bottom of the ramp, and option C, changing the height from which the cart is released, would affect the magnitude of the measurements obtained but would not improve the reliability of the investigative design. Option B, having two different students measure the distance the cart traveled, might help in obtaining slightly more reliable measurements of each trial, but it would provide only two data points for each trial, compared to several data points obtained under similar conditions and then averaged (option D).

Option D is therefore the correct response.

Now you are ready to answer the second question. This question measures competency 030: *The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.*

An appropriate way to assess the students' ability to use higher-order thinking skills to draw conclusions based on these experimental data would be to have the students:

- A. predict the distance the cart would travel if 250 g were added.
 - B. determine how much farther the cart traveled with 200 g than with 100 g.
 - C. convert the measurements into other units within the International System of Units (metric system).
 - D. describe what the graph would look like if the divisions on the vertical axis were spaced farther apart.
-

Suggested Approach

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

The teacher wishes to assess students' ability to draw conclusions based on the data obtained in the investigation. One especially good way to do this would be to determine whether students were able to make reasonable predictions based on the information illustrated by the graph. Having students predict how far the cart would travel if the load were increased to 250 grams (option A) would require students to analyze the results obtained so far and apply them hypothetically.

The other responses would not serve the teacher's purpose. Option B, having the students determine how much farther the cart traveled with 200 grams than with 100 grams, would be a simple matter of checking the distance at each mass and subtracting to find the difference. Option C, similarly, would merely require the application of a conversion formula. Option D would involve the more difficult cognitive task of visualizing how the appearance of the graph would change if the space between the vertical divisions were increased, but it would not require the application of higher-order thinking based on the experimental data.

Option A is therefore the correct response.

SECTION IV

SAMPLE ITEMS

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

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

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

English as a Second Language (ESL)/Generalist EC–4

Competency 001

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

The students, who had studied hard for their examination, which was given at the end of the school year.

Based on this sample, the student who wrote this seems to be having difficulty making sure that:

- A. the subject and verb of a sentence agree.
- B. a sentence contains a subject and predicate.
- C. a subordinate clause is placed after the word it modifies.
- D. the correct pronoun is used to begin a subordinate clause.

Competency 002

2. Periodically throughout the school year, a high school ESL teacher gives students a checklist to complete individually. Following are examples of the types of statements found on the checklist.

Yes or No:

- I look for word patterns in a sentence to help me read and understand it.
- I use note taking and flashcards to reinforce new language and vocabulary I have learned.
- I make word associations when learning new language and vocabulary.
- I use visualization to help remember new vocabulary.

Completing this checklist is likely to benefit students most by:

- A. helping them become effective at evaluating their own language proficiency.
- B. helping them develop strategies for overcoming misunderstandings when communicating.
- C. encouraging them to compensate for gaps in their current language knowledge and skills.
- D. encouraging them to use various cognitive strategies for internalizing language.

Competency 003

3. According to the Texas Essential Knowledge and Skills (TEKS) English Language Arts curriculum, ESL students in grades four through eight are expected to "tell important events and ideas gleaned from video segments, graphic art, or technology presentations." Students in a sixth-grade ESL class are studying astronomy. Which of the following activities related to the unit would address this TEKS objective most effectively?
- A. After the class discusses a reading about the origins of the universe, the teacher helps students design a PowerPoint presentation to assist them in teaching another class about the topic.
 - B. After examining diagrams, descriptions, and photographs of the planets, students create a short oral presentation on a planet of their choice.
 - C. Students use string and foam balls to create a three-dimensional representation of the solar system, and then they hang it from the ceiling.
 - D. The teacher gives students a list of questions about a specific star or planet and asks them to locate educational Web sites in which they might find the answers.

Competency 003

4. A high school ESL teacher is working with a class of beginning-level English Language Learners. The teacher asks one student to stand up. She asks another to pick up a pencil. The teacher involves each of the students at different points during the activity. According to proponents of the Total Physical Response approach, this activity helps students develop English language skills primarily because it:
- A. encourages them to use English within authentic contexts.
 - B. allows them to discover a wide range of concepts and rules related to English grammar.
 - C. prompts them to use English to accomplish different goals.
 - D. helps them to develop kinesthetic connections to various English words and phrases.

Competency 004

5. An ESL teacher gives students individual copies of the form shown below. Use this form to answer the question that follows.

Task Card	
Directions: Read the list of phrases below. You are going to listen to a tape of people having conversations. As it is playing, check (✓) any of the phrases you hear.	
<input type="checkbox"/> <i>Excuse me, do you know . . .</i>	<input type="checkbox"/> <i>Would you mind . . .</i>
<input type="checkbox"/> <i>Do you know where . . .</i>	<input type="checkbox"/> <i>Is there someplace where . . .</i>
<input type="checkbox"/> <i>Have you seen . . .</i>	<input type="checkbox"/> <i>Could you tell me . . .</i>

This instructional activity would be a particularly effective way for an ESL teacher to introduce ESL students to:

- A. acceptable language for continuing different types of conversation.
- B. polite ways to recognize another person's social status.
- C. standard methods used to conclude a conversation.
- D. appropriate forms of social requests for information and assistance.

Competency 004

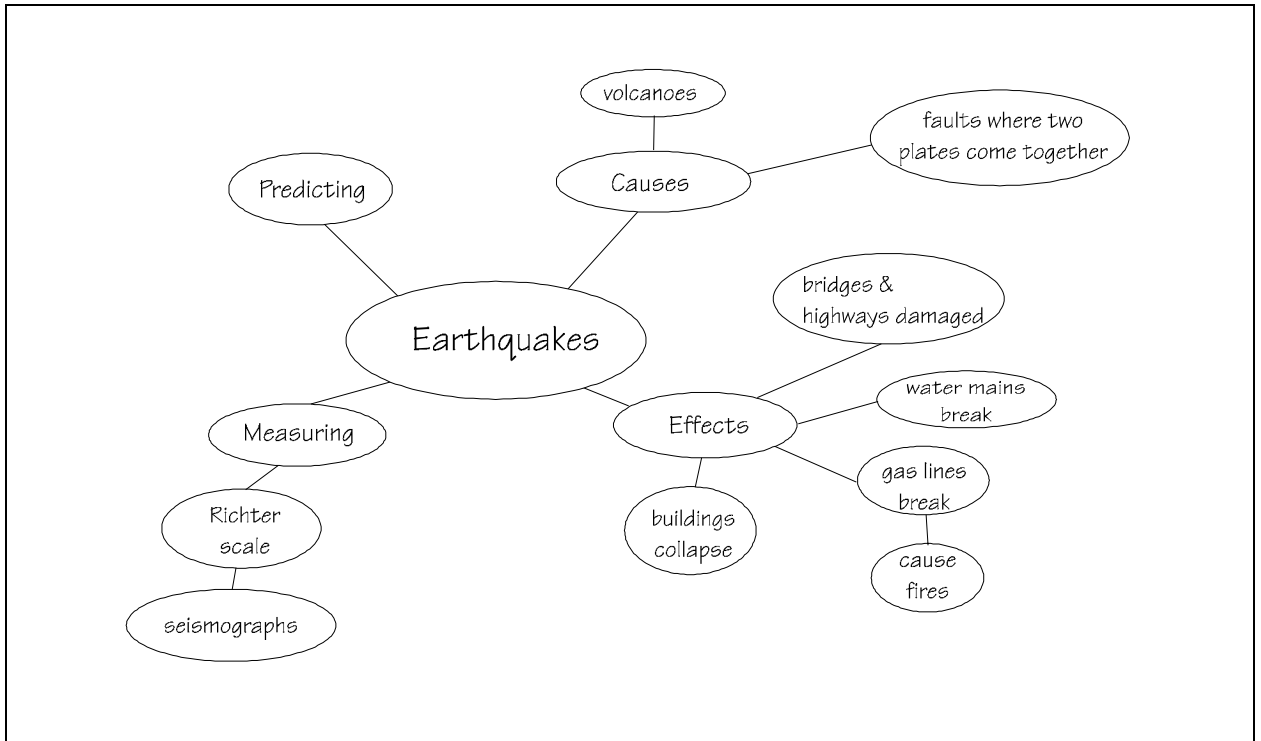
6. Which of the following best explains why English Language Learners need to receive direct instruction in the use of nonverbal elements of English?
- A. The meanings of gestures and body language vary from culture to culture.
 - B. People need explicit instruction in nonverbal communication because they lack instinctive communication skills.
 - C. Cultures associated with English tend to have more taboos related to the body than other cultures.
 - D. Nonverbal gestures only have meaning when they are connected to specific phrases in the oral language.

Competency 005

7. Which of the following strategies would be most effective in helping intermediate and advanced ESL students improve their reading rates and reading fluency?
- A. providing frequent opportunities for students to read and reread texts written at their independent reading levels
 - B. expanding students' vocabulary knowledge by assigning challenging texts at and beyond their instructional reading levels
 - C. encouraging students to use various comprehension strategies, such as self-monitoring, predicting, and questioning
 - D. administering timed reading tests to students each week to motivate them to read more quickly and accurately

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

A middle school science class that contains many ESL learners is taught collaboratively by the science teacher and the ESL teacher. The two teachers introduce the topic of earthquakes by leading a class discussion and creating on the chalkboard the semantic map shown below.



Competency 006

8. As an introductory activity, this strategy is helpful to ESL students primarily because it:
 - A. takes advantage of their cross-cultural perspectives.
 - B. promotes their confidence in producing authentic language.
 - C. allows them to develop or review key concepts and vocabulary.
 - D. provides them with detailed information in concise form.

Competency 006

9. Encouraging ESL students to create their own semantic maps is most likely to promote their content-area learning by helping them develop skill in:
 - A. using descriptive language.
 - B. organizing and categorizing information.
 - C. evaluating the reliability of information.
 - D. predicting the results of a sequence of events.



Competency 007

10. Use the information below to answer the question that follows.

A fifth-grade student arrived from his home country, El Salvador, last year with no prior formal education. He is now in his second year in a Texas school and is receiving bilingual and ESL services. He is still at the beginning stages of Spanish literacy development, English language development, and academic development.

What would be the state policy with regard to the assessment of academic skills in this student's case?

- A. The language proficiency assessment committee (LPAC) may recommend that the assessment of English language skills be waived; however, an assessment of academic skills must be administered in either English or Spanish.
- B. Since he is enrolled in the bilingual program, assessment of academic skills must be administered in either English or Spanish.
- C. The LPAC may determine that neither English nor Spanish proficiency tests would be an appropriate measure for school accountability.
- D. Since he is now in his second year of enrollment in a U.S. school, the school must administer an assessment of academic skills in English.

Competency 007

11. A middle school ESL teacher is working with a group of ESL students whose English-language abilities vary. Which of the following would be the most appropriate strategy for evaluating the progress of students who are at different proficiency levels in English?

- A. using multiple measures, such as observations, test scores, and samples of daily work
- B. selecting language achievement tests that have been normed on a similar student population
- C. establishing a grading curve and distributing students' test results along the curve
- D. assessing students only in those areas of English in which they have achieved competence

Competency 008

12. Which of the following best characterizes the education of language-minority children in the United States before World War II?

- A. There was no concerted effort to assist non-English-speaking students in school.
- B. English as a Second Language programs were common in larger urban school systems only.
- C. Children who did not speak English could be prevented legally from registering in school.
- D. The majority of limited-English speakers attended bilingual parochial schools.

Competency 008

13. Research indicates that the most effective school programs for English Language Learners include ESL staff development programs that:
- A. demonstrate methodology for integrating content instruction with linguistic objectives.
 - B. extend not just to ESL teachers but to the entire school staff.
 - C. emphasize intensive literacy instruction across the grade levels.
 - D. include not only ESL training but also second-language training in the primary language(s) of the students.

Competency 009

14. An ESL teacher teaches in a middle school with a diverse student population. In addition to providing her ESL students with language and content instruction, she also helps the students learn how to articulate their feelings, provides them with practice in taking the perspective of others (e.g., through role plays, debates), and encourages the expression of diverse points of view. These practices are particularly effective in:
- A. recognizing and responding to the linguistic diversity of the students.
 - B. promoting students' academic achievement.
 - C. reducing student conflicts that result from cultural and other misunderstandings.
 - D. resolving students' cultural identity crises.

Competency 009

15. A middle school ESL teacher regularly includes news and magazine articles in the ESL curriculum that focus on multinational organizations or businesses and that highlight careers in which it is advantageous or essential to have knowledge of more than one language. The use of such reading materials in the ESL program is beneficial for English Language Learners primarily because the materials will help students:
- A. identify the features of different types of speech communities and networks.
 - B. recognize the benefits of being bilingual and bicultural in a global society.
 - C. understand the circumstances that may have brought their families to the United States.
 - D. decide where they would like to live and work when they grow up.

Competency 010

16. Acting in his role as advocate for ESL students, an ESL teacher has asked if he could conduct a presentation at an upcoming staff meeting on ways mainstream teachers can improve communication with English Language Learners. Which of the following kinds of information would be most helpful and appropriate for the ESL teacher to share with colleagues?
- A. techniques for introducing and reinforcing new language constructions and how to coach students on pronunciation
 - B. details about the cultural heritage and religious beliefs of the various ethnic groups represented in the school and how these might impact student achievement
 - C. suggestions on ways to correct student errors in ways that avoid damaging a student's self-esteem and reward student initiative
 - D. strategies for clarifying information, checking for comprehension, and controlling the use of complex phrasing, idioms, and cultural references

Competency 010

17. Educators in the ESL program at an elementary school involve students' families in program decision-making and support families' participation in other school activities and projects. These practices best reflect an awareness of which of the following factors affecting language development?
- A. English Language Learners whose families have positive opinions about school and learning are more likely to develop English language proficiency.
 - B. Family members are students' first teachers, and the more they know about language instruction, the better they can teach their children specific aspects of language.
 - C. Family involvement in school activities provides students with a model of the kind of purposeful communication that is the ultimate goal of language instruction.
 - D. Students' family members are better able to evaluate the effectiveness of language instruction when they are familiar with the curriculum.

Competency 011

18. A number of children in Ms. Hanley's prekindergarten class have very little experience with or understanding of positional concepts such as "over" and "under." Which of the following would be the most appropriate initial activity for promoting the children's development in this area?
- A. making a set of large, colorful cards illustrating different spatial relationships and posting them around the classroom
 - B. setting up an obstacle course in the classroom and verbalizing the children's positions in relation to different obstacles as they follow the course
 - C. spending a few minutes daily at circle time talking about the meanings of various prepositions and prepositional phrases
 - D. conducting guessing games at circle time in which children try to name positional relationships illustrated by the teacher using pairs of objects

Competency 011

19. A prekindergarten teacher could *best* promote the development of children's listening skills by:
- A. pausing occasionally when speaking to ask individual children to repeat what the teacher just said.
 - B. using attentive listening behavior when the children are speaking.
 - C. integrating specific listening activities as a routine element in the daily schedule.
 - D. frequently reminding the children to think hard about what they are hearing.

Competency 012

20. A kindergarten teacher engages children in an activity in which different sounds are substituted for the initial consonant of a repeated word in a familiar song (e.g., "Row, Row, Row Your Boat" becomes "Mow, Mow, Mow Your Boat"). This activity is most likely to promote literacy development by helping the children:
- A. distinguish onsets and rimes.
 - B. blend the sounds in words.
 - C. relate phonemes to letters.
 - D. recognize word boundaries.

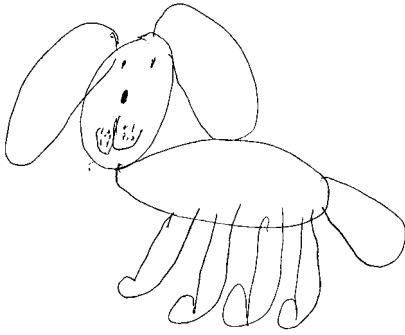
Competency 013

21. A kindergarten teacher begins instruction in letter-sound correspondence by teaching students the sounds associated with *m*, *n*, *s*, *t*, and *b*. Which of the following steps would be most appropriate for the teacher to take *next*?
- A. Teach students the short vowel sounds of two or three separate vowels to enable the students to begin reading familiar CVC words.
 - B. Teach students the sounds most commonly associated with all of the remaining consonants in the alphabet.
 - C. Teach all of the long and short vowel sounds to help students understand the idea that one letter may be associated with two sounds.
 - D. Teach students how to sound out CVCC words by using the consonant sounds they already have learned.

Competency 014

22. Renee, a preschooler, shows her teacher a picture she has drawn of her puppy. She tells the teacher, "It says, 'This is my puppy, Oscar.' "

E N R E E



Renee's writing demonstrates that she has an understanding of which of the following concepts about print?

- A. Words are read from left to right.
- B. Print carries meaning.
- C. Letters correspond with sounds.
- D. Sentences are composed of words.

Competency 015

23. Students in a fourth-grade class are learning how to apply structural analysis to identify unfamiliar words. This strategy would be most effective in helping students determine the meaning of which of the following words?

- A. continue
- B. measure
- C. reappear
- D. curious

Competency 015

24. Which of the following general guidelines should a first-grade teacher follow when selecting texts for beginning readers?

- A. Provide mostly texts in which the vocabulary consists of regular and irregular sight words that students have already memorized.
- B. Provide students primarily with texts that relate to content-area learning.
- C. Provide mostly phonetically regular texts that allow students to apply their knowledge of letter-sound relationships.
- D. Provide students primarily with texts that the teacher has already read aloud in class.

Competency 016

25. A second-grade teacher observes that a student uses his finger to point to each word in a text as he reads it aloud. The teacher responds by guiding the student to discontinue this practice. Which of the following statements best describes the rationale for this response?

- A. Pointing to individual words while reading can distract students from systematic decoding.
- B. Students who get in the habit of pointing to individual words while reading aloud often have difficulty learning to read silently.
- C. Pointing to individual words while reading can interfere with the development of reading fluency.
- D. Students who get in the habit of pointing to individual words while reading aloud often have difficulty developing phonemic awareness.

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

A second-grade teacher asks a student to read aloud the passage printed below.

Nate loved to visit Aunt Janet. They had lots of fun. Aunt Janet lived by a river. She had a big dog named Samson, and she had her own boat. Aunt Janet showed Nate how to fish. She even gave him his own fishing rod. Aunt Janet was good at many things, but she was not very good at cooking. One night Aunt Janet made soup and toast for supper. "Here you go, Nate," said Aunt Janet. "Thanks, Aunt Janet," said Nate. Part of the toast was burned. It did not smell very good. Nate did not want to hurt Aunt Janet's feelings, so he ate a little bit of the burned toast. Just then, the telephone rang. Samson barked. "I will be right back, Nate," said Aunt Janet. She patted Samson on the head and went into the other room. Nate picked up the toast. "Samson," whispered Nate. "Come here, Samson!"

After the student's oral reading, the teacher asks questions about the passage. Printed below is an excerpt from this conversation.

Teacher: What is this story about?

Student: It's about this kid, this kid Nate.

Teacher: What does Nate do in the story?

Student: He goes fishing. In a boat. Me and my brother went fishing in a boat. It was awesome!

Teacher: What else does Nate do?

Student: Ummm, plays with the dog . . .

Teacher: Are there other people in the story?

Student: His aunt. His aunt makes toast, but she burns it. Yuck, I hate burned toast!

Competency 017

26. Which of the following reading strengths does the student demonstrate in his responses to the teacher's questions about the passage?
- A. using evaluative comprehension skills to analyze the main characters in a literary text
 - B. drawing on knowledge of story grammar to interpret a text
 - C. applying literal comprehension skills to identify the sequence of events in a literary text
 - D. constructing meaning by connecting elements in a text to other sources

Competency 017

27. Which of the following teacher prompts would be most effective in helping the teacher assess the student's inferential reading comprehension?
- A. Why did Aunt Janet burn the toast?
 - B. Why did Nate whisper to Samson?
 - C. Why did Nate like to visit Aunt Janet?
 - D. Why did Nate eat some of the burned toast?



Competency 018

28. Students in a fourth-grade class work in small groups to complete a prereading "anticipation guide." The guide lists statements that relate to the content of an assigned science chapter. Students decide whether each statement is most likely true or false and write "T" or "F" next to each statement. After reading the chapter, students revisit the guide and revise their T/F designations as necessary, based on information in the chapter. This instructional activity is most likely to support students' reading development in which of the following ways?
- A. activating students' prior knowledge and setting a purpose for reading
 - B. prompting students to identify and interpret key vocabulary in the text
 - C. helping students distinguish fact from opinion in informational texts
 - D. helping students understand how an author's point of view affects the presentation of information

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

A second-grade teacher wants to develop students' content-area reading skills by helping the students understand information presented in tables. The teacher designs the following activity in connection with a thematic unit on trees.

- The teacher reads aloud and discusses a story about trees and an age-appropriate informational book about tree leaves.
- Each student selects one leaf from a science exhibit that includes samples of various types of leaves.
- The teacher displays a large, blank, two-column table. The teacher makes headers for the columns by drawing the pinnate (feather-like) leaf pattern at the top of the first column and drawing the palmate (hand-like) leaf pattern at the top of the second column. The teacher discusses each leaf pattern with the class.
- Each student shows his or her leaf to the class.

Competency 018

29. Which of the following extensions of the activity described above would most effectively promote students' ability to interpret information presented in tables?
- A. After each student shows his or her leaf, the teacher has students work with a partner to draw a picture of the leaf.
 - B. The teacher attaches a written label to each leaf in the table, identifying the name of the tree from which the leaf was taken.
 - C. After each student shows his or her leaf, the teacher guides the class to decide whether the leaf belongs in the first or second column.
 - D. The teacher tapes each leaf in the appropriate column in the table after the student has shown it to the class.

Competency 018

30. The teacher wants to help students understand that tables summarize ideas and information. Which of the following strategies would best address this goal?
- A. The teacher helps students brainstorm a title for each column, and for the table as a whole, and then writes the final titles on the table.
 - B. The teacher shows students examples of a variety of other simple tables and asks students how the tables are alike.
 - C. The teacher briefly reviews for students the steps they took to make the table and encourages students to talk about what they have learned.
 - D. The teacher has students work in small groups to create their own simple tables.



Competency 019

31. A first-grade teacher who is working with a group of beginning readers gives each student a set of word cards. On each card is printed a word that the students already have learned to read (e.g., *he, she, sees, loves, has, the, a, dog, cat, pail*). The teacher shows the students how to arrange the cards to create a statement (e.g., *she sees the cat*). Students then create their own statements and read them aloud. One goal of this activity is to promote students' reading development by reinforcing word recognition skills. In addition, this activity can be expected to promote students' *writing* development by:
- A. helping them learn to view writing as a useful tool for communication.
 - B. promoting their recognition of similarities and differences between written and oral language.
 - C. building their understanding of basic syntactic structures.
 - D. helping develop their understanding of the value of writing conventions (e.g., capitalization, punctuation).

Competency 020

32. Which of the following statements best defines freewriting and its use in the writing process?
- A. Freewriting involves writing continuously for a specified amount of time and is best used by student writers to generate ideas for their writing.
 - B. Freewriting involves writing without the use of punctuation and is best used by teachers to demonstrate how punctuation helps the reader understand a text.
 - C. Freewriting involves writing in a personal diary for one's own satisfaction and is best used by student writers to maintain creative fluency.
 - D. Freewriting involves writing on specific topics that will not be revised or graded and is best used by teachers to build students' confidence in their ability to write essays.

Competency 021

33. A third-grade teacher has made the following notes about the reading performance of Ashley, one of her students.

Ashley's oral reading speed and accuracy are about average for the class. Her errors, which tend to occur when she encounters polysyllabic, unfamiliar words, usually consist of substituting real words or nonsense words that are structurally similar to the printed words rather than words that are semantically or syntactically correct.

Ashley's performance on oral and written comprehension questions that are based on silent and oral reading selections is also average for the class; however, her miscues, if numerous, sometimes seem to interfere with her comprehension.

Based on the teacher's notes about Ashley's reading performance, Ashley would benefit most from instruction to help her:

- A. recognize high-frequency words with regular and irregular spellings.
- B. use context clues and monitor her comprehension as she reads.
- C. apply knowledge of phonics to decode unfamiliar words.
- D. improve reading fluency and vocabulary skills.

Competency 021

34. A teacher is assessing the performance of her students individually. As each student reads, she makes notes on her copy of the text. Printed below is a portion of the teacher's notes on one student's reading performance.

Ⓢ -

The boy read the book last night.

Key:

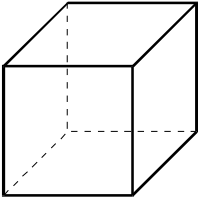

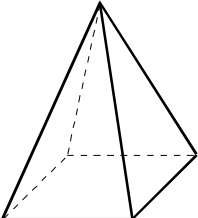
cat substitution Ⓢ self-correction
cow go to repetition

The teacher's notes suggest that this student was utilizing which of the following reading skills to confirm the pronunciation and meaning of the word *read*?

- A. using semantic and syntactic cues
- B. recognizing a word root
- C. recalling a sight word
- D. analyzing word structure

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

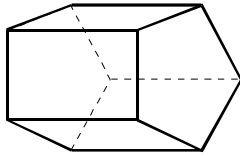
The table gives the number of faces, vertices, and edges for several solid shapes.

Shape	Faces	Vertices	Edges
	6	8	12
	5	6	9
	5	5	8
?	8	12	18

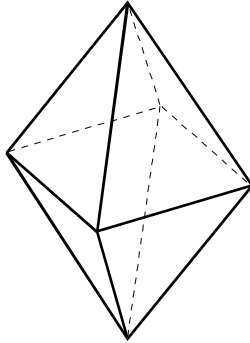
Competency 024

35. Which of the following shapes should be placed in the fourth row to complete the table?

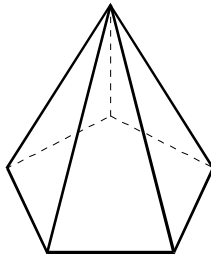
A.



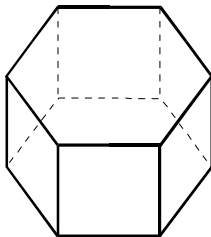
B.



C.



D.



Competency 023

36. Which of the following equations correctly expresses the relationship between the number of faces (F), vertices (V), and edges (E) for the shapes in the table?

A. $\frac{1}{4}F V = E$

B. $F + V = E + 2$

C. $F + V + E = 20$

D. $F + V + E = 26$



Competency 022

37. Use the word problem below to answer the question that follows.

Keisha spent _____ minutes doing tricks on her yo-yo. She spent the first _____ minutes doing the "forward pass." She spent the next _____ minutes doing "around the world." Then she stopped.

If placed in the blanks in the order shown, which set of numbers is a correct solution to the problem above?

- a. 20 5 10
- b. 5 10 15
- c. 25 10 15
- d. 10 5 20

A teacher could best use this problem to help students learn to use the problem-solving strategy of:

- A. eliminating unnecessary information.
- B. creating a table to organize the data logically.
- C. drawing a picture to clarify relationships.
- D. trying out reasonable options and checking the results.

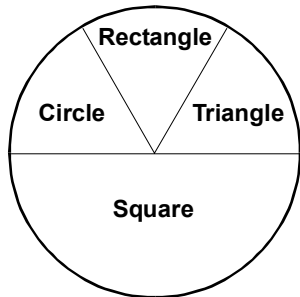
Competency 024

38. Students in Mr. Gonzales's class have sorted and counted a collection of blocks by shape.

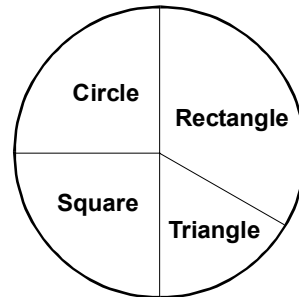
Shape	Number of Blocks
Circle	15
Rectangle	15
Triangle	10
Square	20
<i>Total</i>	60

The students would like to build a spinner to simulate the probability of randomly selecting a block of a given shape. Which of the following spinners could they use?

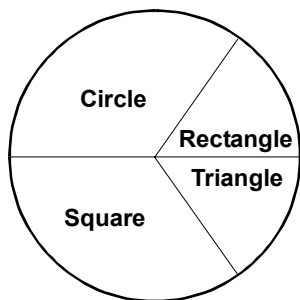
A.



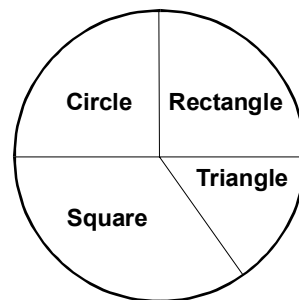
B.



C.



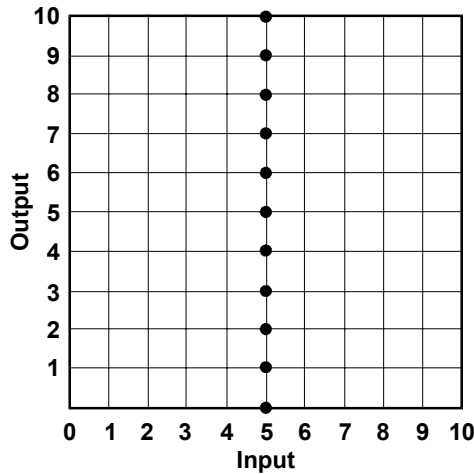
D.



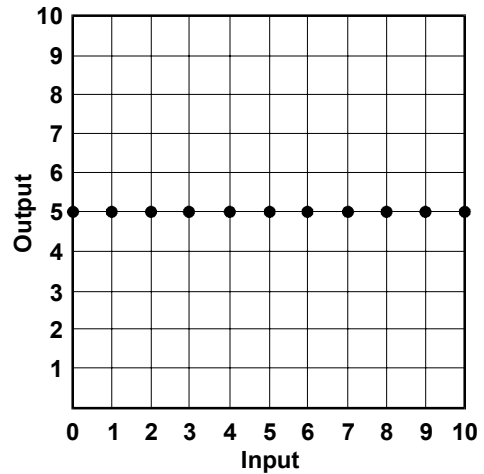
Competency 025

39. Miguel is playing a game called "Guess My Rule." Each time a classmate calls out a positive number (input number), Miguel adds 5 to the number and tells the class the result (output number). The game continues until a student is able to correctly predict Miguel's response and then state Miguel's rule. Which of the following graphs correctly shows some possible values of the input and output numbers for Miguel's rule?

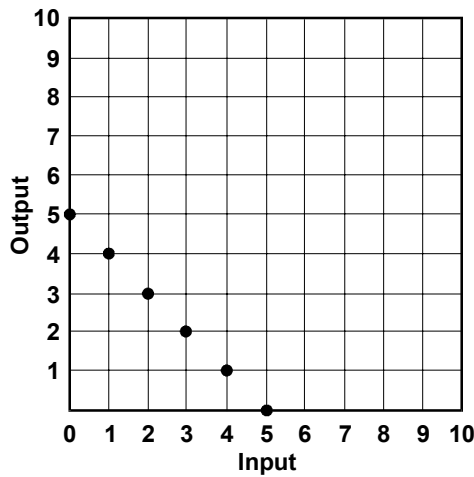
A.



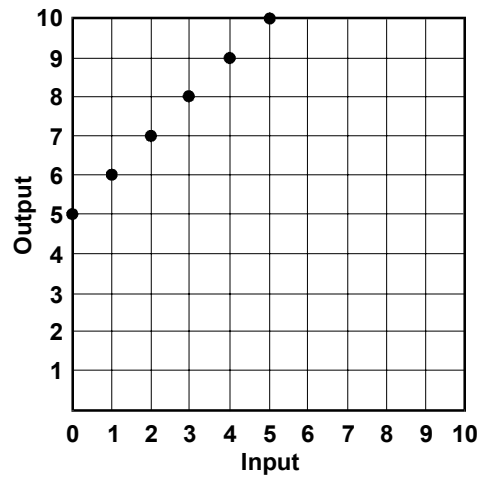
B.



C.



D.



Competency 026

40. Citizens in a community have been debating whether a large wooded area in the community should be used to build a new shopping center or be kept in its natural state. When a local fourth-grade teacher begins discussing the controversy with her class, most students immediately express strong support for one view or the other. In response, the teacher has each student write a brief paper listing one or more positive features of the viewpoint with which they *disagree*. This activity is most likely to help students:
- A. develop skills for drawing valid conclusions and inferences from evidence.
 - B. gain an understanding of individual and group rights in a democracy.
 - C. develop an attitude of tolerance toward differing opinions.
 - D. recognize the importance of individual participation in a democratic system.

Competency 026

41. A kindergarten teacher has had children in the class participate in discussions about good citizenship. The discussions focus on ways that people can be good citizens in school, at home, and in the community. The teacher wishes to reinforce these ideas by helping the children acquire a sense of personal responsibility for the condition of the natural environment. Which of the following strategies would be developmentally appropriate for achieving this goal?
- A. discussing different kinds of environmental pollution and asking for suggestions for solving pollution problems
 - B. asking the children to create posters showing examples of pollution they have observed in their communities
 - C. making the children aware of the different kinds of trash they create and teaching them how to dispose of it properly
 - D. posting photographs of landfills and telling the children that we all contribute to this problem whenever we create trash

Competency 027

42. The first Spanish missions in Texas were established primarily to:
- A. strengthen Spain's claim to the territory and reduce the threat of French expansion.
 - B. prevent Anglo-Saxon settlers from introducing Protestantism to the region.
 - C. resolve differences between Spanish authorities and Native American peoples in the region.
 - D. facilitate communication and trade between Spanish colonies in Mexico and Florida.

Competency 027

43. Which of the following most accurately describes an important feature of Native American life in a region of North America before European colonization?
- A. Native Americans of the Great Basin practiced a form of slash-and-burn agriculture that enabled them to preserve the fertility of agricultural lands in the region.
 - B. Native Americans of the Southwest depended almost entirely on hunting and fishing for food and other necessities.
 - C. Native Americans of the Eastern Woodlands formed powerful confederacies that enabled them to act collectively on matters that concerned two or more regional tribes.
 - D. Native Americans of the Great Plains established highly stratified societies in which status was determined mainly by wealth.

Competency 028

44. A hunter-gatherer population in a tropical forest in Southeast Asia exhibits various subsistence strategies and social practices that resemble those of a hunter-gatherer population in a tropical forest in Africa. This observation best illustrates which of the following generalizations about the nature of culture?
- A. Cultures are composed of many components that function as an interrelated whole.
 - B. Cultural traits are learned and shared within groups and may spread from one group to other groups.
 - C. Widely separated cultures may adapt in similar ways to similar environmental challenges.
 - D. Material components of a culture are often easier to change than values and other nonmaterial components.

Competency 029

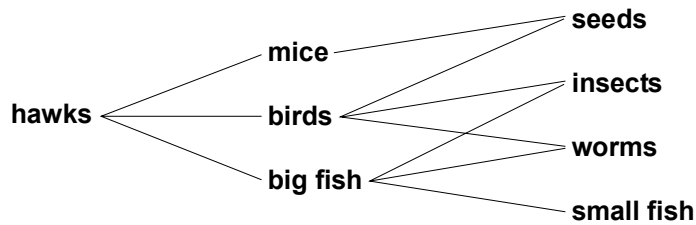
45. Which of the following statements best explains how an economic system based on principles of free enterprise benefits consumers?
- A. Consumer sovereignty ensures that the needs and wants of all consumers will be met.
 - B. Collaboration among producers results in high product quality and fair consumer prices.
 - C. Voluntary exchange ensures that all transactions are economically advantageous for consumers.
 - D. Competition among businesses results in greater choice for consumers.

Competency 031

46. Which of the following statements accurately describes what occurs as heat is added to water and changes it to steam?
- A. The water molecules gain kinetic energy and move faster and farther apart.
 - B. The chemical bonds between the hydrogen and oxygen atoms of the water molecules break.
 - C. The water molecules cluster together to form ring-shaped molecular structures.
 - D. The hydrogen and oxygen atoms of the water molecules change in shape.

Competency 032

47. Use the diagram of the food web below to answer the question that follows.



A teacher could best help students use this diagram to explore the relationships in the food web by asking which of the following questions?

- A. What do insects eat?
- B. What would happen to the hawk's diet if there were no seeds?
- C. Do mice eat anything besides seeds?
- D. What is most important to the diet of big fish?

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

An elementary teacher has ordered frog eggs from a biological supply company. The teacher plans to put the eggs into an aquarium in the classroom, where students can observe them over a period of time.

Competency 032

48. Before introducing the frog eggs into the aquarium, the teacher is ethically obligated to:
- A. be certain that the aquarium is completely sterilized and filled with distilled water.
 - B. provide all of the basic requirements for the survival and development of the eggs.
 - C. make preparations to release the frogs into a local pond as soon as they have attained adult form.
 - D. introduce a variety of organisms into the aquarium to simulate the natural conditions of a pond.

Competency 032

49. As the students observe the transformation of eggs into tadpoles and then into frogs, one of the students asks, "Why do tadpoles have tails, but frogs don't?" This question poses an especially good opportunity for the teacher to discuss which of the following topics?
- A. an organism's adaptations to its environment
 - B. the reproductive strategies of organisms
 - C. the strategies organisms use for defense
 - D. the importance of random mutations to evolutionary change



Competency 033

50. Ms. Nguyen has noticed that during some recent road construction near the school grounds, road workers left a pile of dirt nearly two meters high. Since rain is forecast for the next few days, Ms. Nguyen feels this would be a good opportunity for her fourth graders to observe, on a small scale, the process of soil erosion by water. Which of the following data-gathering methods would be most appropriate for this purpose?
- A. drawing pictures of how the erosion patterns change after each rainstorm
 - B. measuring the size of the pebbles that are washed to the bottom of the pile after each rainstorm
 - C. making a table showing how many small erosion channels branch off each main erosion channel after two weeks
 - D. measuring the depth of one erosion channel every day for two weeks

Competency 034

51. Use the information below to answer the question that follows.

Mr. Morrison, a prekindergarten teacher, brings in two monarch butterfly caterpillars and a large supply of milkweed, the only food that these caterpillars will eat, and puts them in a large terrarium. After an initial presentation, the children begin giving the caterpillars a fresh supply of milkweed every day. The children are fascinated to see each caterpillar change over the course of a few weeks into a motionless chrysalis and then emerge as a brilliant black-and-orange butterfly.

For a class of three- and four-year-old children, Mr. Morrison could *best* use the butterflies as a stimulus for artistic expression by:

- A. showing the children how to make symmetrical paper butterflies by folding construction paper and cutting along the fold.
- B. asking each child to draw a picture showing the various stages of a monarch butterfly's life cycle.
- C. showing the children some attempts he has made to paint pictures of butterflies and encouraging them to try it themselves.
- D. encouraging the children to observe the butterflies closely and then make butterfly pictures using materials in the art center.

Competency 035

52. A first-grade teacher wishes to help students develop an understanding of the unique characteristics of the various rhythm instruments in the classroom. Which activity would be most useful for this purpose?
- A. Teach students the names of all the instruments, the materials they are made of, and their countries of origin.
 - B. Provide each student with an instrument to use to accompany songs sung during a music lesson.
 - C. Have students choose which instrument should represent each character in a story and explain why.
 - D. Hand out one instrument to each student and instruct students to play in various ways (e.g., loudly, slowly) in unison.

Competency 036

53. A teacher has designed a health project she calls "Silly and Smart." Children will make posters showing a "smart" health-related activity and its opposite, silly one (e.g., riding in a car with and without a seat belt; riding a bike with and without a helmet). This activity would best promote children's understanding of which of the following concepts?
- A. People should consider the long-term effects of their health decisions as well as the short-term effects.
 - B. Health information on a wide range of topics is available from many sources both inside and outside the home.
 - C. Behavior that seems risky to one individual may not seem risky to another.
 - D. People's decisions about their own behavior can often increase or reduce health risks.

Competency 037

54. Use the information below to answer the question that follows.

Mrs. Alvarez has been reviewing the letters of the alphabet with her first graders. To help reinforce their recognition of the shapes of the letters, she plans a physical education activity for the students. Mrs. Alvarez divides the class into pairs. She then says the name of a letter, and each pair of students must think of a way to make the shape of the capital letter with their bodies.

This activity is most likely to promote students' physical development in which of the following areas?

- A. eye-foot coordination
- B. spatial awareness
- C. eye-hand coordination
- D. tactile awareness

ANSWER KEY

Item Number	Correct Answer	Competency
1	B	001
2	D	002
3	B	003
4	D	003
5	D	004
6	A	004
7	A	005
8	C	006
9	B	006
10	C	007
11	A	007
12	A	008
13	B	008
14	C	009
15	B	009
16	D	010
17	A	010
18	B	011
19	C	011
20	A	012
21	A	013
22	B	014
23	C	015
24	C	015
25	C	016
26	D	017
27	B	017

Item Number	Correct Answer	Competency
28	A	018
29	C	018
30	A	018
31	C	019
32	A	020
33	B	021
34	A	021
35	D	024
36	B	023
37	D	022
38	D	024
39	D	025
40	C	026
41	C	026
42	A	027
43	C	027
44	C	028
45	D	029
46	A	031
47	B	032
48	B	032
49	A	032
50	A	033
51	D	034
52	C	035
53	D	036
54	B	037

SECTION V

PREPARATION RESOURCES

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

Journals

Art Education, National Art Educators' Association.

Benchmarks for Science Literacy, American Association for the Advancement of Science (2000).

The Computing Teacher/Learning and Leading with Technology, International Society for Technology in Education.

The Elementary School Journal, University of Chicago Press.

Exceptional Children, Council for Exceptional Children.

Instructor, Scholastic, Inc.

Journal for Research in Mathematics Education, National Council of Teachers of Mathematics.

Journal of Computing in Childhood Education, Journal of the Association for the Advancement of Computing in Education.

Journal of Health, Physical Education, Recreation and Dance, Association for Health, Physical Education, Recreation, and Dance.

Language Arts, National Council of Teachers of English.

The Modern Language Journal, University of Wisconsin Press.

Music Educators Journal, Music Educators' National Conference, Center for Educational Associations.

NABE Journal, National Association for Bilingual Education.

The Reading Teacher, International Reading Association.

Science and Children, National Science Teachers Association.

Social Education, National Council for the Social Studies.

The Social Studies, Heldref Publications.

Teaching Children Mathematics, National Council of Teachers of Mathematics.

Teaching PreK–8, Early Years, Inc.

TExES Preparation Manual—English as a Second Language (ESL)/Generalist EC–4

TESOL Journal, Teachers of English to Speakers of Other Languages.

TESOL Matters, Teachers of English to Speakers of Other Languages.

TESOL Quarterly, Teachers of English to Speakers of Other Languages.

Young Children, Journal of the National Association for the Education of Young Children.

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Web Sites

Center for Applied Linguistics, <http://www.cal.org>

Center for Research on Education, Diversity & Excellence, <http://www.crede.ucsc.edu>

International Reading Association, www.reading.org

National Association for Bilingual Education, www.nabe.org

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, <http://www.ncbe.gwu.edu>

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, www.ed.gov/offices/OELA

Teachers of English to Speakers of Other Languages, www.tesol.org

Texas Center for Bilingual/ESL Education, <http://www.tcbee.org/ProfDev.htm>

Texas Education Agency, Division of Curriculum and Professional Development, Bilingual/ESL Education, www.tea.state.tx.us/curriculum/tearesources.html

