



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

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Preparation Manual



164 Bilingual Education Supplemental

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Chapter 1

**Introduction to the Bilingual Education
Supplemental Test and Suggestions for Using
This Test Preparation Manual**



1 OVERVIEW

The State Board for Educator Certification (SBEC) has approved Texas educator standards 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 the Texas Examinations of Educator Standards® (TExES®) program. This initiative, administered by Texas Education Agency (TEA), will affect all areas of Texas education — from the more than 170 approved Texas Educator Preparation Programs (EPPs) 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 and TEA’s roles in this K–16 initiative will ensure that newly certified Texas educators have the essential knowledge and skills to teach the TEKS to the state’s public school students.

References to the English Language Proficiency Standards (ELPS) have been added to the framework to align with federal guidelines and state standards for teachers on the education of English-language learners (ELLs).

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

KEY FEATURES OF THE MANUAL

- *List of competencies that will be tested*
- *Strategies for answering multiple-choice questions*
- *Sample test questions and answer key*

This examination includes questions based on the Bilingual Education Supplemental framework. Questions on this examination will range from grades EC–12. If you have any questions after reading this preparation manual or you would like additional information about the TExES tests or the educator standards, please visit the TEA website at www.tea.state.tx.us.

USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TEXES) tests measure the content knowledge required of an entry-level educator in a particular 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 you are planning to take, identify areas where you feel you may be weak and increase your knowledge in those areas by helping you design a study plan.

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 questions that are included in this manual. These test questions represent only a sampling of questions. Thus, your test preparation should focus on the competencies and descriptive statements and not simply on the sample questions.

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 12. These are 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 below.

SAMPLE COMPETENCY

Bilingual Education Supplemental

COMPETENCY 001

THE BEGINNING BILINGUAL EDUCATION TEACHER UNDERSTANDS THE FOUNDATIONS OF BILINGUAL EDUCATION AND THE CONCEPTS OF BILINGUALISM AND BICULTURALISM AND APPLIES THIS KNOWLEDGE TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS IN THE BILINGUAL EDUCATION PROGRAM.

1 SAMPLE DESCRIPTIVE STATEMENTS

The beginning teacher:

- A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).
- C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
- F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
- H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design and selects appropriate instructional strategies and materials in relation to specific program models.
- I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
- J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

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 Chapter 3). 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 (Appendix B) for possible resources to consult. Also, compile key materials from your preparation course work 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 skills and important abilities that are discussed in the competencies and descriptive statements.
6. Use the study plan sheet (Appendix A) to help you plan your study.

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

Chapter 2

Background Information on the TExES Testing Program



THE 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 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 (stand-alone) test questions and questions 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 members of the community guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, university and EPP faculty, education service center staff, content experts and representatives from professional educator organizations. The committees are diverse in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the TEA website 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. 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 Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft questions 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 Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.
8. **Administer 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 committee of Texas educators participates in a rigorous standard-setting study to recommend a passing score for the test. TEA presents the recommendation to the SBEC Board for consideration. The SBEC Board makes the final determination regarding the passing score.

TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at www.texas.ets.org for information on test dates, test centers, fees, registration procedures and program policies.

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

- A total test scaled score. Total 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 questions 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. However, it is important to use caution when interpreting scores reported by domain and competency as these scores are typically based on a smaller number of items than the total score and therefore may not be as reliable as the total score.
- A link to information that will help you understand the score scale and interpret your results.

A score report will not be available to you if you are absent or choose to cancel your score.

For more information about scores or to access scores online, go to www.texas.ets.org.

EDUCATOR STANDARDS

Complete, approved educator standards are posted on the TEA website at www.tea.state.tx.us.

Chapter 3

Study Topics



TEST FRAMEWORK FOR FIELD 164: BILINGUAL EDUCATION SUPPLEMENTAL

THE DOMAIN

The Bilingual Education Supplemental test consists of 1 domain.

- **Domain I: Bilingual Education**

Standards Assessed: Bilingual Education Standards II–VI

3 TOTAL TEST BREAKDOWN

- 70 Multiple-Choice Questions (60 Scored Questions*)

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

THE STANDARDS

DOMAIN I — BILINGUAL EDUCATION

BILINGUAL EDUCATION STANDARD II:

The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

BILINGUAL EDUCATION STANDARD III:

The bilingual education teacher knows the process of first- and second-language acquisition and development.

BILINGUAL EDUCATION STANDARD IV:

The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

BILINGUAL EDUCATION STANDARD V:

The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

BILINGUAL EDUCATION STANDARD VI:

The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

COMPETENCIES**DOMAIN I — BILINGUAL EDUCATION****COMPETENCY 001**

THE BEGINNING BILINGUAL EDUCATION TEACHER UNDERSTANDS THE FOUNDATIONS OF BILINGUAL EDUCATION AND THE CONCEPTS OF BILINGUALISM AND BICULTURALISM AND APPLIES THIS KNOWLEDGE TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS IN THE BILINGUAL EDUCATION PROGRAM.

The beginning teacher:

- A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).
- C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
- F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
- H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

- I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
- J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

COMPETENCY 002

THE BEGINNING BILINGUAL EDUCATION TEACHER UNDERSTANDS PROCESSES OF FIRST- AND SECOND-LANGUAGE ACQUISITION AND DEVELOPMENT AND APPLIES THIS KNOWLEDGE TO PROMOTE STUDENTS' LANGUAGE PROFICIENCY IN THEIR FIRST LANGUAGE (L1) AND SECOND LANGUAGE (L2).

The beginning teacher:

- A. Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.
- B. Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.
- C. Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models.
- D. Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.
- E. Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).
- F. Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum, including providing focused, targeted and systematic second language acquisition instruction to English-language learners (ELLs) in Grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening, speaking, reading and/or writing in accordance with the English Language Proficiency Standards (ELPS).

- G. Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students' language development in L2.

COMPETENCY 003

THE BEGINNING BILINGUAL EDUCATION TEACHER HAS COMPREHENSIVE KNOWLEDGE OF THE DEVELOPMENT AND ASSESSMENT OF LITERACY IN L1 AND THE DEVELOPMENT AND ASSESSMENT OF BILITERACY.

The beginning teacher:

- A. Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- C. Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students' literacy development in L1.
- D. Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students' L1 literacy development in grades EC–12.
- E. Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).
- F. Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- G. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).

COMPETENCY 004

THE BEGINNING BILINGUAL EDUCATION TEACHER HAS COMPREHENSIVE KNOWLEDGE OF CONTENT AREA INSTRUCTION IN L1 AND L2 AND USES THIS KNOWLEDGE TO PROMOTE BILINGUAL STUDENTS' ACADEMIC ACHIEVEMENT ACROSS THE CURRICULUM.

The beginning teacher:

- A. Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.
- B. Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS), including developing the foundation of English-language vocabulary, grammar, syntax and English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).
- C. Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.
- D. Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.
- E. Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.

Chapter 4

Succeeding on Multiple-Choice Questions



APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

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

The Bilingual Education Supplemental test is designed to include 70 multiple-choice questions, out of which 60 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions 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. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it to other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from your score if you answer a question incorrectly. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the best answer.

QUESTION FORMATS

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

- Single Questions
- Questions with Stimulus Material
- Clustered Questions

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

SINGLE QUESTIONS

In the single-question format, a problem is presented as a direct question or an incomplete statement, and four answer options appear below the question. The following question is an example of this type. It tests knowledge of Bilingual Education Supplemental Competency 002: *The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).*

EXAMPLE

A group of English-language learners (ELLs) encounters various words in a short story in their first language that are no longer in common use today. Which of the following linguistic concepts should the teacher use to best help the ELLs understand this phenomenon?

- A. Interlanguage
- B. Language extinction
- C. Linguistic assimilation
- D. Language change

SUGGESTED APPROACH

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

As you read this question, you need to determine which of the response options refers to the linguistic phenomenon encountered by the English-language learners (ELLs) in this classroom situation. Frequently, bilingual teachers must rely on their understanding of basic linguistic concepts in order to help support ELLs' first (L1) and second language (L2) development. In this instance, the ELLs have encountered words in their L1 that are no longer in common use in that language today. To help the students understand this phenomenon, the teacher needs to rely on a general understanding of how languages evolve over time.

The term presented in option A is *interlanguage*. According to theories of second-language acquisition, an interlanguage evolves within a person during the process of acquiring a second language. This intermediate language contains properties of the learner's first and second languages and increasingly approximates the second language as the second language develops. Knowledge of this concept will not help explain the phenomenon the students encountered in their reading.

The term presented in option B is *language extinction*. This term refers to a process by which speakers of a language slowly stop using it, resulting in the language dying out. Clearly, in the situation described, the students' primary language is a living language. Only certain words in the language are no longer in common use. That phenomenon, in fact, provides evidence of the language's vitality, rather than of its demise. Thus, it would be inaccurate to use the concept *language extinction* to explain the loss of specific words.

The term presented in option C is *linguistic assimilation*. This term refers to a process in which one sound influences one or more features of another sound that precedes or follows it in a word or utterance (e.g., a voiceless sound becomes voiced), so that the sounds become more similar or even alike. This process is phonological and not related to the phenomenon the students encountered in their reading.

The term presented in option D is *language change*. This term refers to a process that is related to the dynamic nature of language, in which major components of a language (e.g., phonology, syntactic features, lexicon) change over time. Such changes take place for a variety of reasons. In the classroom situation described, the students encountered words that were no longer in common use in their L1. This is an example of a change in the language’s lexicon. Lexical changes may take place as the objects certain words refer to are no longer in common use or as the words are replaced by new words. Thus, the phenomenon the students encountered represents a clear example of *language change*. Using a basic knowledge of how languages evolve over time, the teacher can help the ELLs develop an appreciation for the dynamic nature of their language. The correct response is option D.

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

QUESTIONS WITH STIMULUS MATERIAL

Some questions on this test are preceded by stimulus material that relates to the questions. Some types of stimulus material included on the test are teacher notes, samples of student work and descriptions of classroom situations. In such cases, you will generally be given information followed by questions that ask you to analyze the material, solve a problem or make a decision.

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

- | | |
|-------------------|--|
| Strategy 1 | Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the question and refer again to the stimulus material to obtain the specific information you need to answer the question. |
| Strategy 2 | Read the question <i>before</i> considering the stimulus material. The theory behind this strategy is that the content of the question 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 question first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test. |

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

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

EXAMPLE

First read the stimulus.

Use the information below to answer the questions that follow.

When selecting English-language reading materials for English-language learners (ELLs) who are beginning- or intermediate-level readers of English, a bilingual teacher makes sure to include English-language versions of stories, folktales and other narratives from the ELLs' home cultures.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures Bilingual Education Supplemental Competency 001: *The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.*

1. The materials described most likely contribute to an effective learning environment by
 - A. providing the ELLs challenging content, the materials will motivate them to learn correct English grammar and use it in their communications with peers.
 - B. validating and affirming the ELLs' home cultures, the materials will promote their development of a bicultural identity.
 - C. introducing the ELLs to key aspects of their home cultures, the materials will prompt them to examine the values and beliefs of the majority culture.
 - D. exposing the ELLs to new literary genres, the materials will enhance their understanding of language diversity and variation.

SUGGESTED APPROACH

Carefully consider the information presented in the stimulus. Then read and consider this first question, which asks how the materials described in the stimulus are likely to contribute to an effective learning environment. Recall that the teacher is selecting English-language reading materials for the ELLs. The stimulus focuses on the fact that in making these selections, the teacher makes sure to include English-language versions of stories, folktales and other narratives from the ELLs' home cultures.

Option A suggests that the ELLs will find these materials challenging and that this will motivate them to improve their English grammar. There is no evidence in the stimulus that the teacher’s focus is on selecting materials that are written at a level that the ELLs are likely to find challenging. On the contrary, the teacher is actively seeking out materials that are likely to be familiar to the ELLs. To promote second-language (L2) development, ELLs must be exposed to L2 input that is comprehensible. Selecting overly challenging L2 materials would *not* contribute to an effective learning environment for ELLs because such materials would not be readily comprehensible.

Option B suggests that the materials described in the stimulus would contribute to an effective learning environment by validating and affirming the ELLs’ home cultures, thereby promoting their development of a bicultural identity. To reinforce ELLs’ bilingual and bicultural identity, it is critical that their home language and culture are regarded with high esteem in the classroom and, ideally, in the larger school community as well. One way to convey respect for ELLs’ home cultures is to incorporate aspects of the home cultures throughout the curriculum. In the stimulus, the teacher is clearly following this practice by making sure to include materials from the ELLs’ home cultures in the English-language reading curriculum.

Option C suggests that the materials selected by the teacher will prompt the ELLs to examine the values and beliefs of the majority culture by introducing them to key aspects of their home cultures. There is no evidence in the stimulus that the teacher plans to use the selected materials as a way to introduce ELLs to aspects of their own cultures. Also, while the materials are likely to prompt ELLs to reflect on their home cultures, no evidence in the stimulus suggests that the teacher plans to use the materials to focus the ELLs’ attention on the majority culture.

Option D suggests that the teacher will use the selected materials to introduce ELLs to new literary genres, thereby enhancing their understanding of language diversity and variation. Again, while some of the materials may be new to some of the ELLs, there is no evidence in the stimulus to suggest that the teacher is selecting these materials in order to introduce the ELLs to new content. On the contrary, an important reason bilingual teachers select instructional materials representing ELLs’ home cultures is that the structure and content of such materials are likely to be familiar to them and thereby more comprehensible.

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

Now you are ready to answer the next question. The second question measures Bilingual Education Supplemental Competency 003: *The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.*

2. According to convergent research related to reading in a second language, which of the following best explains why the materials described would be effective in supporting ELLs' reading in English?
 - A. Reading comprehension is reinforced by materials that conform to ELLs' prior knowledge of basic concepts about print
 - B. Reading fluency and comprehension are enhanced when ELLs are provided with materials that contain easily decodable text
 - C. Reading fluency is reinforced when ELLs are provided with frequent opportunities to read materials that are written at their independent reading level
 - D. Reading comprehension is enhanced by materials that are based on contextual and textual schemata that are familiar to the ELLs

SUGGESTED APPROACH

Again, carefully consider the information presented in the stimulus. Then read and consider this second question, which asks you to use your knowledge of convergent research related to reading in a second language to determine why the materials described would be particularly effective in supporting ELLs' reading in English.

In carefully analyzing the options in the previous question, it is evident that, besides the correct response, all of the other options were based on either faulty or inaccurate reasoning. On reading through this second question, however, all of the response options are accurate statements regarding reading fluency and/or comprehension. In this situation, it becomes especially important to refer back to the stimulus to determine which of these statements best addresses the situation described.

Option A focuses on reading materials that conform to ELLs' prior knowledge of basic concepts about print. Concepts about print include concepts such as understanding that print has meaning and recognizing the directionality of print. In the stimulus, the focus is on selecting reading materials related to the ELLs' home cultures. While such materials would likely conform to basic English print conventions, so would materials that are completely unrelated to ELLs' home cultures. Therefore, this response option does not directly relate to relevant information in the stimulus.

Option B focuses on reading materials that contain easily decodable text. While the materials described in the stimulus may contain easily decodable text, this is not the teacher's primary criterion in selecting them.

Option C focuses on providing ELLs with frequent opportunities to read materials that are written at their independent reading level. While the selected materials may include ones written at the ELLs' independent reading level, it is also likely in the situation described that some of the materials could be written at their instructional reading level.

Option D focuses on enhancing ELLs' reading comprehension by using materials based on familiar contextual and textual schemata. In the stimulus, the teacher is selecting materials reflecting ELLs' home cultures. Such materials are very likely to address familiar topics and content and to follow textual patterns (e.g., story structures) that are also familiar to the ELLs.

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

CLUSTERED QUESTIONS

You may have one or more questions related to a single stimulus. When you have at least two questions related to a single stimulus, the group of questions is called a cluster.

Chapter 5

Multiple-Choice Practice Questions



SAMPLE MULTIPLE-CHOICE QUESTIONS

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

An answer key follows the sample questions. For each sample test question, the answer key lists the question number, correct answer and a rationale for each answer option. Please note that the answer key also lists the competency assessed by each question and that the sample questions are not necessarily presented in competency order.

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

5

COMPETENCY 001

1. The process in which members of different cultural groups within the same society reciprocally adopt and appreciate the attitudes, values and language patterns of each other is known as
 - A. assimilation.
 - B. acculturation.
 - C. transculturation.
 - D. ethnoconvergence.

COMPETENCY 001

2. The bilingual education director for a school district meets with all the bilingual teachers and suggests that instruction should be interactive, student-centered and anchored on the language and culture of the students' home. Which of the following is the best rationale for the type of instruction described?
 - A. Relating instruction to the students' cultural backgrounds promotes academic success
 - B. Cooperative learning improves students' cognitive, academic, social and affective growth
 - C. Instruction that promotes multicultural awareness develops students' cross-cultural competency
 - D. Creating opportunities for students to receive instruction from fluent speakers of both students' native language and English is directly related to student success

COMPETENCY 001

3. Given that English-language learners (ELLs) often differ in their culture and degree of English-language proficiency, which of the following types of program models would best ensure their academic success?
 - A. Programs that concentrate on English as a second language (ESL) instruction with an emphasis on the ELLs' quick assimilation into the school culture
 - B. Programs that mainstream ELLs fully into grade-level classrooms in which the curricular standards are modified to their achievement level
 - C. Programs that address the ELLs' needs by using a standards-based program in which content is taught in a comprehensible manner
 - D. Programs that are individualized to each ELL's needs

COMPETENCY 001

4. In which of the following court cases did the United States Supreme Court rule that limited-English-proficient students should receive equal access to education under the Civil Rights Act?
 - A. *Castañeda v. Pickard*
 - B. *Meyer v. Nebraska*
 - C. *Lau v. Nichols*
 - D. *Plyler v. Doe*

COMPETENCY 001

5. Which of the following statements provides the best explanation for the improved academic performance that English-language learners (ELLs) experience in an additive educational program?
- A. The use of English (L2) as conversational language is enforced in order to acquire L2 academic language
 - B. The exclusive use of primary language (L1) for language-arts instruction and L2 for other content instruction helps ELLs develop bilingual skills while avoiding language confusion
 - C. The dual-language environment requires ELLs to develop stronger study skills than their peers require in monolingual L2 classes
 - D. The continued development of ELLs' L1 validates their L1 knowledge and facilitates the acquisition of their L2

COMPETENCY 001

6. Which of the following strategies would be most effective in creating an environment that encourages the development of biliteracy and biculturalism?
- A. Incorporating materials related to students' home cultures and texts in students' primary language throughout the curriculum
 - B. Building opportunities for English language and literacy development across all content curriculum
 - C. Hosting food and clothing days that feature the home cultures of students in a class and encouraging the students' parents to participate
 - D. Decorating the classroom with student drawings based on stories from students' home cultures and English

COMPETENCY 001

7. An administrator wants English-language learners (ELLs) to take standardized achievement tests of basic reading skills that have been directly translated from English into the ELLs' native languages. Which of the following best explains why that approach is likely to yield inaccurate results?
- A. A translated test will have slightly increased levels of validity and reliability but will not reduce student test anxiety
 - B. Translations provide students with a better understanding of the test content but fail to reveal the full extent of students' English-language needs
 - C. A translated test may evaluate students' intellectual capabilities but cannot measure students' performance of specific skills
 - D. Translations change the language of a test but cannot eliminate cultural differences and discrepancies caused by translations

COMPETENCY 001

8. A middle school bilingual teacher regularly includes news and magazine articles in the curriculum that focus on multinational organizations or businesses that highlight careers in which it is advantageous or essential to have knowledge of more than one language. A primary benefit of using such reading materials for English-language learners (ELLs) is that they allow ELLs to
- A. identify the features of different types of bilingual communities and networks.
 - B. recognize the benefits of being bilingual and bicultural in a global society.
 - C. promote understanding of 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 001

9. Ms. Liang’s lesson plans for her third-grade classroom include native language (L1) support for academic concepts, including vocabulary development and a basic interaction with new ideas. She wants to ensure that the English-language learners (ELLs) understand the lessons they will be studying in the upcoming week, particularly since most of the instruction is in English (L2). She continues to emphasize L2 language development throughout the day, but uses L1 to ensure that the ELLs do not fall behind in subject matter studies as they become more competent in L2. Ms. Liang’s planning indicates that she is working in which of the following special language programs?
- A. Self-contained English as a Second Language (ESL)
 - B. Shared-teaching bilingual
 - C. Transitional or early-exit bilingual
 - D. Two-way bilingual or dual immersion

COMPETENCY 002

10. A third-grade bilingual teacher, Mr. Rivas, reads aloud a procedure for a student science investigation. After reading aloud the procedure, he notices that the students are confused about how to begin their investigation. Mr. Rivas then decides to repeat the procedure step-by-step, modifying the language used in the written instructions so that it is more comprehensible to the students. Which of the following does Mr. Rivas best demonstrate by modifying the lesson?
- A. Scaffolding instructional technique
 - B. Reciprocal teaching instructional technique
 - C. Sheltered English instructional strategy
 - D. Concept attainment instructional strategy

COMPETENCY 002

11. Which of the following tasks would require the greatest use of basic interpersonal communication skills (BICS)?
- A. Completing an individual science fair project
 - B. Asking for directions to a location
 - C. Using a computer to construct a bar graph
 - D. Listening to a recorded class lecture

COMPETENCY 002

12. In contrast to an adult learner, an elementary student learning the structure of a second language is more likely to
- A. depend on written representation of the second language.
 - B. apply the structure of the second language spontaneously.
 - C. memorize the grammatical rules of the second language.
 - D. compare the structures of the native and second languages consciously.

COMPETENCY 002

13. During a social studies lesson, Mr. Donelli instructs the students in the class, including English-language learners (ELLs), to draw pictures that represent the meaning of vocabulary words they encounter during the lesson. Then he asks them to describe and explain the meaning of the pictures in pairs or small groups. Which of the following statements best reflects Mr. Donelli’s awareness of research-based second-language instruction for ELLs?
- A. Exposure to various meaningful linguistic contexts is needed for second-language acquisition
 - B. Indirect instruction of content knowledge maximizes students’ second-language learning
 - C. Formal teaching of language structures best fosters the development and acquisition of a second language
 - D. Systematic and explicit instruction on language features best develops cognitive abilities in students’ second language

COMPETENCY 002

14. After Ms. Pua, a fifth-grade bilingual teacher, distributes an informative article in English to her class, one student says, “Teacher, the word ‘coast’ sounds like the Spanish word *costa*.” Before the class reads the article, Ms. Pua arranges the students in small groups and asks them to find and discuss the meaning of words that sound alike in English (L2) and Spanish (L1). Then she creates a chart to record each group’s findings. The activity best illustrates Ms. Pua’s understanding that
- A. analyzing word parts such as root words and affixes facilitates acquisition and application of content knowledge.
 - B. providing high-interest reading selections motivates students to feel comfortable reading in L2.
 - C. making connections between the students’ L1 and L2 helps build vocabulary knowledge and supports reading comprehension.
 - D. modeling metacognitive strategies for students helps students apply the strategies in L1 and L2 activities.

COMPETENCY 002

15. A basic assumption underlying dual-language curriculum development and instruction is that students develop a first language through
- A. imitation, reproducing language through approximate imitation of what they hear.
 - B. syntax, discovering the organizing principles of the language they are being exposed to.
 - C. hypothesis testing, finding rules in their language and testing them by applying the rules they have formulated.
 - D. language acquisition, developing grammar based on the linguistic input they receive.

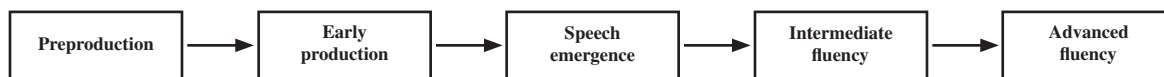
COMPETENCY 002

16. During a guided reading lesson, Lisbeth, a second-grade English-language learner whose native language is Spanish, stumbles over the word “restaurant.” Her teacher reminds her to think about what is happening in the story and suggests that she think of the word in Spanish, which is a cognate. Afterwards, Lisbeth successfully reads the word in English and continues reading the remainder of the text. In the scenario, the teacher encouraged Lisbeth to use her knowledge of her native language primarily to
- A. facilitate comprehension.
 - B. increase student confidence.
 - C. develop structural analysis.
 - D. focus on context clues.

COMPETENCY 002

17. Use the chart to answer the question that follows.

The chart depicts the stages of language acquisition for English-language learners (ELLs).



A teacher is facilitating a reading-comprehension activity to elicit information about a story the students just read. Which of the following would be the most appropriate question for the teacher to ask ELLs in the early production stage?

- A. “Why did the character evolve?”
- B. “Where did you find the answer?”
- C. “Was it a whale or a dolphin?”
- D. “What do you think will happen next?”

COMPETENCY 002

18. After four months in the United States, Sal, a fifth grader, still rarely speaks in English (L2) in his bilingual class. In fact, he rarely speaks at all except in short sentences in his first language (L1) during one-on-one interactions with his teacher. The teacher has discussed the situation with Sal's parents, who seem unconcerned and assure that Sal is also very quiet at home. Which of the following is the most appropriate step the teacher should take next regarding Sal?
- A. Calling on Sal periodically during class discussions to provide him with an authentic context for speaking in front of his peers in L1 or English (L2)
 - B. Continuing to monitor Sal's progress and acknowledging that there may be personal factors influencing his language performance in L1 and L2
 - C. Initiating L2 instruction with Sal that includes activities that require the use of L2 oral language
 - D. Regularly placing Sal in situations in which he must speak L1 and L2 in order to take part in activities he enjoys

COMPETENCY 003

19. Which of the following would best help English-language learners in a bilingual class improve their decoding of words with long and short / i / vowel sounds in English (L2)?
- A. Reviewing how the letter / i / sounds in the students' first language (L1), then teaching the sounds of the letter / i / in L2
 - B. Having the students study the rules of how the long and short vowels can be spelled in L2
 - C. Comparing the rules of how the long and short vowels can be spelled in the students' L1 and L2
 - D. Developing visual cues that show students when words have the long or short / i / sound in L2

COMPETENCY 003

20. Mr. Ramirez uses portfolio assessments with a high school science class that includes English-language learners (ELLs). Portfolios are particularly appropriate for ELLs because they are used to
- A. guide teacher instruction based on standards not covered.
 - B. evaluate students and determine whether reteaching of content is necessary.
 - C. show the students their weaknesses in their English-language proficiency development.
 - D. demonstrate student growth over time through the use of multiple indicators.

COMPETENCY 003

21. A kindergarten bilingual teacher wants to develop English-language learners' (ELLs) phonemic awareness skills in their first language (L1), which is an alphabetic language. Which of the following literacy activities would be most effective to use for the teacher's purpose?
- A. Singing the alphabet song in L1 to ELLs while pointing to each letter on an L1 alphabet chart
 - B. Teaching ELLs to distinguish between pictures and print in books in L1 and environmental print
 - C. Playing rhyming games with ELLs in L1 and orally retelling stories that feature rhyming words in L1
 - D. Teaching ELLs alphabet games in L1 that involve recognizing and writing individual letters in L1

COMPETENCY 003

22. In a high school social studies class, students are required to complete daily dialogue journals based on reading passages. A primary benefit of dialogue journal writing for English-language learners is that they
- A. are instructed on the conventions of standard written language based on the errors found in their journal writing.
 - B. are provided with opportunities to improve their reading and writing skills by reading aloud their dialogue journals.
 - C. can receive more accurate grades on the writing abilities shown in their dialogue journals.
 - D. can take more risks in expressing their thoughts through journal writing than they can through oral expression.

COMPETENCY 003

23. A middle school teacher uses the following word-generation activity for a class that includes English-language learners (ELLs). The teacher writes the word “scribe” on the board and prompts the students to brainstorm all the words they can think of that contain “scribe.” The following are some of the students’ words.

prescribe

transcribe

scribble

subscribe

The teacher then asks the students to examine each word carefully and figure out what words containing “scribe” might mean by orally creating sentences that use the words. The class determines that “scribe” means “to write.” The teacher then revisits each word with the class to see if the meaning matches. The activity best helps the ELLs develop vocabulary by

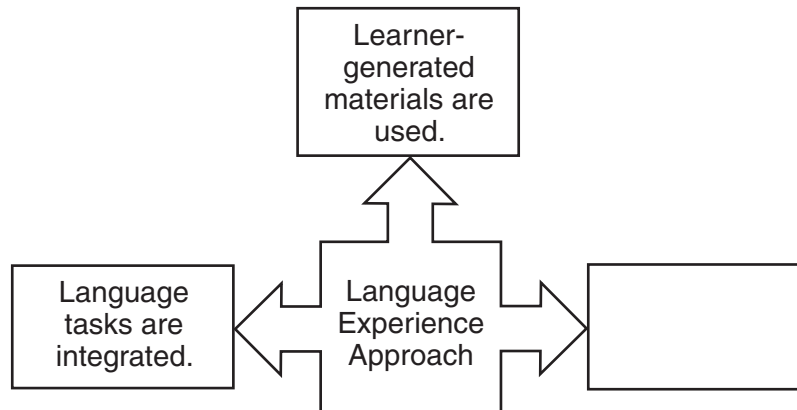
- A. categorizing new content vocabulary into groups predetermined by the teacher.
- B. comprehending new content vocabulary through analysis.
- C. taking language risks in a rich language environment.
- D. self-selecting new vocabulary that is essential to understanding content-specific concepts.

COMPETENCY 003

24. A primary difference between English and Spanish literacy skill development is that Spanish literacy involves
- A. the manipulation of individual phonemes within words.
 - B. several sounds associated with one vowel.
 - C. an emphasis on using individual syllables.
 - D. the production of onsets and rimes.

COMPETENCY 003

25. Use the graphic below to answer the question that follows.



Which of the following is an aspect of the language experience approach that correctly completes the graphic?

- A. Lessons are most suitable for use with advanced-level language learners
- B. Learners determine the difficulty level of the vocabulary and grammar
- C. Lessons progress from unknown contexts to familiar contexts
- D. Learners facilitate whole-group discussions

COMPETENCY 003

26. Which of the following is true according to Cummins' common underlying proficiency (CUP) section of the "dual-iceberg" model in relation to English-language learners' (ELLs) first (L1) and second language (L2)?

- A. ELLs have difficulty transferring content knowledge from L1 to L2
- B. ELLs have cognitive academic skills that are readily used in both L1 and L2
- C. ELLs' previous schooling in L1 has little to no effect on academic performance in L2
- D. ELLs show success in L2 academic tasks only when they have mastered basic interpersonal communication skills in L1

COMPETENCY 003

27. The Texas Education Agency has adopted language-level descriptors and expectations for English-language learners to replace the English as a Second Language (ESL) standards. School districts are required to implement these expectations as an integral part of the curriculum across all content areas and content teachers should use the standards to guide instruction. The expectations are known as the
- A. Texas Essential Knowledge and Skills (TEKS).
 - B. English Language Proficiency Standards (ELPS).
 - C. Texas English Language Proficiency Assessment System (TELPAS).
 - D. Specially Designed Academic Instruction in English (SDAIE).

COMPETENCY 004

28. Mr. Lopez teaches at a dual-language immersion school in which science classes are taught in English. An English-language learner in the class, Raisha, currently functions at a beginning level of English proficiency. To best assist Raisha’s comprehension during instruction, Mr. Lopez should
- A. provide her with graphic organizers to use when taking notes or communicating ideas.
 - B. assign her a peer tutor to simultaneously translate the class lectures.
 - C. direct her to express ideas in her native language until she masters the unit concepts.
 - D. instruct her to write a summary of critical concepts at the end of each lesson.

COMPETENCY 004

29. The following daily instructional objective is posted on the board of a science class.

Content Objective: Students will interpret data relative to moving objects and produce a motion graph.

Which of the following additional pieces of information would the teacher need to post alongside the content objective in order to meet the criteria of sheltered instruction?

- A. A description of the cooperative learning activity students will engage in as part of the content objective
- B. A list of vocabulary words that students will learn or review during the lesson
- C. A language objective that will be used to focus on developing student vocabulary
- D. A description in the lesson plan of how the teacher will modify language to increase student comprehension

COMPETENCY 004

30. English-language learners (ELLs) in a second-grade class are beginning an interdisciplinary unit about plants. To help the ELLs monitor their own learning during the unit, it would be most effective for the teacher to

- A. provide them with a checklist of all the activities in the unit and encourage them to mark off each activity as it is completed.
- B. encourage them to keep all of their unit work in a folder and keep a record of each grade or teacher comment on the inside cover.
- C. help them develop a learning log in which they write what they know about plants and then verify their understandings throughout the unit.
- D. teach them how to use reference materials about plants and then encourage them to correct their own errors on unit work.

COMPETENCY 004

31. Mr. Ullah, a bilingual teacher, helps English-language learners (ELLs) make a list of questions to guide and improve their writing. He then encourages them to develop the habit of referring to the questions during the writing process. The following are some examples of the questions.

- Why am I writing this?
- Who will read it?
- What is the clearest way to express my ideas?

Mr. Ullah’s approach is benefitting the ELLs primarily by developing their ability to

- A. work independently to improve their writing skills.
- B. adjust the reading level of their finished written work.
- C. assess their writing progress over the course of the year.
- D. self-correct their written mistakes.

COMPETENCY 004

32. Which of the following social studies activities would be most appropriate for English-language learners who are reading and speaking at the intermediate language proficiency level in English?
- A. Drawing individual family portraits and naming the people in them
 - B. Participating in a guided discussion about community helpers and reading a passage about them
 - C. Creating a model of a neighborhood out of small cardboard boxes with labels identifying a school, a town hall and other community buildings
 - D. Making a collage from magazine pictures of various forms of transportation and reading passages about them

COMPETENCY 004

33. English-language learners (ELLs) are practicing money calculations in mathematics lessons in their primary language and learning food names in English language-arts lessons. Which of the following activities would best integrate the ELLs' English language-arts development with their content-area development?
- A. The ELLs make a list in English of foods they would like to buy and use a price list to determine how much of each type of food they can buy with ten dollars
 - B. The teacher takes the ELLs on a field trip to a supermarket and has them fill in the prices of several different foods on a checklist written in English
 - C. The ELLs search through English supermarket flyers to cut out advertisements and create a visual display of the foods they like best and their prices
 - D. The teacher creates worksheets with story problems written in English in which the ELLs must determine the totals and correct change owed for various food purchases

COMPETENCY 004

34. A social studies class, including English-language learners (ELLs) at varying levels of English-language proficiency, is analyzing the reasons for the colonization of North America. The lesson plan states that students will read the colonization of North America sections in their social studies text and independently complete a time line detailing the establishment of the thirteen colonies. Which of the following instructional activities is most beneficial in helping ELLs build background knowledge prior to the assignment?
- A. The teacher presents a slide show that depicts critical events and life in the colonies
 - B. Students create dioramas that depict critical events in establishing the colonies and share them with the class
 - C. The teacher provides students with a brief lecture of the colonies supplemented with maps
 - D. Students work in cooperative groups to complete a concept map detailing what they already know about the colonies

COMPETENCY 004

35. Students can most effectively reinforce their acquisition of a new vocabulary word by doing which of the following?
- A. Studying the etymology of the new word
 - B. Identifying the part of speech of the new word
 - C. Using various forms of the new word in sentences
 - D. Locating several synonyms of the new word in a thesaurus

COMPETENCY 004

36. English-language learners (ELLs) will be working in cooperative-learning groups to complete an end of a unit content-area project in English. Before the ELLs meet for the first time with their group, the teacher asks them to jot down in English everything they know about the project's topic. Afterward, they meet with their group with their paper in hand to use as a reference. The note-taking activity helps the ELLs work more effectively with the content primarily because it
- A. prepares them to discuss the content in English.
 - B. allows them to lower their affective filter.
 - C. provides a preview of the content vocabulary in English.
 - D. incorporates authentic language use.

Use the information below to answer the questions that follow.

Ms. Rodriguez uses a variety of word maps to introduce and expand students' content vocabulary in her fifth-grade social studies class, which includes varying levels of English-language learners (ELLs). The student objectives during the vocabulary activity are listed below.

Content objective: Students will identify and analyze new vocabulary words.

Language objective: Students will explain the new vocabulary words in groups.

She begins by organizing the students into heterogeneous study groups and assigning each group a prereading activity to be used with the social studies textbook. As they read in their groups, the students must create a list of target words to define and later discuss as a group.

As a follow-up activity, Ms. Rodriguez has the students complete vocabulary maps with the targeted words as illustrated below. Finally, the students share their maps with the whole class. The following is an example of a word map completed by an ELL.

1. New word <i>Secede</i>	2. Definition <i>To break away from a group</i>
3. Synonyms <i>To leave To withdraw</i>	4. Antonyms <i>To stay To remain</i>
5. Spanish cognate <i>I can't think of one. Maybe suceder, but I know it doesn't mean the same thing. It kind of sounds the same.</i>	
6. Personal association <i>Last year I had to secede from my basketball team because I moved.</i>	

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COMPETENCY 004

37. Which of the following part of the word map is most likely to help the ELLs internalize the new vocabulary word?
- A. Part 2
 - B. Part 3
 - C. Part 4
 - D. Part 6

COMPETENCY 004

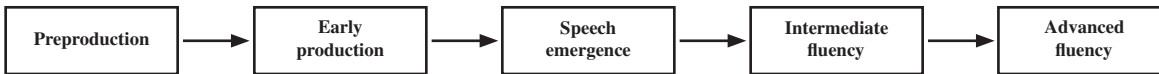
38. The collaborative activity Ms. Rodriguez assigned is fulfilling the language objective primarily because it gives the ELLs the opportunity to
- A. interact socially with their classmates.
 - B. experience motivation that comes with working in teams.
 - C. practice English as a means of expressing their ideas.
 - D. assess their own English proficiency as compared with that of their peers.

COMPETENCY 002

39. The word map used in this lesson best helps ELLs to develop their vocabulary skills through
- A. identifying relationships between newly learned words and familiar words.
 - B. applying effective prereading strategies in scanning an unfamiliar text.
 - C. facilitating translation of texts into their native languages.
 - D. using mnemonic devices that link word forms to their meanings.

COMPETENCY 002

40. The following chart depicts the stages of language acquisition for ELLs.



Which of the following adaptations to the vocabulary map activity is the most appropriate for an ELL who is functioning at the preproduction stage of language development?

- A. Modeling and explicitly correcting the ELL’s pronunciation of selected vocabulary words for the word map
- B. Expanding on the ELL’s word map by adding adjectives
- C. Exposing the ELL to additional words that will be added to the word map
- D. Helping the ELL select the vocabulary words for the word map

ANSWER KEY AND RATIONALES

Question Number	Competency Number	Correct Answer	Rationale
1	001	B	Option B is correct because acculturation involves mutual respect and interchange among groups. Option A is incorrect because assimilation involves the minority group giving up their values and language to adopt those of the majority group. Option C is incorrect because transculturation involves small scale adoption of cultural values with very little visible impact. Option D is incorrect because ethnoconvergence involves people self dividing themselves into smaller ethnic groups within a “superethnicity” such as a nationality.
2	001	A	Option A is correct because the strategies described appropriately relate instruction to the students’ cultural background, including their native language, which will promote academic success. Option B is incorrect because the strategies promoted by the director do not involve cooperative learning. Option C is incorrect because to promote cross-cultural competency, instruction should include cultures represented outside of the class. Option D is incorrect because, in the scenario presented, fluent speakers of L1 and L2 are not providing instruction.
3	001	C	Option C is correct because the most appropriate way to address the needs of ELLs is to use a standards-based program that makes content-based instruction comprehensible to them. Option A is incorrect because quick assimilation into the school culture will not ensure academic success. Option B is incorrect because the curricular standards should not be modified for ELLs; only instruction should be modified to accommodate their needs. Option D is incorrect because program models are not modified for individual ELLs; only instruction is modified.
4	001	C	Option C is correct because <i>Lau v. Nichols</i> determined that identical education does not constitute equal education under the Civil Rights Act by “merely providing students with the same facilities, textbooks, teacher and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Option A is incorrect because <i>Castañeda v. Pickard</i> determined the criteria schools should use to educate students with limited English proficiency. Option B is incorrect because <i>Meyer v. Nebraska</i> overturned the 1919 Nebraska statute claiming that “no person, individually or as a teacher, shall, in any private denominational, parochial or public school teach any subject to any person in any language.” Option D is incorrect because in <i>Plyler v. Doe</i> , the court ruled that children could not be denied an education based on immigration status.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
5	001	D	Option D is correct because additive instruction includes continuing to build ELLs' L1, hence facilitating the acquisition of their L2. Option A is incorrect because, while L2 conversational language is important, L2 is not the focus in an additive educational program. Option B is incorrect because additive educational programs use L1 across content-area instruction. Option C is incorrect because a student's study skills do not influence the effectiveness of an additive educational program.
6	001	D	Option D is correct because decorating the classroom with such drawings promotes biliteracy and biculturalism by incorporating both L1 and L2 literacy materials and celebrations of students' personal reflections of their home cultures. Option A is incorrect because incorporating texts in students' primary language and cultures only promotes first language development. Option B is incorrect because the building opportunities are only for English language development. Option C is incorrect because while the events encourage culture, they lack a literacy focus.
7	001	D	Option D is correct because, although the assessment is in the ELLs' L1, a direct translation does not address cultural differences and, as a result, the assessment is not completely accessible to ELLs, which will yield inaccurate results. Options A, B and C are incorrect because a translated test in the ELLs' native language does not increase the validity or reliability of the test (option A), give students a better understanding of the test content (option B) or evaluate students' intellectual capabilities (option C). Therefore, the reasons listed do not explain why direct translations yield inaccurate results.
8	001	B	Option B is correct because the teacher is exposing the students to the importance of being bilingual in a corporate world through news articles and magazines. Options A, C and D are incorrect because the articles may not necessarily provide information about bilingual communities and networks (option A), the circumstances that may have brought their families to the United States (option C) and where they would like to live and work when they grow up (option D). Therefore, the reasons listed do not describe the benefit of using the described reading materials.
9	001	C	Option C is correct because a transitional or early-exit bilingual program emphasizes L2 development; however, the use of L1 ensures students will not fall behind when introducing academic concepts. Option A is incorrect because ESL programs involve monolingual English instruction. Option B is incorrect because the scenario does not mention a shared teaching setup which involves two teachers. Option D is incorrect because dual immersion involves students from two different language groups which is not described in the scenario.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
10	002	C	Option C is correct because sheltered English instruction involves the modification and simplification of complex English structures in order for the language to be comprehensible for ELLs. Option A is incorrect because the teacher modifies the language used in the written directions, but does not assist the students to complete the investigation. Option B is incorrect because the scenario does not illustrate a dialogue between teachers and students for the purpose of jointly constructing the meaning of text. Option D is incorrect because the scenario does not reflect students using categorization techniques to better understand concepts previously presented by the teacher.
11	002	B	Option B is correct because asking for directions involves orally communicating with another person using communication skills. Options A, C and D are incorrect because completing an academic project (option A), using the computer (option C) and listening to a recorded lecture (option D) are tasks that require the use of cognitive academic language which is Cognitive Academic Language Proficiency (CALP).
12	002	B	Option B is correct because elementary students are less self-conscious or aware of making mistakes and, therefore, will attempt speaking the second language more frequently than adult learners. Option A is incorrect because elementary students will not depend on written representation since their written ability is more limited than an adult's. Options C and D are incorrect because memorization of grammatical rules and consciously comparing the structure of the native and second languages are typical learning behaviors of adult learners, not elementary age students.
13	002	A	Option A is correct because sketching and discussing academic language as demonstrated by the teacher are research-based ways of making the text meaningful to the students. Option B is incorrect because explicit instruction, not indirect instruction, is appropriate for ELLs in content instruction. Option C is incorrect because formal teaching of language structure such as grammar and spelling rules are not demonstrated in the scenario, nor is this the best way for ELLs to acquire a second language. Option D is incorrect because there is no instruction on language features occurring in the scenario.
14	002	C	Option C is correct because the teacher is having students build prior knowledge of a reading selection by identifying a correlation in an L1 cognate, in order to develop L2 vocabulary and text comprehension. Option A is incorrect because the students are identifying cognates and not analyzing word parts such as root words and affixes. Option B is incorrect because the scenario does not show the teacher specifically choosing high interest text. Option D is incorrect because the teacher is not demonstrating a learning process or metacognition.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
15	002	C	Option C is correct because students acquire first language primarily by finding rules in the language and testing the rules by applying them. The dual language curriculum is designed so students test what they know in their L1 and apply it to L2. Option A is incorrect because the dual language curriculum is designed so students make connections across L1 and L2. If curriculum was developed purely through imitation, students would not take language risks in L2 to apply rules they know in L1. Options B and D are incorrect because they only focus on syntax and grammar, and students make sense of semantic and pragmatic systems of language as well.
16	002	A	Option A is correct because Lisbeth is applying her knowledge of a cognate of the English word “restaurant” so that she can better comprehend her reading assignment in English. Option B is incorrect because the use of Spanish increases her comprehension, but may not increase confidence in reading; this is a secondary effect. Option C is incorrect because she is not analyzing the word parts to understand the meaning as applicable in structural analysis. Option D is incorrect because she is not using the surrounding text to comprehend unfamiliar words.
17	002	C	Option C is correct because students in the early production stage are most successful when they can select from a choice provided by the teacher. Options A and B are incorrect because these questions would be more appropriate for students at the speech emergence level because they can produce simple sentences. Option D is incorrect because this question is most appropriate for students at the intermediate fluency level who can explain with more details.
18	002	B	Option B is correct because students’ achievement of a second language varies from student to student. A student’s personal issues also play a role in development of a second language. Therefore, the teacher monitoring the student is the best answer. Options A, C and D are incorrect because calling on the student periodically (option A), initiating English instruction (option C) and creating situations in which he must speak in L1 and L2 (option D) will all raise Sal’s affective filter; therefore, these options will decrease his ability to acquire and/or develop his language in L1 or L2.
19	003	A	Option A is correct because ELLs will have greater success in decoding words with long and short “i” vowel sounds when they make the connection to the vowel sound they know in L1. Options B and D are incorrect because studying the rules for spelling long and short vowel sounds in L2 (option B) and developing visual cues for long or short “i” vowel sounds in L2 (option D) do not help students connect their prior knowledge of the “i” vowel sound from their L1. Option C is incorrect because, although students are connecting their spelling knowledge of L1 and L2, they are not connecting the sounds from L1 to L2; therefore, ELLs will still struggle with decoding long and short “i” vowel sounds.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
20	003	D	Option D is correct because portfolios are used to demonstrate student growth more fully through the use of multiple indicators. Options A, B and C are incorrect because portfolios are not used to guide teacher instruction based on standards not covered (option A), to reteach of content (portfolios are the final products) (option B) or used to showcase students' weaknesses (option C).
21	003	C	Option C is correct because phonemic awareness involves orally producing or manipulating letter sounds such as rhyming words. Options A, B and D are incorrect because pointing to the alphabet chart while singing the alphabet (option A), distinguishing between pictures and print in books (option B) and playing games to recognize and write letters (option D) all incorporate print and phonics; therefore, they are not related to phonemic awareness.
22	003	D	Option D is correct because journals provide a safe and private place to write, allowing ELLs a place to take risks that are necessary for them to take to develop fluency in their writing. Option A is incorrect because, while a teacher may analyze the journal entry for language errors, the focus of dialogue journals is fluency. Students may be aware of the appropriate conventions but are not applying them in this type of writing. Option B is incorrect because dialogue journals are not meant to be shared with classmates; in fact, sharing them with classmates will likely raise their affective filter. Option C is incorrect because the dialogue journals are not meant to be formally assessed.
23	003	B	Option B is correct because ELLs examine each word and, through analysis, determine that scribe means "to write." Option A is incorrect because students are not categorizing the words. Also, they brainstormed the words, not the teacher. Option C is incorrect because there is no evidence of risk taking in the scenario. Option D is incorrect because there is no evidence of the vocabulary words being content specific in the scenario; rather, students are asked to brainstorm words that follow a pattern.
24	003	C	Option C is correct because Spanish language has a well-defined syllabic structure that depends on the syllable for literacy development. Option A is incorrect because phonemes can be isolated in Spanish, but it is rarely done and not part of literacy instruction. Option B is incorrect because vowels each have one sound in Spanish. Option D is incorrect because identifying and producing onsets and rimes can be done in Spanish, but literacy instruction does not begin with onsets and rimes; rather it begins with the study of the syllabic structure.
25	003	B	Option B is correct because in the language experience approach, the learner describes his or her experience and, therefore, determines the vocabulary and grammar. Option A is incorrect because the approach is actually suitable for all language learners. Option C is incorrect because the lesson begins with the students' experiences; therefore, the context is known, not unknown. Option D is incorrect because the teachers lead and stimulate discussions.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
26	003	B	Option B is correct because according to Cummins, the two languages used by a bilingual student appear to be separate on the surface, but in reality, the student is operating under one system for both languages. Hence, what a student knows in one language can be readily applied to another language. Option A is incorrect because, according to Cummins, students can transfer the content knowledge from L1 to L2. Option C is incorrect because CUP doesn't take academic performance into account. Option D is incorrect because BICS are not related to Cummins theory.
27	003	B	Option B is correct because the English Language Proficiency Standards (ELPS) are the state curriculum for English-language learners to be used alongside the TEKS in all content areas, not only in bilingual or ESL classrooms. Option A is incorrect because the TEKS are the state curriculum for all students. Option C is incorrect because the TELPAS measures the academic progress of Limited English Proficient (LEP) students. Option D is incorrect because the SDAIE is a teaching approach, not language descriptors or expectations.
28	004	A	Option A is correct because the graphic organizer would best increase the comprehensible input of the lesson. Option B is incorrect because asking another student to translate a lesson simultaneously is not best practice and it wouldn't help develop Raisha's English comprehension. Option C is incorrect because asking her to use her native language to express her ideas wouldn't increase her comprehension of the lesson. Option D is incorrect because writing a summary is an assessment for a student at the intermediate level of English proficiency, not beginning level.
29	004	C	Option C is correct because language objectives are an essential and explicit component of sheltered instruction and must be included to meet the criteria of sheltered instruction. Options A, B and D are incorrect because while including cooperative learning activities (option A), lists of vocabulary words that students will learn (option B) and descriptions of modifications (option D) are all helpful for instruction and planning, they are not essential to meet the criteria of sheltered instruction.
30	004	C	Option C is correct because students are practicing an important self-monitoring skill by first recording their assertions of what they know and then building upon their personal understandings based on their work in the unit. Personal reflection is an important self-monitoring skill. Options A and B are incorrect because while completing checklists and keeping work in a folder are excellent ways to ensure completion and organization of work, they do not ensure that ELLs are self-monitoring their learning. Option D is incorrect because having students correct their work based on reference materials is not a way for students to monitor their learning; rather, it is a way for them to confirm facts.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
31	004	A	Option A is correct because answering the questions will likely provide ELLs with ways to ensure that their writing is clear and targeting the right audience. Options B, C and D are incorrect because the questions are not associated with adjustment of reading level (option B), assessing writing progress over time (option C) or correct writing conventions (option D).
32	004	B	Option B is correct because ELLs at the intermediate level of reading and speaking can participate in a guided discussion and comprehend a passage about community workers. Both of these activities would help develop ELLs reading and speaking skills. Options A, C and D are incorrect because creating drawings and naming the people in them (option A), creating models with labels (option C) and making collages and reading passages about them (option D) do not help develop the ELLs' skills in reading and speaking.
33	004	A	Option A is correct because the teacher is integrating language and content instruction for ELLs. The activity includes English-language development by listing the foods in English and content-based mathematics objectives with money calculations. Options B, C and D are incorrect because, while filling in price lists (option B), cutting out supermarket flyers with prices (option C) and answering story problems related to food purchases (option D) are good activities related to food and money, they each lack an element to appropriately integrate both language arts and mathematics content-area development.
34	004	A	Option A is correct because the visual of the slides of the critical events will specifically help ELLs at all language proficiency levels comprehend the details of the establishment of the colonies. Option B is incorrect because students can create dioramas once they have background knowledge, but not prior to understanding and/or having knowledge of the colonies. Option C is incorrect because not all levels of ELLs would comprehend the details of the establishment of the colonies in a brief lecture. The map would give them a visual of the colonies but will not provide them the details of their establishment. Option D is incorrect because the concept map assesses what ELLs already know about the colonies; it doesn't provide them with background knowledge.
35	004	C	Option C is correct because students are using the new word in sentences, which helps students apply their understanding of the word; application leads to eventual acquisition of the word. Options A, B and D are incorrect because, while learning the etymology of a new word (option A), identifying the word's part of speech (option B) and locating synonyms of the word (option D) will provide more information, they do not require students to use the word which best promotes acquisition.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationale
36	004	A	Option A is correct because the note-taking activity primarily helps activate ELLs' content knowledge from the unit. They will be prepared to discuss what they know in their groups because they are writing down what they know about the topic using their knowledge of the unit. Option B is incorrect because ELLs are not consciously aware of their affective filter. The ELLs affective filter will be lowered because they are able to discuss the content, but lowering the affective filter is not the primary purpose of the note-taking activity. Option C is incorrect because the ELLs are not previewing vocabulary if they write down vocabulary that is from their knowledge of the unit. Previewing vocabulary is done before units of study to increase comprehensible input. Option D is incorrect because the note-taking activity is not primarily using language authentically; the discussion in their small groups allows students to use language in a more authentic manner.
37	004	D	Option D is correct because internalizing the vocabulary words will most likely happen during Step 6 in which students make a personal connection to the new word by using the word in a sentence. Options A, B and C are incorrect because writing a definition (option A), synonym (option B) and antonym (option C) of the word might provide background; however, the activities do not help students internalize and apply the new word.
38	004	C	Option C is correct because the collaborative activity involves choosing the words to discuss, which involves expressing their ideas about the new vocabulary which reflects the language objective. Option A is incorrect because students are interacting about instructional content, not socially. Option B is incorrect because the goal for the collaboration is not to increase motivation; the goal is to provide an opportunity for discussion. Option D is incorrect because students are not evaluating their proficiency levels in the collaborative work, nor is this an appropriate task for students.
39	002	A	Option A is correct because the word map allows students to discern similarities and differences among words and create links to known words in their primary language. Option B is incorrect because word maps are not part of scanning unfamiliar texts. Option C is incorrect because students are not participating in any translation activities. Option D is incorrect because students are not applying memory-based mnemonic devices in the word-map activity.
40	002	D	Option D is correct because in helping select the vocabulary words for the word map, the teacher will select words that are appropriate for students at the preproduction stage. The teacher can select words that are true cognates in the ELL's primary language which will help the ELLs complete the assignment. Option A is incorrect because explicitly correcting pronunciation raises ELL's affective filter. Options B and C are incorrect because adding adjectives (option B) and additional words (option C) are too advanced for an ELL at the preproduction.

Chapter 6

Are You Ready? – Last-Minute Tips



PREPARING TO TAKE THE TEST

CHECKLIST

Complete this checklist to determine if you are ready to take your test.

- ✓ Do you know the testing requirements for your teaching field?
- ✓ Have you followed the test registration procedures?
- ✓ Have you reviewed the test center identification document requirements in the *Registration Bulletin* or on the ETS TExES website at www.texas.ets.org?
- ✓ Do you know the test frameworks that will be covered in each of the tests you plan to take?
- ✓ Have you used the study plan sheet at the end of this manual to identify what content you already know well and what content you will need to focus on in your studying?
- ✓ Have you reviewed any textbooks, class notes and course readings that relate to the frameworks covered?
- ✓ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
- ✓ Are you familiar with the test directions and the types of questions for your test?
- ✓ Are you familiar with the recommended test-taking strategies and tips?
- ✓ Have you practiced by working through the sample test questions at a pace similar to that of an actual test?
- ✓ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ✓ If you are repeating a test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

THE DAY OF THE TEST

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

- Be well rested.
- Take the appropriate identification document(s) with you to the test center (identification requirements are listed in the *Registration Bulletin* and on the ETS TExES website at www.texas.ets.org).
- Take 3 or 4 well-sharpened soft-lead (No. 2 or HD) pencils with good erasers.
- Eat before you take the test.
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.
- Stay calm. You can't control the testing situation, but you can control yourself. Test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at www.texas.ets.org.

You can think of preparing for this test as training for an athletic event. Once you have trained, prepared and rested, give it everything you've got. Good luck.

Appendix A

Study Plan Sheet



Appendix B

Preparation Resources



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

Bilingual Research Journal, National Association for Bilingual Education

IDRA Newsletter, Intercultural Development Research Association

Language Arts, National Council of Teachers of English

NABE Journal, National Association for Bilingual Education

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

The Reading Teacher, International Reading Association

OTHER SOURCES

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Texas Education Agency (2001). *Technical Manual for the Texas Successful Schools Study*. Austin, Texas.

Vaughn, Sharon (2010). *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom*. Fifth Edition. Englewood Cliffs, N.J.: Prentice Hall.

ONLINE RESOURCES

Center for Applied Linguistics — www.cal.org

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

Education Resources Information Center (ERIC) — www.eric.ed.gov

National Clearinghouse for English Language Acquisition — www.ncele.gwu.edu

Texas Education Agency — www.tea.state.tx.us

Texas English Language Learners Portal — www.elltx.org

Vaugh Gross Center for Reading & Language Arts — www.meadowscenter.org/vgc

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