

Subtest I: Reading, Language, and Literature

Content

The Reading, Language, and Literature section concentrates on the components of reading literacy, language and linguistics, nonwritten and written communication, and the elements, concepts, conventions, and interpretations of literature. Reading and Language studies include the operations of language development and its use in oral and written expression. Literature studies include both narrative and expository texts and the written materials of all disciplines. The scope of questions allows you to demonstrate your understanding and knowledge of reading, literature, and language. This section also tests your ability to use higher-order thinking skills in analyzing problems relevant to the topics and to apply the principles of the language arts in a variety of contexts.

The multiple-choice section contains 26 questions, which are grouped together, and 2 short constructed-response questions. The questions cover the following major content areas and focus on the topics listed under each.

***Content Specifications in Reading, Language, and Literature**

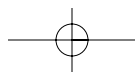
**These are the actual California state content specification standards, available on-line.*

Content Domains for Subject Matter Understanding and Skill in Reading, Language, and Literature

Domain 1: Language and Linguistics

1.1 Language Structure and Linguistics.

- Candidates are able to identify and demonstrate an understanding of the fundamental components of human language, including phonology, morphology, syntax, and semantics, as well as the role of pragmatics in using language to communicate.
- In the context of these components, they reflect on both the potential for differences among languages and the universality of linguistic structures.
- Candidates can demonstrate knowledge of phonemic awareness (e.g., the processes of rhyming, segmenting, and blending).
- They apply knowledge of similarities and differences among groups of phonemes (e.g., consonants and vowels) that vary in their placement and manner of articulation.
- Candidates know the differences between phoneme awareness and phonics.
- They know the predictable patterns of sound-symbol and symbol-sound relationships in English (the Alphabetic Principle).
- Candidates identify examples of parts of speech and their functions, as well as the morphology contributing to their classification.
- They recognize and use syntactic components (such as phrases and clauses, including verbals) to understand and develop a variety of sentence types (e.g., simple, compound, and complex sentences).



Part I: Analysis of Exam Areas

1.2 Language Development and Acquisition.

- Candidates apply knowledge of both the development of a first language and the acquisition of subsequent ones.
- They can describe the principal observable milestones in each domain and identify the major theories that attempt to explain the processes of development and acquisition.
- Candidates demonstrate that they understand the range of issues related to the interaction of first languages and other languages.
- They are able to recognize special features that may identify a pupil's language development as exceptional, distinguishing such features from interlanguage effects.

1.3 Literacy.

- Candidates for Multiple Subject Teaching Credentials understand and use the major descriptions of developing literacy.
- In both English speakers and English learners, candidates can identify the progressive development of phonemic awareness, decoding, comprehension, word recognition, and spelling (including its complexities related to the interaction of phonology, the alphabetic principle, morphology, and etymology).
- Candidates understand how these processes interact with the development of concepts, of vocabulary (including relationships among etymologies and both denotative and connotative word meanings), and of contextual analysis.

1.4 Assessment.

- In assessing developing literacy, candidates for Multiple Subject Teaching Credentials apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn.
- They know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities in listening (for aural/oral languages), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions.

Domain 2: Nonwritten and Written Communication

2.1 Conventions of Language.

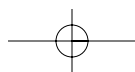
- Applying their knowledge of linguistic structure, candidates for Multiple Subject Teaching Credentials identify and use the conventions associated with what is called standard English.
- They recognize, understand, and use a range of conventions in both spoken and written English, including varieties of sentence structure, preferred usage, and conventional forms of spelling, capitalization, and punctuation in written English.

2.2 Writing Strategies.

- Candidates describe the stages of the writing process. They understand the purpose and techniques of various prewriting strategies (e.g., outlining, webbing, and note taking).
- Candidates revise and edit writing, drawing upon their understanding of principles of organization, transitions, point of view, word choices, and conventions.

2.3 Writing Applications.

- Candidates demonstrate their knowledge of principles of composition, such as paragraphing, transitional phrases, appropriate vocabulary, and context.
- Candidates compose and/or analyze writing according to conventions in different genres, including narrative, interpretive, descriptive, persuasive, and expository writing, as well as summaries, letters, and research reports.
- They understand and are able to use bibliographic citations in a standard format.



2.4 Nonwritten Communication.

- Candidates demonstrate knowledge of nonwritten genres and traditions, and their characteristics (e.g., organization), including narratives, persuasive pieces, research presentations, poetry recitations, and responses to literature.
- They apply understandings of language development stages, from preproduction (beginning) to intermediate fluency, to children's developing abilities in such areas.
- Candidates analyze speech in terms of presentation components (e.g., volume and pace) and pronunciation fluency, and identify the integration of nonverbal components (e.g., gesture) with verbal elements (e.g., volume).
- Candidates demonstrate knowledge of dialects, idiolects, and changes in what is considered standard oral English usage and their effects on perceptions of speaker performance, with attention to the dangers of stereotyping and bias.
- They also demonstrate an understanding of the potential impact on nonwritten presentations of images, sound, and other features from electronic media.

2.5 Research Strategies.

- Candidates demonstrate their ability to use a variety of research sources, both print and electronic.
- They interpret such research, putting to use their findings and interpretations to construct their own reports and narratives.
- Candidates also understand the importance of citing research sources, using recognizable and accepted conventions for doing so.

Domain 3: Texts

3.1 Concepts and Conventions.

- Candidates analyze narrative and expository texts, with special attention to children's literature, from a range of cultures, for both literary elements and structural features.
- They identify themes derived from cultural patterns and symbols found in rituals, mythologies, and traditions.
- Candidates identify and analyze evidence of an author's or narrator's perspective in both fiction and nonfiction.
- Candidates identify and evaluate structural devices in prose and poetry (such as rhyme, metaphor, and alliteration), and they examine the connections among organizational structures, the writer's view point, and the goals of reading.

3.2 Genres.

- Candidates analyze texts in different literary genres (novels, short stories, folk and fairy tales, and poetry of various types, for example), as they are represented in different cultures, according to their structure, organization, and purpose.
- Candidates demonstrate an understanding of structural features and their applications in various types of expository and narrative materials, including popular media such as magazines and newspapers.
- They understand and evaluate the use of elements of persuasive argument in print, speech, videos, and in other media.

3.3 Interpretation of Texts.

- Candidates analyze both implicit and explicit themes and interpret both literal and figurative meanings in texts, from a range of cultures and genres, using textual support for inferences, conclusions, and generalizations they draw from any work.
- They evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps.
- Candidates recognize and analyze instances of bias and stereotyping in a text.

Part I: Analysis of Exam Areas

Sample Questions and Strategies for the Multiple-Choice Section

Each of the following examples represents an area tested on the Reading, Language, and Literature multiple-choice segment. An analysis follows each question.

Domain 1: Language and Linguistics

1.1 Language Structure and Linguistics.

1. Which of the following vowel patterns is most inconsistent in its pronunciation?

- A. ai
- B. ee
- C. ea
- D. oa

First, circle or underline what you are looking for. In this case, the vowel pattern . . . most inconsistent in its pronunciation. Next, you may wish to try using these vowel patterns in some words. You will notice that in choice C, *ea* is commonly associated with more than one pronunciation such as *dream* (long *e* sound) or *dread* (short *e* sound). The correct answer is C.

2. Which one of the following is *not* a complete sentence?

- A. The cat wandered down the alley.
- B. While Tom is a student known to many of us.
- C. The whale breached once and then was seen no more.
- D. The attached guidelines were distributed to all concerned parties.

First circle or underline what you are looking for: not a complete sentence. “While Tom is a student known to many of us” is a subordinate clause. It is used to modify a word, phrase, or clause and cannot stand by itself. The other three choices all contain subjects, predicates, and complete ideas. The correct answer is B.

3. A second grader is unable to blend phonemes said aloud by the teacher into a word. For example after hearing /s/ /a/ /t/, the child says “kitten.” What does this suggest to the teacher for instruction?

- A. The use of magnetic letters in a small group would assist the student in mastering this skill.
- B. The student would benefit from working on this skill with a volunteer or teacher’s aide.
- C. The student is unaware of syllables and needs explicit instruction in this area.
- D. The student needs more instruction in phonemic awareness in addition to his or her reading instruction.

Remember to underline the important words in the question: suggest to the teacher for instruction. Phonemic blending is a phonemic awareness skill that a student should possess by age six, or first grade. The teacher needs to assess the student’s phonemic awareness to find areas of weakness and emphasize the areas that the student lacks. Even though the student has completed kindergarten and first grade, this skill has not been mastered by the student. Blending is an important prerequisite to reading, and students need practice and explicit instruction in this skill. The correct answer is D.

1.2 Language Development and Acquisition.

1. Focusing on roots to help understand the meaning of words is based on:

- A. being familiar with languages that are historically related to English.
- B. knowing how to use prefixes and suffixes to analyze words.
- C. comparing English words with many Asian words.
- D. understanding.

Many words and roots come from languages that are historically related to English and have similar spellings and meanings in English. The correct answer is A.

1.3 Literacy.

1. A first-grade teacher plans a reading lesson for a class with many English learners from diverse sociocultural backgrounds. Which of the following should the teacher consider first before preparing her lesson?

- A. preparing visual tools (e.g., pictures, illustrations, diagrams)
- B. preparing a portfolio for each child with strategies for individual instructional needs
- C. preparing strategies for teaching reading lessons written in their native language(s) to meet individual needs
- D. including read-aloud reading material that is culturally sensitive

In a balanced comprehensive reading program, the teacher must provide reading materials to meet the reading level of all students in the class. In order to develop materials that help children become skilled readers, the teacher must first develop and prepare individual student portfolios in order to diagnose and meet individual needs. Answer choices A and D are important instructional tools that can be included in reading lessons, but they should be introduced after initial assessments and possible intervention strategies are conducted. The correct answer is B.

2. The part of the word “synchronous” that means “time” is:

- A. chron.
- B. syn.
- C. sync.
- D. ronous.

Chron comes from the word *chronos*, which means *time*. The word *synchronous* is an adjective describing events that happen or states that exist at the same time. The correct answer is A.

1.4 Assessment.

1. A first-grade teacher notices that one of her students is struggling with reading. He is in the lowest-achieving reading group and the teacher has tried some strategies to improve his reading, but he seems to not make any progress. What are the next steps the teacher should take in working with this student?

- A. Assess his reading and target instruction to meet identified skill needs. In addition, keep anecdotal records of reading behavior and communicate with parents to gain assistance.
- B. Request the help of any specialists, such as the reading specialist, resource specialist, or counselor, at the school to make a joint decision on how to best help the student.
- C. Send home more homework for the child to practice reading skills at home with his parents.
- D. Read more often with the child to encourage him and increase his confidence level; have the child do additional work with volunteers or peer tutors, and provide for reading time with more capable students so that he can see a good example.

Part I: Analysis of Exam Areas

The first level of intervention is the classroom with a powerful program that is rich in language instruction. Teachers need to realize the importance of early and continual assessment of reading as a tool for targeting instruction and planning interventions. The correct answer is A.

Domain 2: Nonwritten and Written Communication

2.1 Conventions of Language.

1. Which of the following words or phrases could be used to introduce a clause that is to contradict or qualify what has gone before?
- A. therefore
 - B. however
 - C. consequently
 - D. in addition

Of the four words, only *however* suggests a contradiction of what has already been said. Words such as *but*, *despite*, and *although* would also meet the requirements of the question. The correct answer is B.

2. Which of the following sentences contains an error in diction?
- A. In the beginning, Sam seemed confident.
 - B. Considering the complexity of the situation, Phil and me were not overly concerned.
 - C. Talia's speeches usually have a persuasive affect on her audience.
 - D. Ben and Jon worked hard but were paid very little for their efforts.

You should first underline or circle error in diction. Next consider, what is a diction error? A diction error refers to improper word usage — when to use *between* or *among*, *allusion* or *illusion*, *invoke* or *evoke*, etc. In choice C, *Talia's speeches usually have a persuasive affect on her audience* should be *persuasive effect*. *Affect* is usually used as a verb, while *effect* is a noun. Choice B contains an error, but not a diction error. The correct answer is C.

2.2 Writing Strategies.

1. The process by which a writer discovers ideas to write about is called both:
- A. content and message.
 - B. deduction and induction.
 - C. invention and prewriting.
 - D. rhetoric and arrangement.

Here, you are being asked to determine a process that a writer uses to discover ideas. Therefore, you must look for an initial step. The older term for the idea-discovering process is *invention*. The term more often used today is *prewriting*. The correct answer is C.

2. Philip is a seventh-grade student taking a forty-minute in-class essay exam. If Philip has managed his time wisely, with three or four minutes left he should:
- A. try to quickly write a summary or conclusion.
 - B. proofread his essay making only minor changes.
 - C. make major revisions in the introduction.
 - D. erase any extraneous marks on his paper.

Notice that this question is asking what Philip should do with his last three or four minutes of a timed essay. If Philip managed his time wisely, he should spend about four or five minutes prewriting, about thirty minutes actually writing,

and the last three or four minutes reviewing and proofreading his essay. At this time, he should make only minor changes and correct errors. The correct answer is B.

2.3 Writing Applications.

1. Read the following paragraph carefully and arrange the four sentences in the most coherent order.

¹But the effect will be unchanged. ²Otherwise you might take the wrong pill or take a pill at the wrong time. ³If you are taking several pills, be sure to pay close attention to the change in shape or color. ⁴Changing from a brand-name medicine to a generic, you may find that the pill is a different shape or a different color.

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

Sentence (1) logically follows sentence (4) because sentence (4) speaks of a change, and sentence (1) begins with *But* and comments on something that will remain unchanged. Sentence (2), which begins with *Otherwise*, logically follows sentence (3), which begins with *If*. And the sentence pair (3) and (2) logically follows the pair (4) and (1). The correct answer is D.

Read the passage below and answer the two questions that follow.

¹The fund-raising practices of the political parties in this country are clearly out of control. ²A previously undisclosed transcript has revealed that Richard Nixon's secret White House slush fund, which was used to silence the Watergate burglars, came from illegally donated campaign money. ³After Nixon resigned, his successor, Gerald Ford pardoned him. ⁴Gerald Ford has joined Presidents Carter and Bush in urging campaign funding reforms. ⁵Recent hearings have shown all too clearly that both parties have been guilty of highly questionable fund-raising practices. ⁶Unless laws are changed, the shoddy practices of the last 30 years will undoubtedly continue.

2. Which of the following numbered sentences is the *least* relevant to the main idea of this paragraph?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

The paragraph is about campaign financing and the need for reform. All the other references to former presidents are relevant to this issue, but Ford's pardon of Nixon is not. The best answer is C.

3. Which of the following numbered sentences of the passage expresses a matter of opinion rather than a fact?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

The assertion that fund-raising practices are *out of control* is an opinion of the author. Though there is some evidence to support this belief, it's not factual in the way that the four other sentences in the paragraph are. The best answer is A.

Part I: Analysis of Exam Areas

2.4 Nonwritten Communication.

1. In most dictionaries, the explanation of the meaning of pronunciation symbols is usually found:
- A. in the beginning of the spelling section of the dictionary.
 - B. in an appendix of the dictionary.
 - C. at the bottom of each page.
 - D. with each word, before the definition of the word.

Most American dictionaries repeat the explanation of the pronunciation symbols at the bottom of every page so the reader can look from the word to the bottom of the page without having to look elsewhere in the book. The correct answer is C.

2.5 Research Strategies.

1. A seventh-grade English teacher asks her class to do a report on a current famous actor. The report is due on the next day. Which of the following would be most helpful in getting useful information quickly?

<i>Line</i>	<i>Source</i>	<i>Information</i>
1	tabloid	to get the latest gossip
2	Internet search engine	to get background information and a list of movies
3	encyclopedia	to find information about the actor
4	screen actor's directory	to find the actor's agent

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

Although the tabloid may give interesting gossip, the student needs useful information for a report; so eliminate choice A. In this case, the Internet search engine would be most helpful because the student could acquire a great deal of information quickly. Choice B looks like a good choice so far. Although an encyclopedia could give information about a current actor, it probably wouldn't be as up-to-date information as that which could be found with the Internet search engine; eliminate choice C. Finding an actor's agent would be helpful if you could actually speak to the agent or interview the actor. Unfortunately, since the report is due the next day, and making contact could take a great deal of time, choice D is not feasible. The correct answer is B.

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

Einstein, Albert, *Meaning of Relativity*. 5th Edition, 1956, Princeton University Press, pp. 26-29

The reference above is probably an example taken from the bibliography of a(n):

- A. literary periodical.
- B. anthology of essays.
- C. student's term paper.
- D. newspaper editorial.

The *Meaning of Relativity* would probably not be in a literary periodical because it is not considered a literary work; eliminate choice A. A newspaper editorial would probably not be about the meaning of relativity, but even if it was, the information taken would not be four pages, and a standard bibliographic notation would not be given. The writer would probably mention the source in the context of his or her editorial. Choice D can be eliminated. An anthology is

a compilation of works or small pieces of works. You can see by the notation that the *Meaning of Relativity* is not an essay. Eliminate choice B. This work is being listed in a fairly standard bibliographic form that may be used on a bibliography page. Because of the nature of the work, the format of the notation, and the fact that page references are given, this is probably from a student's term paper. The correct answer is C.

Domain 3: Texts

3.1 Concepts and Conventions.

1. Read the poem below; then answer the question that follows.

Gather ye rosebuds while ye may:
Old time is still a-flying
And this same flower that smiles today
Tomorrow will be dying.

The figure used in the third line of the poem is an example of:

- A. personification.
- B. simile.
- C. metaphor.
- D. irony.

Many literature questions test the ability to recognize the correct use of literary terminology. For example, knowing that a simile (B) is a comparison using *like* or *as* and that irony (D) is a technique in which a writer conveys a meaning opposite from the words actually used would allow you to eliminate both of these choices. Personification (A) gives human qualities to an inanimate object. Here, the flower is given the human quality of smiling. The correct answer is A.

2. All of the following words or phrases could be used to define the word "persona" except:

- A. protagonist.
- B. mask.
- C. second voice.
- D. alter ego.

The *protagonist* (hero or heroine) is one of the main characters of a literary work and is usually in conflict with the *antagonist* (villain). The other three choices are definitions of *persona*. The easiest way to answer this question, if you are not familiar with the word *persona*, is to realize that choices B, C, and D are synonyms and can therefore be eliminated. The correct answer is A.

3. The point in a plot that is called the climax refers to the:

- A. development of the setting.
- B. turning point of the story.
- C. falling action.
- D. ending of the story.

The point in a plot where there is a rising action in which a conflict takes a decisive turn is its *climax*. This is typically followed by falling action. Other terms associated with the development of a narrative include setting, characterization, and denouement, which refers to the solution of a problem or the final outcome of the conflict in a literary work. The correct answer is B.

Part I: Analysis of Exam Areas

3.2 Genres.

1. A ballad is best described as a:
 - A. short story that was later adapted to music.
 - B. narrative poem that tells a story and was written to be sung.
 - C. conversation or dialogue written to music.
 - D. musical short story that uses sophisticated language.

Here, try to remember ballads you know and recall the names or techniques associated with them. For example, you might remember “Tom Dooley” and that a ballad is a poem that tells a story and originally was written to be sung. The language of a ballad is simple. It is a folk poem, not the product of sophisticated writers. The correct answer is B.

2. In a dramatic monologue, the speaker of the poem is usually:
 - A. alone.
 - B. speaking to a second person who does not reply.
 - C. speaking to a second person who does reply.
 - D. one of several speakers.

In a dramatic monologue, the speaker usually addresses one or more listeners, who do not speak. The person speaking reveals information about his or her character in this dramatic situation. A monologue is spoken by a single speaker (*mono*). A soliloquy is spoken by a single speaker who is alone (*solus*). The correct answer is B.

3. Read the passage below; then answer the question that follows.

Once I passed through a populous city imprinting my brain for future use with its shows, architecture, customs, traditions,
 Yet now of all that city I remember only a woman I casually met there who detained me for love of me.
 Day by day and night by night we were together — all else has long been forgotten by me.

The passage above is an example of:

- A. prose.
- B. free verse.
- C. a sonnet.
- D. metered poetry.

This question deals with the techniques of poetry. This passage is an example of free verse, which is not rhymed and which does not have a regular metrical pattern. Although these lines lack regular meter, they are more rhythmic than most prose. If the passage were prose, there would be no capital letter in *Yet*, which does not begin a sentence, and there would be no break in the continuity of the printing. Choice C, a sonnet, is a poem having fourteen lines, usually in iambic pentameter, and a formal arrangement of rhymes. This poem is obviously not in a formal arrangement of lines. The correct answer is B.

3.3 Interpretation of Texts.

1. In literary criticism, which of the following best describes an omniscient point of view?
 - A. the main theme of a story
 - B. developing characterization with a view to correcting the inherent flaws in the main characters in the story
 - C. the author’s ability to comment on the thoughts of the characters and the meaning of the action in a story
 - D. the use of allegory in describing events

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An omniscient point of view is a way of telling a story that allows the author to enter the minds of his/her characters. It is a vantage point from which the narrator can see, know, and report whatever he or she chooses. An omniscient point of view can use either the first or third person. The author is free to comment on the inner thoughts of characters while developing external details. Charles Dickens often employed the omniscient point of view. The correct answer is C.

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

The quiet child is one of our concerns today. Our philosophy about children and speaking in the classroom has flip-flopped. Today we are interested in what Ruth Strickland implies when she refers to the idea of “freeing the child to talk.”

- 2.** Which of the following is implied by this passage?
- A. Teachers in the past have preferred quiet and reticent students.
 - B. The behavior of children in the classroom is a trivial concern that can change abruptly.
 - C. Whether or not a child is quiet determines the quality of his or her education.
 - D. There are fewer quiet children today than in the past.

The final sentence expresses an interest in and appreciation for talking children, thus implying that the “flip-flop” is a change from the past preference for quiet children. The correct answer is A.

3. What is the tone of the passage?

- A. uncertain
- B. despairing
- C. apprehensive
- D. informational

Although the passage starts out by mentioning concerns, there is no worry or apprehension in the passage. Since the passage provides information, the best description of the tone of the passage is informational. The correct answer is D.

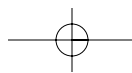
4. Use the passage below from “The Notorious Jumping Frog of Calaveras County” by Mark Twain to answer the question that follows.

“Maybe you don’t,” Smiley says. “Maybe you understand frogs and maybe you don’t understand ‘em; maybe you’ve had experience, and maybe you ain’t only a amature, as it were. Anyways, I’ve got my opinion, and I’ll resk forty dollars that he can outjump any frog in Calaveras County.”

The slang and spelling errors in the preceding passage indicate which of the following?

- A. The author is nearly illiterate.
- B. The reader is made to feel comfortable.
- C. The rustic setting is emphasized.
- D. The story is centuries old.

Twain used colloquial language to enhance the rustic setting essential to the battle of wits between sharper and bumpkin. The correct answer is C.



Part I: Analysis of Exam Areas

5. Use the excerpt from *Alice's Adventures in Wonderland* by Lewis Carroll to answer the question that follows.

The executioner's argument was that you couldn't cut off a head unless there was a body to cut it off from . . .

The King's argument was that anything that had a head could be beheaded, and that you weren't to talk nonsense.

The Queen's argument was that, if something wasn't done about it in less than no time, she'd have everybody executed, all around.

The discussion above about the Cheshire Cat shows the author's delight in:

- A. compassion.
- B. logic.
- C. plot.
- D. terror.

Lewis Carroll was an English mathematician whose delight in logic led him to write humorous poems and novels, which carry every point to a logical—and very funny—extreme. In the passage, the three arguments make some sort of ridiculous sense. The correct answer is B.

Sample Questions and Strategies for the Short Constructed-Response Questions

Following are representative Reading, Language, and Literature short constructed-response questions for each area covered. Strategies are included, as well as a sample response for each exercise.

Domain 1: Language and Linguistics

1. Complete the exercise that follows.

As a child develops, in many respects language communication becomes easier and more precise. Write a response in which you identify and discuss a possible reason for this effect on communication. Be sure to cite at least one specific example.

Strategy

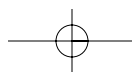
First, circle or underline the task to be completed. In this case, you are to discuss a possible reason. Next, focus on the prompt given. Notice the key words *communication becomes easier and more precise*. Try to think of examples where this is true. Sometimes, thinking of an example can help you find a reason.

Sample Response

As children get older, they experience many different people, items, and situations. They become more aware of similarities and differences. Since communication really depends on similar experiences or complementary experiences, children have, as they age, a larger and larger base from which to work. For example, if two children are discussing baseball hats, for good communication to occur, each must have had the experience of seeing a baseball hat or knowing what one is.

2. Complete the exercise that follows.

Identify and discuss three factors that inhibit language acquisition during early to middle childhood.



Strategy

First, circle or underline the key words in the question. Notice that you need to identify and discuss three factors. Next, focus on factors that inhibit language acquisition. If some factors don't immediately come to mind, think of factors that would *help* in language acquisition. Then write about how the absence of those factors would inhibit language acquisition.

Sample Response

Three factors that inhibit language acquisition are insufficient mental, emotional, and social growth:

Mental growth—As children grow mentally, they expand their ability to retain information. If this mental growth is slowed, words could be more difficult to learn and memorize.

Emotional growth—As children come in touch with expressing their feelings, their language base usually expands. If a child has inhibitions or emotional problems, this could slow his or her need or will to acquire language.

Social growth—As children learn to interact with other children, additional language becomes necessary. If this social growth is slowed and there is less interest or exchange, language growth may be inhibited.

3. Use the information below to complete the exercise that follows.

When evaluating a student's reading, a first grade teacher notes that when reading orally, the student continually omits the silent "e." Shown below are the actual words as written and the mispronunciation by the student.

<i>written word</i>	<i>student pronunciation</i>
hate	hat
tape	tap
cope	cop

Write a response in which you include explicit instruction and/or activities that would be helpful to the student. Make sure to cite specific examples to support your recommendations.

Strategy

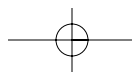
Since you are given an in-class situation, carefully read the information to make sure that you understand the situation. Next, focus on the tasks to be completed and underline the key words—include explicit instruction and/or activities that would be helpful to the student. Make sure to cite specific examples to support your recommendations. Do some prewriting to list and organize your ideas.

Sample Response

The teacher needs to call the student's attention to whether what he/she is reading makes sense and do more explicit instruction in vowel recognition.

The student also needs explicit instruction in recognizing word patterns, especially those with the ending silent, "e." The student would benefit from focused feedback and effective instruction in the role of the silent "e" in words.

Activities could include focused attention to the final "e," word sorting, and exposure to print that includes words of this type. This student needs to also focus on the similarities and differences of words. Word instruction using word sorting games and simple word games would also be beneficial.



Part I: Analysis of Exam Areas

Domain 2: Nonwritten and Written Communication

4. Complete the exercise that follows.

Standard American English is a dynamic language, constantly changing. Write a response in which you:

- identify three reasons for these changes;
- discuss these changes; and
- give examples of these changes.

Strategy

Note the task given. In this case, you are asked for three reasons. Next, note the prompt, the information given. Read this carefully. Focus on key words in the prompt—*Identify three, Discuss, Give examples*. When writing your answer, be sure to address each bullet. Also, use “buzzwords” when you can, that is, words that are used in the field and show a knowledge of the subject.

Sample Response

Standard American English is constantly changing due to modern technology, infusion of foreign languages, and inclusion of slang expressions.

One reason that our language is changing is the necessity for new words to go with modern technology. As we invent or discover new items or processes, new names must be created to describe the items or processes accurately. For example, the word “taser” refers to a new electronic self-defense mechanism.

Another reason for the change is the infusion of words from foreign languages. As foreign words become used more frequently, they become part of our vocabulary. For example, the word “valet” comes from the French.

A third reason for the change is the inclusion of words that were once considered slang expressions. These slang expressions give new meanings to words. For example, the expression “chill out” doesn’t mean to become cold but rather to become calm.

5. Complete the exercise that follows.

The same word can have many meanings. Write a response in which you:

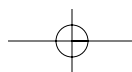
- explain how the same word can have different meanings; and
- give four examples that have different meanings and define the different meanings.

Strategy

Note the tasks given. Underline or circle explain, give four examples, and define. Think of simple words that you have used in different ways. List your examples and give a few of their possible different meanings.

Sample Response

Words may have different meanings depending on the context in which they are used. For example, the word “hand” can mean a part of the human body or five playing cards in a game of poker. The word “tree” can mean a large plant or a diagram, as in a “family tree.” The word “run” can mean to move quickly or a tear in a pair of stockings. The word “fan” can mean a device to help you keep cool or a person at a sports event.



6. Complete the exercise that follows.

There are many techniques that an author may use to make a short story more interesting. Using your knowledge of writing, prepare a response in which you:

- identify two techniques that an author can use to make a short story more interesting; and
- describe how these techniques work.

Strategy

Read the question twice, noting key points, before attempting to answer it. You might underline identify two techniques, short story, interesting, and describe how they work. Ask yourself what techniques might make *any* prose more interesting. For example, you might consider figurative language, multiple points of view, flashback, or foreshadowing and then decide on the two that seem most appropriate to the short story.

Sample Response

Two techniques that would make a short story more interesting are the use of flashback and foreshadowing:

The use of flashback, a technique in which the narrative moves to a time prior to that of the main story, can make a short story more interesting by giving it depth. By using this technique, the author can reveal why characters are what they are and behave as they do by showing the reader details of their earlier lives.

Foreshadowing is a technique that uses clues to suggest events that have not yet occurred. It is often used to create suspense and thus make the story more interesting. Foreshadowing allows the author to link seemingly minor details to important events developed later in the story.

Domain 3: Texts**7. Read the following poem; then complete the exercise that follows.**

A slumber did my spirit seal
I had no human fears:
She seemed a thing that could not feel
The touch of earthly years.

- (5) No motion has she now, no force,
She neither hears nor sees;
Rolled round in earth's diurnal course,
With rocks, and stones, and trees.

Write a response in which you explain the circumstance of this poem, that is, what has happened. Discuss the use of contrast in the poem.

Strategy

Read and mark both of the tasks you are asked to perform, explain the circumstance of this poem (identify the speaker and what has happened) and discuss the contrast employed in the poem. As you read and mark the poem, ask questions about the meaning and use of words. If some words do not make sense to you, try to interpret them in a metaphorical sense. Consider the rhyme scheme and whether the poem tells a story.

Part I: Analysis of Exam Areas

Focus on the use of specific words and their function in the meaning of the poem. For example, consider the word *slumber* in line 1 and the separation from the human condition in lines 3 and 4 (*could not feel / The touch of earthly years*). In lines 5 and 6, *no motion*, *no force*, and *neither hears nor sees* may be images associated with death. Note the negative words *no*, *neither*, and *nor*, which may suggest a contrast.

Sample Response

The first stanza describes the speaker's realization that "she" is dead and can no longer feel in a human way. The tense is the past. The second stanza, in the present tense, suggests a new reality for the woman. She has returned to the earth and has become a part of nature, just as much as the "rocks," "stones," and "trees."

The two stanzas contrast not only in the use of past and present tense, but also in that, in the first stanza, the speaker sees only the fact that the woman is dead, but by the end of the second stanza, he or she has realized that even though she, herself, has "no motion" and "no force," she shares in the movement of the "earth's diurnal course."

8. Read the poem below by Samuel Daniel (1595); then complete the exercise that follows.

- When men shall find thy flower, thy glory pass,
 And thou, with careful brow sitting alone,
 Received hast this message from thy glass,
 That tells thee truth, and says that all is gone,
 (5) Fresh shalt thou see in me the wounds thou madest,
 Though spent thy flame, in me the heat remaining,
 I that have loved thee thus before thou fadest;
 My faith shall wax, when thou art in thy waning.
 The world shall find this miracle in me,
 (10) That fire can burn when all the matter's spent;
 Then what my faith hath been thyself shall see,
 And that thou wast unkind thou mayst repent.
 Thou mayest repent that thou hast scorned my tears,
 When winter snows upon thy golden hairs.

Write a response in which you:

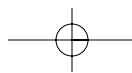
- Describe the situation of this poem. Who is the speaker and the person addressed and what are their circumstances?
- Discuss the images the speaker uses to describe the woman and to describe his feelings.

Strategy

You may wish to try the approach of reading and marking the tasks first and then reading the poem. In this way you'll know what to look for as you read. As you read the tasks, underline the words describe situation. You should also underline speaker, person addressed, and circumstances. Next, underline discuss images speaker uses. Now that you are focused in on what to look for, carefully read the poem. Remember, you are looking for, "Who is the speaker?" "Who is the speaker talking to?" "What are the circumstances?" "What images is the speaker using to describe the woman and his feelings?"

Sample Response

The speaker of this poem is a man addressing a beautiful young woman with whom he is in love. The young woman does not return the man's love, but he nevertheless vows to be faithful to her, even when she has grown old and is no longer beautiful. That the lady is still young is indicated by the verb tenses (the future tense of "shall find" and "shall see") and by the phrase "before thou fadest." At the time of the poem, the lady's golden hair has not yet turned white.



Subtest I: Reading, Language, and Literature

The poem compares the lady's beauty to a flower, to a flame, and to the fuel that feeds the flame of the man's love, and describes her hair as golden. The man's love is compared to wounds, to heat, to faith, and to a miracle. The most important source of images is religion, and the speaker's love is presented as a religious veneration of the lady. His love is miraculous because like a fire that burns without fuel, it will continue even after the beauty, which inspired his love, has faded away.

