

**Florida Teacher Certification Examinations  
Test Information Guide  
for  
English 6–12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Fourth Edition**

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## **Test and Test Information Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the English 6–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### **Role of the Test Information Guide**

The purpose of this test information guide is to help candidates taking the subject area test in English 6–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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## 2

### Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

#### Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

#### Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

#### Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

#### Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

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## **Final preparation**

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.

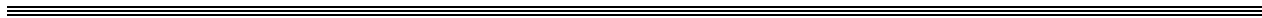
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## Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
  - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the English 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

<i>Competency</i>	<i>Approximate percentage of total test questions (test blueprint)</i>
Competency/Skill	Approx. %
<b>1 Knowledge of the English language and methods for effective teaching</b>	<b>20%</b>
1 Identify influences on language (e.g. social, cultural, ethnic, religious, historical, regional, and gender). 2 Identify and apply various approaches to the study of language, usage, grammar, and style. 3 Apply knowledge of standard written English. 4 Identify how audience and purpose affect language. 5 Identify methods of effectively assessing language skills. 6 Identify methods and strategies for teaching English for speakers of other languages.	

*Skills 1–6*

**Table of Competencies, Skills, and Approximate Percentages of Questions**

Competency/Skill	Approx. %
<b>1 Knowledge of the English language and methods for effective teaching</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).</li> <li>2 Identify and apply various approaches to the study of language, usage, grammar, and style.</li> <li>3 Apply knowledge of standard written English.</li> <li>4 Identify how audience and purpose affect language.</li> <li>5 Identify methods of effectively assessing language skills.</li> <li>6 Identify methods and strategies for teaching English for speakers of other languages.</li> </ol>	
<b>2 Knowledge of writing and methods for effective teaching</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Identify and apply techniques to develop a supportive classroom environment for writing.</li> <li>2 Identify techniques for teaching students to make effective organizational and stylistic choices.</li> <li>3 Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).</li> <li>4 Select individual, peer, and group activities that support writing processes.</li> <li>5 Identify effective responses to student writing.</li> <li>6 Identify a variety of methods to assess student writing.</li> </ol>	
<b>3 Knowledge of the use of the reading process to construct meaning from a wide range of selections</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Identify techniques for teaching students to understand organizational structures of literary and informational material.</li> <li>2 Select effective strategies to analyze text (e.g., word structure, context clues).</li> <li>3 Identify techniques for teaching students the uses of a wide variety of reference materials.</li> <li>4 Select appropriate strategies to develop and enhance reading comprehension.</li> <li>5 Select appropriate methods of assessing student reading progress to determine strengths and weaknesses.</li> </ol>	

Competency/Skill	Approx. %
<b>4 Knowledge of literature and methods for effective teaching</b>	<b>20%</b>
<ol style="list-style-type: none"> <li>1 Identify various literary devices in both fiction and nonfiction.</li> <li>2 Identify the characteristics of various literary genres, movements, and critical approaches.</li> <li>3 Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.</li> <li>4 Identify major authors representative of the diversity of American culture.</li> <li>5 Identify principal periods of British literature and American literature, major authors, and representative works.</li> <li>6 Identify representative works and major authors of world literature.</li> <li>7 Identify a variety of appropriate materials, techniques, and methods for teaching literature.</li> <li>8 Identify representative young adult literature and its contribution to personal, social, and academic development.</li> <li>9 Identify a variety of appropriate methods for assessing the understanding of literature.</li> </ol>	
<b>5 Knowledge of listening, viewing, and speaking as methods for acquiring critical literacy</b>	<b>15%</b>
<ol style="list-style-type: none"> <li>1 Identify effective speaking skills for various occasions, audiences, and purposes.</li> <li>2 Identify effective strategies and techniques for listening.</li> <li>3 Determine appropriate methods and strategies to analyze persuasive techniques used to convey messages in mass media.</li> <li>4 Analyze media messages to interpret meaning, method, and intent.</li> <li>5 Evaluate the elements, uses, and effects of media.</li> <li>6 Identify a variety of methods for assessing listening, viewing, and speaking.</li> <li>7 Select appropriate technological resources for instructional purposes.</li> </ol>	

Competency/Skill		Approx. %
<b>6</b>	<b>Knowledge of the methods for integration of the language arts</b>	<b>5%</b>
1	Identify methods of integrating language arts.	
2	Identify elements of cooperative learning, including grouping strategies, group interactions, and collaboration.	
3	Identify appropriate interdisciplinary activities.	
4	Identify various elements of an integrated lesson.	
<b>7</b>	<b>Ability to write well on a selection from poetry or prose, including fiction or nonfiction</b>	<b>*</b>
1	Analyze a given selection.	
2	Demonstrate the ability to organize ideas around a focal point.	
3	Exhibit conventions of standard written English.	
4	Incorporate relevant content, using ample evidence.	
5	Use elements of style that enhance the reader's interest and understanding.	
* The writing section (competency 7) comprises 30% of the score for this subject area test.		



## Test Format and Sample Questions

The English 6–12 subject area test consists of two parts: an essay and approximately 85 multiple-choice items. You will have one hour to complete your essay and one and one-half hours to answer the multiple-choice questions.

### The Essay

For your essay, you will choose between two topics. The 60 minutes allotted for this section of the exam includes time to prepare, write, and edit your essay.

The essay section represents 30 percent of the total score of the exam. Your work will be scored holistically by two judges. The personal views you express will not be an issue; however, the skill with which you express those views, the logic of your arguments, and the degree to which you support your position will be very important in the scoring.

Your essay will be scored both on substance and on the composition skills demonstrated, including the following elements: ideas, focus, organization, style (diction and sentence structure), and mechanics (capitalization, punctuation, spelling, and usage).

The judges will use the categories on the following page when evaluating your essay.

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## Essay Scoring Categories:

- 7 The essay is unified, sharply-focused, and distinctively effective.** The ideas are rich, concrete, plentiful, appropriate, and deep-textured. The writer uses an abundance of specific, relevant details, including concrete examples that clearly support generalizations. A wide variety of sentence constructions is used. Appropriate transitional words and phrases and effective coherence techniques make the prose distinctive. Usage is uniformly sensible, accurate, and sure. The mechanics, with some exceptions of the pressure of time, are generally faultless.
- 6 The essay is unified, well-focused, and effectively written.** The ideas are appropriate, thoughtful, and logical. The writer uses ample evidence and numerous relevant and textual details to support generalizations. A variety of sentence structures is used, and the essay reflects a strong control of language. Transitions and coherence techniques are generally effective and often make the prose fluid. Usage and word choice are precise and appropriate. Mechanics are well-controlled, but there may be occasional minor errors.
- 5 The essay is unified and focused, and it is clearly, if not distinctively, written.** The writer presents a considerable quantity of relevant and specific detail in support of the subject. A variety of sentence patterns occurs, and sentence constructions indicate that the writer has facility in the use of language. Effective transitions are accompanied by sentences constructed with orderly relationships between word groups. Syntactically, the essay is clear and reliable. There may be a few errors in spelling, capitalization, and punctuation, but they are not serious.
- 4 The essay is generally unified and focused.** The ideas are mostly logical but tend to be general. The writer usually provides an adequate amount of detail in support of the subject. Sentence structure may be varied, and syntax is generally grammatical. Paragraphs are unified, and transitions, though often formulaic, are used to link major ideas. Usage and word choice are mostly accurate. Errors in spelling, capitalization, and punctuation may occur, but only a few are distracting.
- 3 The essay has some degree of unity and focus, but each could be improved.** It is reasonably clear, though not invariably so. The writer employs a limited amount of specific detail relating to the subject. Paragraphs are usually sufficiently unified and developed. Sentence variety is minimal, and constructions lack sophistication. Some transitions are used, and parts are related to each other in a fairly orderly manner. The essay is syntactically bland and, at times, awkward. Usage is generally accurate. There are some errors in spelling, capitalization, and punctuation that distract from the essay's effect if not from its sense.
- 2 The essay may have minimal unity and focus, and is incomplete, ambiguous, or vague.** The ideas are superficial and often unclear or illogical. Development is often sketchy, consisting of generalizations, lists, and/or details that may be irrelevant. There are few, if any, transitions, and paragraphs may not be related to each other. Sentence structure may be disjointed or simplistic with very limited variety. Usage and word choice are often inaccurate or inappropriate. There may be many distracting errors in spelling, capitalization, and punctuation.
- 1 The essay lacks unity and focus.** The writer includes very little, if any, specific and relevant supporting detail, but, instead, uses unsupported generalizations. Paragraphs are underdeveloped and ineffective and do not support the thesis. Sentences lack variety, usually consisting of a series of subject-verb and, occasionally, complement constructions. Transitions and coherence devices are not discernible. Usage is irregular and often questionable or wrong. There are serious errors in spelling, capitalization, and punctuation.

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## SAMPLE ESSAY TOPICS

Select **ONE** of the presented topics as the basis for your writing sample.

Topic 1:

**Using any critical approach, discuss in an essay how the language and/or other elements contribute to the overall effect of the selection. Support your discussion with specific references to the text.**

Alone

Lying, thinking

Last night

How to find my soul a home

Where water is not thirsty

And bread loaf is not stone

I came up with one thing

And I don't believe I'm wrong

That nobody,

But nobody

Can make it out here alone.

Alone, all alone

Nobody, but nobody

Can make it out here alone.

There are some millionaires

With money they can't use

Their wives run round like banshees

Their children sing the blues

They've got expensive doctors

To cure their hearts of stone.

But nobody

No, nobody

Can make it out here alone.

Alone, all alone

Nobody, but nobody

Can make it out here alone.

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Now if you listen closely  
I'll tell you what I know  
Storm clouds are gathering  
The wind is gonna blow  
The race of man is suffering  
And I can hear the moan,  
'Cause nobody,  
But nobody  
Can make it out here alone.

Alone, all alone  
Nobody, but nobody  
Can make it out here alone.

— Maya Angelou

Angelou, M. (1975). Alone. In *Oh Pray My Wings Are Gonna Fit Me Well*. New York: Random House.

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**Topic 2:**

**Using any critical approach, discuss in an essay how the language and/or other elements contribute to the overall effect of the selection. Support your discussion with specific references to the text.**

The Inheritance of Tools

As the saw teeth bit down, the wood released its smell, each kind with its own fragrance, oak or walnut or cherry or pine—usually pine because it was the softest, easiest for a child to work. No matter how weathered and gray the board, no matter how warped and cracked, inside there was this smell waiting, as of something freshly baked. I gathered every smidgen of sawdust and stored it away in coffee cans, which I kept in a drawer of the workbench. When I did not feel like hammering nails, I would dump my sawdust on the concrete floor of the garage and landscape it into highways and farms and towns, running miniature cars and trucks along miniature roads. Looming as huge as a colossus, my father worked over and around me, now and again bending down to inspect my work, careful not to trample my creations. It was a landscape that smelled dizzyingly of wood. Even after a bath my skin would carry the smell, and so would my father's hair, when he lifted me for a bedtime hug.

— Scott Russell Sanders

Sanders, S.R. (1986/1991). The Inheritance of Tools. In *The Essay Connection: Readings for Writers, Third Edition* (p. 200). Lexington, MA: D.C. Heath and Company.

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## The Multiple-Choice Questions

Each of the questions in the second part of the exam will contain four response options. You will indicate your answer by selecting **A**, **B**, **C**, or **D**. The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Type of question	Sample item
<b>Direct question</b> Choose the response option that best answers the question.	Question 1 page 18
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 4 page 18
<b>Scenario</b> Examine a classroom situation or a student composition. Then select the response option that best answers a question, recommends a course of action, or gives the appropriate evaluation or teacher comment.	Question 6 page 19
<b>Text Analysis</b> Study a text and identify a literary feature, such as a figure of speech, style, form, or function, by choosing the best response option.	Question 17 page 22
<b>Command</b> Select the best response option.	Question 19 page 22

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### **Sample Multiple-Choice Items**

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

When you practice for the essay, you should choose a place that is free of distractions. You might wish to time yourself. Plan your essay on a separate sheet of paper before you write and leave time for revising and editing.

An answer key for the multiple-choice questions follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

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**DIRECTIONS: Read each question and select the best response.**

1. The words *gothic*, *vandal*, and *turret* represent which of the following influences on language?
  - A. religious
  - B. historic
  - C. technological
  - D. social
  
2. An instructional unit including the works of John Keats, Walt Whitman, Emily Dickinson, Rudyard Kipling, Robert Frost, and Nikki Giovanni exemplifies
  - A. thematic study.
  - B. novel study.
  - C. genre study.
  - D. interdisciplinary study.
  
3. In a role-playing activity, an 11<sup>th</sup>-grade student is "applying" for a job at a local restaurant. Which opening statement is most appropriate?
  - A. "Who do I see to get that cashier's job you've got in the paper?"
  - B. "I would like to apply for the cashier's job advertised in last night's paper."
  - C. "Can I apply for that cashier's job in last night's paper?"
  - D. "Where do I go to get an application form to be a cashier?"
  
4. To evaluate students' knowledge of gerund phrases with an alternative assessment, the teacher should have the students
  - A. identify the gerund phrases in an article from a self-selected magazine.
  - B. complete a portion of the grammar exercises in their textbooks.
  - C. complete a test in which they circle gerund phrases in a paragraph.
  - D. circle gerund phrases in the literature selection they are currently assigned.
  
5. An 8<sup>th</sup>-grade teacher has students at the beginning level of English proficiency. Which strategy would be most appropriate to use to improve their comprehension of basic English vocabulary?
  - A. peer modeling
  - B. role-playing
  - C. total physical response
  - D. think-pair-share

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6. With the permission of the writers, an English teacher keeps copies of a variety of successful student papers to show students who are subsequently tackling similar assignments. What is the most important benefit of sharing these examples of student work with other student writers?
- A. Students can select from a range of appropriate topic ideas to use in their own writing.
  - B. The papers can model a range of techniques the students can use to realize a writing goal.
  - C. Students can begin to assess the quality of their own writing in comparison to these models.
  - D. The papers can be used to explain grading decisions the teacher makes about student writing.
7. To improve awareness of the intended audience's effect on writing, the teacher should
- A. have students jot down as many types of audiences as they can, select one type, and write a paragraph describing that audience.
  - B. define *general audience*, *specialist audience*, and *peer audience* and then have students individually compose working definitions of the three types.
  - C. assign students to write an article for a self-selected academic or technical journal and encourage them to adopt the particular style of the subject area.
  - D. ask student groups to select and read a specified number of articles from different publications and then discuss the audience each one assumes.
8. Which question should a student be focusing on during the revising stage of writing?
- A. Are there any errors in spelling or grammar in the composition?
  - B. Should the composition be published on the class Web site or in the class anthology?
  - C. Is the topic of the composition too broad?
  - D. Will the relationships between the ideas in the composition be clear to a reader?
9. Which of the following methods would most likely increase a student's motivation to write on a topic?
- A. making personal connections between the student and the subject matter
  - B. decreasing the length of the writing required for the assignment
  - C. allowing the student to ignore elements of style, grammar, and spelling
  - D. increasing the time in which the student can complete the assignment

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10. Below is the first paragraph of a student composition.

Many people do not care for snakes, but I like them. Some of the kinds of snakes are poisonous, nonpoisonous, rattleskakes, garter snakes, and water mocasins. Usually, snaks wo'nt hurt you unless they are frightened.

Which set of teacher comments would be most productive?

- A. Your knowledge of snakes gives you several different ways to go with your paper. Focus on the most interesting angle and develop it.
- B. People have written whole books about snakes. You can't cover so large a subject in one paper. Narrow your topic.
- C. Great topic. Good beginning. I'll be interested in your final paper. Keep up the good work.
- D. The words *rattleskakes* and *mocasins* are spelled incorrectly, and the apostrophe in *wo'nt* is misplaced.

11. Which teacher method will be most effective to use during a year-end conference with students about their writing?

- A. discussing all of the papers in the student's writing folder
- B. focusing on the student's most recent paper
- C. examining the student's portfolio and discussing the progress during the year
- D. having the student choose his or her best paper and discussing it

12. After reading a poem with his students, a high school English teacher asks them the questions below.

- How many stanzas are there?
- How many lines are in each stanza?
- How many syllables are stressed in each line?

To which of the following poetic elements do these questions refer?

- A. imagery
- B. diction
- C. symbolism
- D. form

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13. In the sentence, "Because they made a \$300 profit, the young entrepreneurs were *content* with the outcome of their fundraiser," which strategy should students use to learn the meaning of the italicized word?
- A. context clues
  - B. decoding
  - C. root words
  - D. etymology
14. A student would like to find basic biographical information about a U.S. president. Which of the following reference materials should a teacher recommend that the student use?
- A. atlas
  - B. dictionary
  - C. encyclopedia
  - D. almanac
15. Which of the following instructional strategies is most effective for enhancing a student's reading comprehension of an academic text?
- A. asking about the student's knowledge of the topic before the student reads the text
  - B. suggesting that the student read the text slowly and carefully
  - C. suggesting that the student look up unfamiliar words from the text in the dictionary
  - D. asking the student content questions after the student has read the text
16. Having a student answer a series of questions about a text after a period of silent reading is a method employed to determine the strengths and weaknesses of which of the following reading skills?
- A. fluency
  - B. comprehension
  - C. word identification
  - D. sight vocabulary

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17. What literary device is illustrated by the excerpt below?

The solitude, vast, terrible to the eye,  
was like a mute avenger everywhere. . . .

Hugo, V. Russia 1812. In *The Expiation*. Lowell, R. (trans.) Kentucky Educational Television's Direct Learning Website (<http://www.dl.ket.org/humanities/literature/litpacket/expiation.htm>) 8/22/2007.

- A. simile
- B. metaphor
- C. alliteration
- D. onomatopoeia

18. Read the excerpt below and answer the question.

The rainy Pleiads wester,  
Orion plunges prone,  
And midnight strikes and hastens,  
And I lie down alone.

Housman, A.E. (1936). The rainy Pleiads wester. In *More Poems* (p. 21). New York: Alfred A. Knopf.

The allusions the poet makes in this excerpt are to

- A. ancient kings.
- B. fellow writers.
- C. Greek mythology.
- D. stormy weather.

19. Select the writer who lived in Eatonville, Florida, who became a member of the Harlem Renaissance and whose writing reflects her study of anthropology.

- A. Alice Walker
- B. Gwendolyn Brooks
- C. Zora Neale Hurston
- D. Nikki Giovanni

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20. Which strategy is most likely to encourage students to pay close attention to language and figures of speech when reading a play by William Shakespeare?
- A. having students rewrite several scenes using modern slang
  - B. asking students to describe the setting of the play
  - C. having students research world events at the time the play was written
  - D. asking students to describe a character in their own words
21. Which work of young adult literature would best be used to explore the topic of racial prejudice?
- A. *Ashes of Roses* by Mary Jane Auch
  - B. *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
  - C. *An Abundance of Katherines* by John Green
  - D. *We Were the Mulvaneys* by Joyce Carol Oates
22. Which type of literature assessment involves small, student-led book discussion groups that the teacher evaluates on collaboration, participation, progress in reading skills, and products?
- A. informal reading inventory
  - B. literature circles
  - C. literature focus units
  - D. thematic units
23. A 10<sup>th</sup>-grade student has been selected to deliver a speech introducing a local author who has come to speak to an English class. In preparing the speech of introduction, which are the most appropriate guidelines for the student to follow?
- A. Be brief, keeping the focus of the speech on the visiting author.
  - B. Be entertaining, preparing the audience to respond well to the visiting author.
  - C. Be thorough, mentioning the names of all the visiting author's books and any prizes he or she received.
  - D. Be personal, highlighting the author's character and virtue.

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24. What resource would be most effective for a teacher to use to help students practice interpreting nonverbal cues as an aid to effective listening?
- A. a description from a classic novel of a character's actions upon hearing tragic news
  - B. an audio recording of a radio play, with sound effects
  - C. a scene from a well-acted movie, with the sound on the video monitor turned off
  - D. a textbook chapter that covers the importance of using nonverbal cues
25. To best reinforce students' understanding of lessons on the persuasive techniques of the media, the teacher should have them
- A. determine the targeted audiences of television commercials recorded by the teacher and shown in class.
  - B. note all the commercials to which they are exposed for 1 week and write an analysis of a self-selected favorite.
  - C. interview several people outside of the class to determine their reasons for buying certain items advertised in commercials.
  - D. analyze self-selected commercials to determine their emotional appeals and logical fallacies and then write an analysis of their favorite.
26. Which statement should a teacher use as an example of a writer's attempt to persuade or manipulate the audience?
- A. Yesterday, the special Senate subcommittee considering the nomination of Robert A. Smith to the Supreme Court failed to reach a decision.
  - B. This morning, Press Secretary Able Baker implied that the president's war on drugs had been an overwhelming success.
  - C. A school board spokesperson today confirmed that the subject of students who carry AIDS-related antibodies will be addressed at Thursday's meeting.
  - D. The local director for UNICEF reported this week that contributions received through United Appeal exceeded the expectation by \$1 million.
27. Which of the following references would best help 11<sup>th</sup>-grade students find information for an upcoming science project on weather?
- A. CD-ROM encyclopedia
  - B. National Weather Service Web site
  - C. videos of weather forecasts
  - D. online dictionary

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28. Which activity would best integrate instruction in listening and speaking?
- A. conducting a lesson that begins with a listening experience and ends with a speaking experience developed from the information gained through listening
  - B. outlining a set of listening/speaking behavior rules and following through with rewards for students who comply consistently
  - C. showing an instructional film in which the focus is the relationship between being a good listener and being an effective speaker
  - D. discussing as a class the advantages of being exposed to a variety of other people's views before attempting to present discourse on a topic
29. Which attribute is most significant to the effectiveness of cooperative learning groups?
- A. independence
  - B. intelligence
  - C. leadership
  - D. interdependence
30. Which interdisciplinary activity would most effectively explicate the theme of Arthur Miller's *Death of a Salesman*?
- A. a guest speaker presenting information on careers in sales
  - B. a discussion of the effects of changes in the business world on family life
  - C. a discussion of the effects of changes in family structures on the business world
  - D. interviews of health professionals about health risks associated with stress

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### Answer Key

Question Number	Correct Response	Competency
1.	B	1
2.	C	1
3.	B	1
4.	A	1
5.	C	1
6.	B	2
7.	D	2
8.	D	2
9.	A	2
10.	A	2
11.	C	2
12.	D	3
13.	A	3
14.	C	3
15.	A	3
16.	B	3
17.	A	4
18.	C	4
19.	C	4
20.	A	4
21.	B	4
22.	B	4
23.	A	5
24.	C	5
25.	D	5
26.	B	5
27.	B	5
28.	A	6
29.	D	6
30.	B	6

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## Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Barr, R., Blachowicz, C.L.Z., Bates, A., Katz, C., & Kaufman, B. (2007). *Reading diagnosis for teachers: An instructional approach* (5th ed.). Boston: Pearson Allyn & Bacon.  
A classroom-based book featuring strong research, a theoretical foundation, and a developmental, constructivist perspective of literacy. Useful for review of competency 3.
2. Beebe, S.A., Beebe, S.J., & Redmond, M. (2008). *Interpersonal communication: Relating to others* (5th ed.). Boston: Pearson Allyn & Bacon.  
Maintains a careful balance between theoretical and skills-oriented material. Covers gender and diversity. Useful for review of competencies 5 and 6.
3. Blau, S. (2003). *The literature workshop: Teaching texts and their readers*. Portsmouth, NH: Heinemann Boynton/Cook.  
Re-creations of actual workshops in the larger context of practice-based theory of literary competence and instruction. Useful for review of competencies 3 and 4.
4. Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Pearson Allyn & Bacon.  
Innovative lessons and approaches based on research-based practices. Includes a complete lesson plan for each chapter. Useful for review of competency 3.

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5. Bloom, L.Z. (2004). *The essay connection*. Boston: Houghton Mifflin.  
A provocative and timely collection of rhetorically arranged essays by professional and student writers. Stimulates critical thinking on ethical, social, and political issues. Useful for review of competencies 2 and 6.
  6. Bromley, K. (1998). *Language arts: Exploring connections* (3rd ed.). Boston: Pearson Allyn & Bacon.  
Details connections between the receptive language arts (listening, reading, and viewing) and the expressive arts (speaking and writing) through real-world stories from teachers. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 7.
  7. Burke, J. (2008). *The English teacher's companion* (3rd ed.). Portsmouth, NH: Heinemann Boynton/Cook.  
Foundational advice for teaching literature; nurturing reading, writing, and thinking skills; and organizing for success. Includes up-to-date information on teaching media literacy and AP classes. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 7.
  8. Diaz-Rico, L.T., & Weed, K.Z. (2006). *The crosscultural, language, and academic development handbook: A complete K–12 reference guide* (3rd ed.). Boston: Pearson Allyn & Bacon.  
Assembles resources for the general classroom teacher to promote cross-cultural awareness, language development, and academic progress for English learners. Features tips on adapted instruction and explains two-way immersion programs. Useful for review of competencies 1 and 4.
  9. Eggers, P. (2007). *Steps for writers: Composing essays* (Vol. 2). New York: Pearson Longman.  
Discusses the basics of composing solid paragraphs and essays in preparation for freshman composition. Includes finding one's own writing process, writing essays based on one's own experience and perceptions, and writing essays involving texts and research. Emphasizes grammar, proofreading, and peer review. Useful for review of competencies 2 and 7.

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10. Emery, D.W., Kierzek, J.M., & Lindblom, P. (2007). *English fundamentals* (14th ed.). New York: Pearson Longman.  
Begins with verb connections, basic sentence patterns, and the internal workings of the sentence and continues to the more complex structures and relationships of the language. Includes a survey of college writing with special emphasis on techniques of invention and their application to typical college writing assignments. Useful for review of competencies 1 and 2.
  11. Flood, J., Lapp, D., Squire, J., & Jensen, J. (2003). *Handbook of research on teaching the English language arts*. Mahwah, NJ: Lawrence Erlbaum Associates.  
Includes theoretical bases, methodological perspectives, early language acquisition, oral and written discourse, and computer applications to language learning. Useful for review of competencies 1, 2, 3, 4, 5, 6 and 7.
  12. Fowler, H.R., & Aaron, J. (2007). *The Little, Brown handbook* (10th ed.). New York: Pearson Longman.  
The classic text on the writing process, grammar, research, and documentation with updated technology information on Web logs and finding images. Discusses critical reading and writing in academic situations, study skills, argument, using computers and the Internet, and oral presentations. Useful for review of competencies 1, 2, and 3.
  13. Glazer, S.M. (1998). *Assessment is instruction*. Norwood, MA: Christopher-Gordon.  
Addresses the merging of literacy assessment and instruction in classrooms. Includes an annotated bibliography of literature for developing readers and writers, a glossary of terms for diverse learners, and checklists of behaviors characteristic of learning problems and of skills associated with reading and the language arts. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 7.

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- 14.** Hart, A., & Hicks, A. (2002). *Teaching media in the English curriculum*. Stoke-on-Trent, England: Trentham Books.  
A support for secondary-level teachers seeking to integrate media teaching into English lessons. Investigates the forms and purposes of media teaching, observing lessons and analyzing how they work. Useful for review of competencies 1, 5, and 6.
  - 15.** Hutchinson, J. (1995). *Teaching the writing process in high school*. Urbana, IL: National Council of Teachers of English.  
Part of a series of guides for K–12 teachers striving to align classroom-tested practices with standards. Spotlights suggestions for effective instruction in a collection of brief articles. Useful for review of competencies 2 and 7.
  - 16.** Jennings, J., Caldwell, J., & Lerner, J. (2006). *Reading problems: Assessment and teaching strategies* (5th ed.). Boston: Pearson Allyn & Bacon.  
Combines new and time-tested approaches to working with struggling readers of all ages. Includes practical instructional strategies, assessment tools, discussions of the research, and an informal reading inventory. Useful for review of competency 3.
  - 17.** Karchmer, R., Mallette, M., Kara-Soteriou, J., & Leu, D. (Eds.). (2005). *Innovative approaches to literacy education*. Newark, DE: International Reading Association.  
Presents instructional possibilities for schools and districts and new ways for teachers to view their work. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 7.
  - 18.** Kennedy, X.J., & Gioia, D. (2007). *Literature: An introduction to fiction, poetry, drama, and writing* (10th ed.). New York: Pearson Longman.  
An introductory anthology containing engaging insights on reading and writing about stories, poems, and plays. Useful for review of competencies 2, 6, and 7.

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19. Kinsella, K., Feldman, K., & Stump, C. (2007). *Prentice Hall literature, platinum*. Upper Saddle River, NJ: Pearson Prentice Hall.  
Combines literature analysis with reading skills for 10th graders. Useful for review of competencies 3 and 4.
  20. Kinsella, K., Feldman, K., & Stump, C. (2007). *Prentice Hall literature, the American experience*. Upper Saddle River, NJ: Pearson Prentice Hall.  
Combines literature analysis with reading skills for 11th graders. Useful for review of competencies 3 and 4.
  21. Kinsella, K., Feldman, K., & Stump, C. (2007). *Prentice Hall literature, the British tradition*. Upper Saddle River, NJ: Pearson Prentice Hall.  
Combines literature analysis with reading skills for 12th graders. Useful for review of competencies 3 and 4.
  22. National Council of Teachers of English (1995). *Teaching literature in high school: The novel*. Urbana, IL: National Council of Teachers of English.  
A collection of brief lesson plans. Useful for review of competencies 3 and 4.
  23. Padgett, R. (2000). *The teachers & writers handbook of poetic forms* (2nd ed.). New York: Teachers & Writers Collaborative.  
Includes 76 entries on traditional and modern poetic forms, an updated bibliography, and a resource list of current audio and videocassettes. Succinctly defines the forms, summarizes their histories, quotes examples (ancient and modern), and offers information on how to use each form. Useful for review of competencies 2 and 7.
  24. Peregoy, S.F., & Boyle, O.F. (2008). *Reading, writing, and learning in ESL: A resource book for K–12 teachers* (5th ed.). Boston: Pearson Allyn & Bacon.  
Examines characteristics of English language learners, aspects of second-language acquisition (competence, theory, influences), general teaching and learning methods, process writing, teaching literature, strategies for organizing and remembering readings, and methods of teaching and assessing reading skills. Useful for review of competencies 1, 2, and 3.

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25. Probst, R.E. (2004). *Response and analysis: Teaching literature in secondary school* (2nd ed.). Portsmouth, NH: Heinemann.  
Encourages teachers to use the power of student-driven interpretation and analysis. Focuses on curriculum that initiates interpretative and critical conversations while exposing students to a variety of genres. Useful for review of competencies 4 and 6.
26. Raimes, A. (2005) *Keys for writers* (4th ed.). Boston: Houghton Mifflin.  
A handbook featuring color-coded tabbed sections, movable note cards and bookmarks, a grammar section, and an extensive index. Useful for review of competencies 1, 2, and 3.
27. Tompkins, G. (2005). *Language arts: Patterns of practice* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.  
Strategies for teaching and assessing language arts. Analyzes the reading and writing processes and emergent literacy. Useful for review of competencies 1 and 2.
28. Traudt, P. (2005). *Media, audiences, effects: An introduction to the study of media content and audience analysis*. Boston: Pearson Allyn & Bacon.  
A framework for understanding the relationship between media and society. Covers television violence, gender and ethnicity, sexuality and pornography, and advertising bans. Useful for review of competencies 1, 5, and 6.
29. Yellin, D., Blake, M., & DeVries, B. (2008). *Integrating the language arts* (4th ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.  
A balanced approach between direct instruction in the communication arts and integrating the language arts with other content areas, such as music, art, drama, mathematics, social studies, and science. Useful for review of competencies 1, 5, and 6.



## **Additional Information**

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>



