

**Florida Teacher Certification Examinations
Test Information Guide
for
Middle Grades English 5–9**



FLORIDA DEPARTMENT OF EDUCATION
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 Middle Grades English 5–9 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 Middle Grades English 5–9 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.

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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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.

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.



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 Middle Grades English 5–9 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.

*Approximate percentage of total test questions
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of the characteristics of middle grades students as related to the teaching and learning of integrated language arts	7%
	1 Identify the characteristics of cognitive development of middle grades students as they relate to the teaching of integrated language arts.	
<i>Skills 1–2</i>	2 Identify the characteristics of social and emotional development of middle grades students as they relate to the teaching of integrated language arts.	

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill		Approx. %
1	Knowledge of the characteristics of middle grades students as related to the teaching and learning of integrated language arts	7%
1	Identify the characteristics of cognitive development of middle grades students as they relate to the teaching of integrated language arts.	
2	Identify the characteristics of social and emotional development of middle grades students as they relate to the teaching of integrated language arts.	
2	Knowledge of research and current issues in teaching integrated language arts	13%
1	Identify current issues in middle grades language arts curricula.	
2	Identify research (e.g., formal, informal, action) related to the teaching of integrated language arts.	
3	Identify effective interdisciplinary learning experiences within a middle grades classroom.	
4	Identify professional resources for middle grades instructors.	
5	Identify effective technological resources to use in the integrated middle grades classroom.	
3	Knowledge of literacy in the integrated language arts	30%
1	Identify strategies for developing students' lifelong learning and reading habits.	
2	Identify methods for constructing meaning from a variety of reading materials.	
3	Identify the characteristics of emergent literacy.	
4	Identify methods for determining students' reading ability.	
5	Identify strategies for using students' first language in their development of literacy in English as a second language.	
6	Identify strategies for using students' prior knowledge, experiences, and culture for literacy development.	

Competency/Skill	Approx. %
4 Knowledge of content and strategies for teaching integrated language arts	43%
<ol style="list-style-type: none"> 1 Identify variations in language across contexts and cultures. 2 Identify individual and peer activities that support the reading and writing processes. 3 Identify appropriate selections from the genres of literature, including adolescent literature. 4 Determine effective strategies for teaching students reading, speaking, listening, and viewing for various purposes. 5 Identify appropriate methods and materials for meeting the learning needs of diverse students. 6 Identify effective strategies for analyzing and evaluating print and nonprint messages (e.g., speeches, advertisements, editorials) for meaning, method, and intent. 7 Identify strategies for teaching students to write for a variety of purposes and audiences. 8 Identify strategies for teaching usage, mechanics, spelling, and vocabulary in the writing process. 9 Identify strategies for incorporating multicultural experiences in reading and writing activities in the integrated language arts. 	
5 Knowledge of assessment of integrated language arts	7%
<ol style="list-style-type: none"> 1 Apply results of informal assessments (e.g., anecdotal records, student talk, teacher observations) to instruction. 2 Apply results of the Florida Writing Assessment, Florida Comprehensive Assessment Test Reading, and other standardized tests to instruction. 3 Identify appropriate and effective tools (e.g., rubrics, portfolios) and techniques (e.g., feedback, peer group discussions) for assessing students' progress in the integrated language arts. 	

Competency/Skill	Approx. %
6 Ability to write well on a given topic	*
<ul style="list-style-type: none"> 1 Analyze a given selection. 2 Organize ideas around a focal point. 3 Incorporate appropriate elements of style to enhance readers' interest and understanding. 4 Incorporate relevant content, using ample supporting details from the selection. 5 Apply conventions of standard English. 	
<p>* The writing section (competency 6) comprises 30% of the score for this subject area test.</p>	



Test Format and Sample Questions

The Middle Grades English 5–9 subject area test consists of two parts: an essay and approximately 85 multiple-choice questions. 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.

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.

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.

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.

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.

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
Sentence completion Select the response option that best completes the sentence.	Question 1, page 18
Direct question Choose the response option that best answers the question.	Question 2, page 18
Command Select the best response option.	Question 7, page 19
Scenario 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 20, page 23

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 the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Middle school language arts teachers use semantic mapping and webbing to help develop students' cognitive abilities primarily because these methods
 - A. provide a framework for describing and analyzing language patterns.
 - B. focus on concepts that are unique to each content area and are best studied in discrete contexts.
 - C. facilitate the comprehension of unfamiliar words and phrases.
 - D. encourage the integration, interaction, and understanding of ideas from various content areas.

2. A 6th-grade language arts teacher is developing a unit on animal habitats in temperate rain forests. Which activity would be most appropriate for addressing the social needs of the students?
 - A. conducting individual library research
 - B. discussing a problem in a large-group setting
 - C. participating in a cooperative learning activity
 - D. interviewing an adult with a partner

3. Which of the following instructional goals for a 7th-grade language arts class is aligned with the emotional development of students at that grade level?
 - A. keeping students focused by stressing individual work rather than collaborative learning
 - B. guiding students through a semester-long independent research project culminating in an oral presentation
 - C. fostering disciplined teamwork by adapting the rules of formal debate for use during class discussions
 - D. encouraging students to express their perceptions, ideas, and feelings in personal narratives

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4. A middle school dedicated to constructing and enacting cross-curricular units integrating language arts into all aspects of the curriculum would find which of the following most helpful in achieving its goal?
 - A. teaming
 - B. block scheduling
 - C. differentiated instruction
 - D. leveled grouping

 5. According to the 2003 report *The Neglected "R": The Need for a Writing Revolution*, best practice writing instruction mainly includes
 - A. timed writing.
 - B. grammar instruction.
 - C. assigned topics.
 - D. writing workshop.

 6. According to the report *Reading Next*, literacy achievement, regardless of instructional innovations, cannot be obtained without a foundation of
 - A. professional development.
 - B. administrative initiative.
 - C. district funding.
 - D. faculty consensus.

 7. Identify the best interdisciplinary project to incorporate history, mathematics, and language arts.
 - A. summarizing the story of the mathematician and the mathematical problem he solved in the movie *A Beautiful Mind*
 - B. creating a timeline depicting various mathematicians and examples of the mathematical problems they solved
 - C. writing a story about a time traveler who visits famous mathematicians and helps them solve mathematical problems
 - D. creating a poster about a famous mathematician and the steps she took to solve a famous mathematical problem

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8. A team of 7th-grade teachers would like to incorporate technology into a unit that includes science and language arts. Which of the following technology-based activities provides the most opportunities for interdisciplinary experiences?
- A. conducting Internet searches for information about marine life on Florida's Atlantic coast
 - B. creating an interactive Web site about ecosystems found in the Florida Everglades
 - C. using computer software to produce statistical charts that track the increase in tourism in Florida
 - D. generating on computers different types of demographic charts of major Florida cities
9. A middle school language arts teacher who has been teaching for several years wants to learn about the latest research and practices in the field of teaching middle grades English. Which publication will best serve the teacher's needs?
- A. *Inside Out*
 - B. *In the Middle*
 - C. *Voices from the Middle*
 - D. *English Journal*
10. Which of the following language arts activities is facilitated by a word processing program?
- A. diagramming sentences
 - B. free writing
 - C. determining parts of speech
 - D. grammar exercises
11. A middle school integrated language arts teacher would best promote lifelong learning among students by assigning a(an)
- A. character analysis.
 - B. I-Search paper.
 - C. summary of a text chapter.
 - D. timed expository essay.

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12. Which activity would show the best way to compare and contrast characters in literature?
- A. two-column notes
 - B. Venn diagram
 - C. I-chart
 - D. KWL chart
13. A middle school language arts teacher would like to help students understand how a narrative point of view affects the message conveyed in a literary text. Given this purpose, the teacher should have his students do which of the following activities?
- A. select a character from the text for whom they prepare a detailed personal history
 - B. highlight all the words and phrases in a text that reflect a particular perspective
 - C. select a part of a text to rewrite from the perspective of a particular character
 - D. form small groups to dramatize for various audiences the key actions and events in a text
14. Which of the following is a characteristic of emergent literacy?
- A. understanding that print in English is read from left to right
 - B. using context clues to determine the meaning of a word in a text
 - C. applying knowledge of common spelling patterns in English to decode words in a text
 - D. being able to read aloud from a text quickly and accurately
15. A teacher is listening to a child read a grade-level passage aloud for 1 minute. As the student reads, the teacher calculates the number of words read correctly per minute to help determine the student's reading ability. What is the name of this activity?
- A. fluency probe
 - B. miscue analysis
 - C. cloze procedure
 - D. reading inventory

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16. Which of the following English language learners will be most in need of individualized instruction for the development of English literacy?
- A. a student who reads and writes a language with a Roman alphabet
 - B. a student who reads and writes a language with a non-alphabetic script
 - C. a student who speaks a language for which there is no written form
 - D. a student who reads and writes a language with a non-Roman alphabet
17. Which of the following would be a language arts teacher's best source of information about students' personal experiences for the purpose of promoting their literacy development?
- A. portfolios of students' work in different content areas
 - B. student interest surveys
 - C. anecdotal records from students' previous teachers
 - D. students' educational records
18. Which statement describes the role of prior knowledge in students' literacy development?
- A. Students' level of prior knowledge determines their ability to participate in meaningful reading experiences.
 - B. Prior knowledge facilitates the transfer of students' thinking processes to a conscious level.
 - C. Students' ability to remember and recall new information is directly related to the extent of their prior knowledge.
 - D. Prior knowledge acts as a lens through which students view and comprehend new information.
19. A job candidate is writing a cover letter to accompany her résumé. The letter is addressed to Michael Esparza, whom the candidate has not met or spoken to on the telephone. Which of the following salutations would be most appropriate for the candidate to use in her cover letter?
- A. Hello, Mr. Esparza
 - B. Dear Mr. Esparza:
 - C. Dear Mike Esparza,
 - D. To: Michael Esparza

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20. A 9th-grade English teacher asks each student in class to write a persuasive essay that argues that organic produce is better than nonorganic produce. During the drafting phase of the writing process, students work in pairs, asking and answering a series of questions about the topic. Which of the following questions will best help students support their arguments effectively in writing?
- A. How does organic produce differ from nonorganic produce?
 - B. Why does some organic produce taste better raw than cooked?
 - C. When did the local supermarket begin stocking organic produce?
 - D. What types of organic produce are the most difficult to cultivate?
21. The works of which of the following authors would provide middle school students with the best introduction to the concept of allegory?
- A. Mildred D. Taylor
 - B. C.S. Lewis
 - C. Madeleine L'Engle
 - D. Washington Irving
22. An 8th-grade language arts teacher is about to start a unit on ancient Greek drama. To introduce the unit, the teacher plans to have his students view a portion of a videotaped performance of Sophocles' *Oedipus Rex*. Which of the following previewing strategies would be most effective for the teacher to use with his students to help them increase their understanding of what they will see in the video?
- A. discussing any prior knowledge that they have of ancient Greek drama
 - B. reading encyclopedia articles about ancient Greek drama
 - C. predicting what will happen in this one particular ancient Greek drama
 - D. looking up words frequently used in discussions of ancient Greek drama
23. Which is the best source of information for a 5th-grade language arts teacher who is planning instruction for a student with an identified learning disability?
- A. results from a teacher-designed interest inventory administered to the student
 - B. the student's IEP
 - C. results from an informal reading inventory administered to the student
 - D. the student's previous classroom teachers

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24. A television advertisement for a remote-controlled toy car shows a 5-year-old boy playing with the car in a kitchen setting. The boy has set up ramps that he then drives the car over to make a series of jumps and crashes. Which of the following changes to the advertisement would make the toy car more appealing to boys ages 7 to 10?
- A. showing a 12-year-old boy playing enthusiastically with the toy car
 - B. adding soothing orchestral music and a long close-up shot of the toy car
 - C. having a voice-over describe the battery requirements of the toy car
 - D. showing a 7-year-old boy smiling as he takes the toy car out of its box
25. An 8th-grade language arts teacher would like to help students improve their narrative writing by including more vivid details. Which of the following activities would best help the teacher achieve this goal?
- A. giving a minilesson on sentence structures and writing sample sentences on the board
 - B. conducting a group activity in which students revise sample paragraphs by adding descriptive content
 - C. showing students how to use reference materials, such as a thesaurus, dictionary, and atlas
 - D. assigning students reading that exposes them to various literary genres
26. Students in an 8th-grade science class are learning new vocabulary related to the human skeletal system. Which of the following instructional strategies would best help students understand and use the new vocabulary?
- A. using a cloze exercise to teach the vocabulary in context
 - B. showing students what reference sources are useful for science research
 - C. providing a full human skeleton with all bones labeled
 - D. surveying students to determine any prior knowledge of anatomical terms and concepts
27. Middle school students are reading a coming-of-age novel that weaves in traditional stories from the protagonist's cultural background. What would be the most effective strategy to prepare the students to write a personal narrative that echoes a theme introduced in one of the traditional stories?
- A. inviting a storyteller from that tradition to meet with the class
 - B. reading an anthropological essay about the role of storytelling in the culture
 - C. sharing artifacts that figure prominently in the traditional stories
 - D. reenacting scenes from the novel that are critical to the outcome of the story

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28. Over the course of a school term, students have undertaken many writing projects. The most effective way to assess individual student growth in writing through the term would be
- A. cumulative assessment.
 - B. peer assessment.
 - C. portfolio assessment.
 - D. self-assessment.
29. A 5th-grade language arts teacher notices that a particular student always points to each word on a page when reading silently to himself. The teacher uses this information as a basis for designing activities for the student that will help him develop word recognition skills and fluency. The technique that the teacher uses in this case to assess the student's reading needs and design instruction is called
- A. running record.
 - B. observation.
 - C. learning log.
 - D. checklist.
30. A middle school language arts teacher writes informal notes to students that contain questions about subject matter covered in class. The students, in turn, write back to the teacher with answers and questions of their own. This is an example of which of the following methods of assessing student understanding in an integrated language arts class?
- A. dialogue journal
 - B. portfolio
 - C. anecdotal record
 - D. teacher conference

Answer Key

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



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. Barrentine, S., & Stokes, S. (2005). *Reading assessment: Principles and practices for elementary teachers* (2nd ed.). Newark, DE: International Reading Association.
Addresses building school assessment policies, helping students succeed on high-stakes tests, using assessment to inform instruction, and drawing students into the assessment process. Useful for review of competency 3.
2. Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
A research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. Guides teachers in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words. Useful for review of competencies 2 and 4.
3. 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 3 and 4.

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4. Brozo, W., & Simpson, M. (2003). *Readers, teachers, learners: Expanding literacy in secondary schools* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
Helps teachers create engaging learning environments. Includes teaching scenarios and information across all content areas. Useful for review of competencies 1, 2, and 4.
 5. 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 3 and 4.
 6. Cox, C. (2008). *Teaching language arts: A student and response centered classroom* (6th ed.). Boston: Pearson Allyn & Bacon.
A balance of student-centered and teacher-directed instruction that includes many examples from culturally and linguistically diverse classrooms. Useful for review of competencies 3 and 4.
 7. 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 crosscultural 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 3 and 4.
 8. Flood, J., Lapp, D., Squire, J., & Jensen, J. (2003). *Handbook of research on teaching the English language arts*. Mahwah, NJ: Lawrence Erlbaum Associates.
Current approaches to studying the many ways and contexts in which people learn language. Includes theoretical bases, methodological perspectives, early language acquisition, oral and written discourse, and computer applications for language learning. Useful for review of competencies 1 and 2.

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9. 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 2, 3, 4, and 6.

10. Garcia, G.G. (Ed.). (2005). *English learners: Reaching the highest level of English literacy*. Upper Saddle River, NJ: Pearson Prentice Hall.

Examines the critical literacy development of English learners, focusing on reading instruction in an immersion setting, language development, and cultural issues. Useful for review of competencies 1, 2, 3, and 4.

11. Gipe, J. (2006). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K–12* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

A framework for differentiating literacy instruction for K–12 students to include English language learners and students with special needs or multiple intelligences. Useful for review of competencies 1, 2, 3, and 4.

12. Gunning, T. (2008). *Creating literacy instruction for all students in grades 4 to 8* (2nd ed.). Boston: Pearson Allyn & Bacon.

Emphasizes background building, vocabulary and overall language development, and key thinking skills. Lists intervention programs for older struggling readers and provides suggestions for helping middle school students who are having difficulty with decoding skills. Useful for review of competencies 1, 2, 3, and 4.

13. Hagemann, J. (2003). *Teaching grammar: A reader and workbook*. Boston: Pearson Allyn & Bacon.

Promotes the idea that grammar is best taught in the context of student writing. Useful for review of competencies 1 and 4.

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14. Irvin, J., Buehl, D., & Radcliffe, B. (2007). *Strategies to enhance literacy and learning in middle school content area classrooms* (3rd ed.). Boston: Pearson Allyn & Bacon.
Addresses the issues that affect middle school students and teachers and their experiences with literacy instruction. Useful for review of competencies 1, 2, 3, and 4.
15. 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 competencies 3, 4, and 5.
16. Leu, D.J., Jr., & Kinzer, C.K. (2003). *Effective literacy instruction, K–8: Implementing best practice* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
Addresses students entering the world of literacy learning, developing knowledge bases, meeting the assessment and instructional needs of students, and organizing classrooms and using technology to promote literacy learning. Includes phonological and phonemic awareness, phonics, sight words, context use, fluency, emergent literacy, vocabulary, integrating reading and writing, reading comprehension, and content-area reading. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
17. McIntyre, E., Roseberry, A., & Gonzales, N. (2001). *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.
A sociocultural approach to curriculum design. Emphasizes instruction for minority and working-class students that puts their knowledge and experiences at the heart of their learning. Useful for review of competencies 1 and 4.
18. Milner, J.O., & Milner, L.F.M. (2007). *Bridging English* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
A comprehensive English methods text that includes theory and strategies on all aspects of teaching language arts. Useful for review of competencies 1, 2, 3, 4, 5, and 6.

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19. Moss, J. (2000). *Teaching literature in the middle grades: A thematic approach*. Norwood, MA: Christopher-Gordon Publishing.
Suggestions for projects, journals, and independent reading. Includes extensive bibliographies, book summaries, and a model for integrating literature into the curriculum. Useful for review of competencies 1, 2, 3, and 4.
20. Murray, D.M. (2004). *The craft of revision* (5th ed.). Belmont, CA: Heinle.
Covers phases of the writing process such as rewriting for focus, structure, and genre. Includes edited sample papers. Useful for review of competency 6.
21. Norton, D. (2004). *The effective teaching of language arts* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Offers clearly developed methodologies and lessons and makes extensive use of children's actual language samples to illustrate ways literature can enhance the development of skills. Includes instruction and assessment in speaking, listening, writing, and reading. Useful for review of competencies 1, 2, 3, and 4.
22. 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, 3, and 4.
23. Tompkins, G. (2002). *Language arts: Content and teaching strategies* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
A guide for elementary and middle school teachers to help students develop communicative competence. Useful for review of competencies 1, 2, 3, and 4.

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24. Tompkins, G. (2004). *Literacy for the 21st century: Teaching reading and writing in grades 4 through 8*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Principles for becoming an effective literacy teacher. Includes practical information about developing students' word identification, vocabulary, and comprehension skills. Addresses the role of text structures in integrating reading and writing for all levels of readers. Useful for review of competencies 1, 2, 3, 4, 5, and 6.
25. 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, 2, 3, 4, 5, and 6.
26. Weaver, C. (1998). *Lessons to share: On teaching grammar in context*. Portsmouth, NH: Heinemann Boynton/Cook.
Focuses on teaching grammar within the context of how children acquire language. Useful for review of competencies 1 and 4.
27. Wepner, S., Valmont, W., & Thurlow, R. (Eds.). (2000). *Linking literacy and technology*. Newark, DE: International Reading Association.
Designed to help teachers, curriculum consultants, and supervisors meet their students' needs in the 21st century. Presents examples of classroom technology to help teachers support literacy goals. Useful for review of competencies 1 and 4.
28. Wood, C. (2007). *Yardsticks: Children in the classroom ages 4–14*. Turners Falls, MA: Northeast Foundation for Children.
An overview of issues in the development of bilingualism and biliteracy among Latino and Hispanic children with updated lists of recommended children's books and resources for teachers and parents. Useful for review of competencies 1, 2, 3, and 4.

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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, 3, 4, and 5.





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>

