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**STUDY OUTLINES, WORKSHEETS,
EXERCISES, STUDY TECHNIQUES,
AND A STUDY MODULE ON CD!**

English
Language Arts
and Reading
8-12

Pass the
TEXES

First Edition

**FOR TEXAS TEACHERS.
A TEST PREP MANUAL FOR THE TEXES ENGLISH
LANGUAGE ARTS AND READING EXAM FOR
GRADES 8-12 (#131). SEMINAR AVAILABLE!**

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with **Mark Mentze, M. Ed., M.A.**

Also
available from
Ed Publishing:
**English Language
Arts and Reading 4-8**

3. Language Structure

Competency 3:

The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

- A. Historical events, cultural mores, regional changes and technological advances have all had a hand in shaping the English language. Some examples of this are outlined below.
- The migration of the Germanic Jutes, Angles and Saxons to the area of present-day Britain heralded the beginning of Old English. The language was passed on through story and song.
 - Throughout the Middle Ages, language was passed on and developed primarily by word of mouth among the common people who could neither read nor write. They also used story and song, and sometimes morality plays to pass on language and tell their history.
 - The clergy and aristocracy of the Middle Ages could read and write, but spelling conventions were not truly widespread until the advent of the printing press.
 - During the Renaissance, contact with other countries from Europe to Mongolia added cultural ideas and expanded the vocabulary of English.
 - Experiences in the New World expanded vocabulary and cultural ideas even more. Greater differences occurred as dialects changed.
 - Today's growth of technology continues to affect the development of English. New words are invented, and old words take on new connotations.
- B. Teaching students how to research word origins and analyze word formation is important. They should also understand relationships between words. When students are competent in these areas, they will be able to unlock meanings of unfamiliar words and improve their reading comprehension.
- Using a dictionary of word origins - valuable resource for beginning word study.
 - Understanding dictionary skills - etymology is normally given along with the denotative meaning.
 - Knowing the basics of structural analysis - break apart the meaning bearing units (roots, prefixes, suffixes, possessives, plurals) to find similarities between known and unknown words.
 - Finding words or phrases that are related to an unknown word - can often signal a connotative meaning different from the denotative one.
 - Knowing the various ways that a word enters the language - acronyms, onomatopoeia, addition of affixes, compounding, shortening, borrowing from other languages, etc.
 - Discovering relationships between words - synonyms/antonyms, homonyms.
 - Looking for figurative language, idioms, words with multiple meanings.
 - Knowing how to use context to signal use of connotative or denotative meaning.
- C. Students should be given multiple opportunities to practice correct grammar, usage, sentence structure, punctuation and capitalization in their writing.
- Activities should be meaningful.
 - Assignments should have a practical context.
 - In addition to writing, they should be able to edit their own work and that of others to identify nonstandard usage.

Continued

3. Language Structure, cont'd.

- D. Students should have opportunities to learn how purpose, audience, voice and style will affect writing and speaking. Vocabulary and conventions may vary according to purpose or audience.
- E. Informal assessments such as discussions, journal entries, observation, reader interest inventories, and self-evaluations can be used to identify students' strengths, needs and interests.
- F. Formal assessments can identify strengths, needs, current skills and the need for intervention. These assessments may include state assessments, criterion-referenced tests, curriculum-based assessments and writing portfolios.

Domain II:

Literature, Reading Processes, and Skills for Reading Literary and Nonliterary Texts

Competencies 4-7

(40% of the test)

English Language Arts and Reading 8-12 Standard I:

English language arts teachers in grades 8-12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

English Language Arts and Reading 8-12 Standard II:

English language arts teachers in grades 8-12 understand the processes of reading and teach students to apply these processes.

English Language Arts and Reading 8-12 Standard III:

English language arts teachers in grades 8-12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

English Language Arts and Reading 8-12 Standard IV:

English language arts teachers in grades 8-12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.



4. Reading Processes

Competency 4:

The teacher understands reading processes and teaches students to apply these processes.

- A. Reading comprehension is an active process of constructing meaning aided by word identification and analysis skills. Many factors affect the development of these skills.
- Oral language and vocabulary development
 - Word analysis skills
 - Prior knowledge and previous reading experiences
 - Home language and cultural/ social interactions
 - Metacognitive skills, such as self-monitoring, self-evaluation, and self-correction
 - Characteristics of specific texts
- B. Several strategies can be used to facilitate student comprehension.
- Before reading begins, students should preview, make predictions, and recall prior knowledge.
 - During reading, they should employ questioning skills, self-monitoring, and rereading strategies.
 - They may also benefit from activities such as mapping and paired reading.
 - After reading, they can evaluate their understanding through responding, retelling and summarizing.
- C. Additional tactics can be used throughout classroom study to interpret specific types of texts.
- The purpose of a text may affect some of the reading strategies students use to comprehend it.
 1. An informative or educational text may have unfamiliar words in it, and students may need to use a dictionary and employ contextual decoding skills to understand.
 2. A persuasive text may require critical thinking skills as it could include facts that should be researched in order to draw a conclusion.
 3. The type of text may call on different skills.
 - Poetry with its irregular line length and rhythm may employ different uses of punctuation and capitalization (or none at all). Accurate interpretation may call for extra discussion or activities.
 - Dramatic texts are meant to be acted out, and may require reading aloud, or carefully used visualization techniques.
- As comprehension skills increase, students will be able to gather the literal meaning of a passage, or what the words are actually saying. They can then use context and other clues to deduce the inferential meaning of the passage, and see what the author is trying to say. As they evaluate the effectiveness of the passage, they will use critical comprehension skills to analyze and respond to the text.
- D. Fluency is important in reading comprehension and is measured by
- Rate-reading at a comfortable rate with only necessary hesitations.
 - Accuracy-correct pronunciation and expression.
 - Intonation-correct emphasis and stress.
- E. A variety of visual, oral, and written instructional strategies can be used to improve fluency and enhance comprehension.
- Linking text content to students' lives.
 - Associating text with prior knowledge.
 - Connecting related ideas across different texts.
 - Engaging students in guided and independent reading.
 - Guiding students to generate questions about texts.
 - Helping students apply knowledge of text topics.

Continued

4. Reading Processes, cont'd.

- Creating activities that effectively include students with special needs
 - Teaching active reading techniques such as previewing and visualizing.
 - Encouraging students to use self-evaluation, self-correction and self monitoring.
 - Allowing students to participate in cooperative learning.
 - Facilitating activities in which students retell or act out the events in the text.
 - Using literature that represents diverse cultural and linguistic backgrounds.
 - Including technology and media as an important facet of learning.
 - Finding meaningful ways to engage students in vocabulary study.
- E. Word analysis skills include knowledge of
- Phonics-(or graphophonics) sound-symbol relationships
 - Structural analysis--Breaking apart the meaning bearing units (roots, affixes, possessives, plurals)
 - Syntax-word order
 - Dictionary skills
- As students become more proficient in the use of the above skills, they will be able to effectively decode increasingly more complex words. They will also be able to use syntax and semantics to support word identification and confirm word meaning.
- G. Informal assessments such as discussions, journal entries, observation, reader interest inventories, and self-evaluations can be used to identify students' strengths, needs and interests.
- H. Formal assessments can identify strengths, needs, current skills and the need for intervention. These assessments may include state assessments, criterion-referenced tests, curriculum-based assessments and writing portfolios.

Competencies

Domain I	1. Relationships	Competency 1: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.
	2. Diversity	Competency 2: The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.
	3. Language Structure	Competency 3: The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

Domain II	4. Reading Processes	Competency 4: The teacher understands reading processes and teaches students to apply these processes.
	5. Skills and Strategies	Competency 5: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.
	6. Knowledge	Competency 6: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.
	7. Response	Competency 7: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

Domain III	8. Writing Process	Competency 8: The teacher understands and promotes writing as a recursive, developmental, integrative, and ongoing process and provides students with opportunities to develop competence as writers.
	9. Audience and Purpose	Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

Domain IV	10. Oral Communication	Competency 10: The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.
	11. Media Literacy	Competency 11: The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

SAMPLE TEST WORKSHEET

** Restate the question in your own words if necessary.*

** Determine what Competency the question is referring to. _____*

** State why you think this is the correct Competency.*

** Based on the competency you chose, state your answer _____*

** State why this answer is correct, and why it connects to the Competency you chose.*

** Look up the correct competency and answer in the Answer Key.*

Write down why you were wrong about the Competency, or answer, or both, and why the answer key is correct.

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** Determine what Competency the question is referring to. _____*

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** Look up the correct competency and answer in the Answer Key.*

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