EC-6 Core Subjects: English Language Arts and Reading & the Science of Teaching Reading

TExES #291 Review

Domain I – ELAR & the Science of Teaching Reading

• Approximately 28% of the test
• 75 Total Items
• 1 hour and 45 minutes
• Averages to 84 seconds on each question

ELAR Competencies

• Competency 001 – Oral Language
• Competency 002 – Phonological & Phonemic Awareness
• Competency 003 – Alphabetic Principle
• Competency 004 – Literacy Development
• Competency 005 – Word Analysis & Identification Skills
• Competency 006 – Fluency Reading
• Competency 007 – Reading Comprehension & Applications
• Competency 008 – Vocabulary Development
• Competency 009 – Reading, Inquiry & Research
• Competency 010 – Writing Conventions
• Competency 011 – Written Communication
• Competency 012 – Viewing & Representing
• Competency 013 – Assessment of Developing Literacy
The beginning teacher:

A. Knows and teaches basic linguistic concepts (e.g., phonemes, segmentation) and the developmental stages in the acquisition of oral language — including phonology, semantics, syntax (subject-verb agreement and subject-verb inversion), and pragmatics — and recognizes that individual variations occur within and across languages, in accordance with the Science of Teaching Reading (STR).

B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English-language learners; fosters oral language development; and addresses students' individual needs, strengths and interests, in accordance with the STR.

C. Recognizes when speech or language delays or differences warrant in-depth evaluation and additional help or interventions.

D. Designs a variety of one-on-one and group activities (e.g., meaningful and purposeful conversations, dramatic play, language play, puppet stories, songs, chants, creative thinking, playing games, having discussions, questioning, sharing information) to build on students' current oral language skills.

The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

The beginning teacher:

E. Selects and uses instructional materials and strategies that promote students' oral language development; responds to students' individual needs, strengths and interests; reflects cultural diversity; and builds on students' cultural, linguistic and home backgrounds to enhance their oral language development, in accordance with the STR.

F. Understands relationships between oral language and literacy development and provides instruction that interrelates oral and written language to promote students' reading and writing proficiencies.

G. Selects and uses instructional strategies, materials, activities and models to strengthen students' oral vocabulary and narrative skills in spoken language and teaches students to connect spoken and printed language.

H. Selects and uses instructional strategies, materials, activities and models to teach students skills for speaking to various audiences for various purposes and for adapting spoken language for various audiences, purposes and occasions.

I. Selects and uses instructional strategies, materials, activities and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.

J. Selects and uses instructional strategies, materials, activities and models to teach students to evaluate the content and effectiveness of their own spoken messages and the messages of others.

K. Recognizes the interrelationships between oral language and the other components of reading, in accordance with the STR.

L. Selects and uses appropriate technologies to develop students' oral communication skills.
**Competency 001: ELA & Reading Instruction**

The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

**Problem:**
A pre-kindergarten teacher can best develop oral language skills in her students by having them daily:

A. interact in a variety of one-on-one and group activities.
B. listen to stories and/or books in listening stations.
C. work with alphabet arcs at the teacher table.
D. complete activities with literacy programs at the computer station.

The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

**Answer:**
The correct answer is A. (interact in a variety of one-on-one and group activities.)

- Students should receive many opportunities for one-on-one and group experiences to develop oral language skills.

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**Competency 002: Phonological & Phonemic Awareness**

The beginning teacher:

A. Understands the significance of phonological and phonemic awareness for reading, is familiar with typical patterns in the development of phonological and phonemic awareness and recognizes that individual variations occur, in accordance with the STR.
B. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
C. Plans, implements and adjusts instruction based on the continual use of formal and informal assessments of individual students’ phonological development, in accordance with the STR.
D. Knows the age ranges at which the expected stages and patterns of various phonological and phonemic awareness skills should be acquired, the implications of developmental processes in the acquisition of word reading skills and strategies and ways to accelerate students’ phonological and phonemic awareness, in accordance with the STR.

The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.
Competency 002: Phonological & Phonemic Awareness

The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

The beginning teacher:

E. Uses a variety of instructional approaches and materials (e.g., language games, informal interactions, direct instruction) to promote students’ phonological and phonemic awareness (e.g., hearing and manipulating beginning, medial, and final sounds in spoken words, recognizing spoken alliteration).

F. Understands how to foster collaboration with families and with other professionals to promote all students’ phonological and phonemic awareness both at school and at home.

G. Recognizes the interrelationships between phonological and phonemic awareness and the other components of reading (vocabulary, fluency and comprehension), in accordance with the STR.

The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

During small group instruction, Mrs. Smith places a group of 10 pictures on a table. She asks students to find pictures that start with the /m/ sound. As students identify the pictures that begin with the /m/ sound, she moves them into a group. Next she asks the students to find pictures that begin with the /t/ sound. These are placed into a group as the students identify them. Mrs. Smith gives each student 6 new pictures and asks them to sort them into groups by the beginning sounds of /m/ and /t/. This activity focuses on which of the following skills?

A. Oral Language
B. Phonics
C. Alphabetic Principle
D. Phonemic Awareness

The correct answer is D. (Phonemic Awareness)

• Phonological and phonemic awareness is developed through a variety of instructional strategies and materials.
The beginning teacher:

A. Understands the elements of the alphabetic principle (e.g., letter names, letter sequence, graphophonic knowledge, the relationship of the letters in printed words to spoken language) and typical patterns of students' alphabetic skills development, and recognizes that individual variations occur with students.

B. Understands that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English and that students' literacy development in English is affected by these two factors.

C. Selects and uses a variety of instructional materials and strategies, including multisensory techniques, to promote students' understanding of the elements of the alphabetic principle and the relationship between sounds and letters and between letters and words, in accordance with the STR.

D. Uses formal and informal assessments to analyze individual students' alphabetic skills, monitor learning and plan instruction, in accordance with the STR.

E. Understands how to foster collaboration with families and with other professionals to promote all students' development of alphabetic knowledge.

The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Problem:

During reading time, a first grade teacher calls 3 students to the teacher table to work with their alphabet arcs. The students place a lower-case plastic letter on the corresponding letter on the alphabet arc. After completing this activity, the teacher asks each student questions about the order of the letters, such as "Which letter comes before the letter f? Which letter comes after the letter s? Which of the following concepts is the teacher primarily addressing?

A. Phonological Awareness
B. Alphabetic Principle
C. Syntax
D. Oral Language

Answer:

The correct answer is B. (Alphabetic Principle)

• Through a variety of instructional methods and materials, students develop an understanding of the alphabetic principle and letter/sound relationships.
Competency 004: Literacy Development

The beginning teacher:

A. Understands and promotes students' development of literary response and analysis, including teaching students the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.

B. Understands that the developing reader has a growing awareness of print in the environment, the sounds in spoken words and the uses of print, in accordance with the STR.

C. Selects and uses instructional strategies, materials and activities to assist students in distinguishing letter forms from number forms and text from pictures.

D. Understands the importance of students being able to differentiate words and spaces, first and last letters, left-right progression, and identification of basic punctuation, in accordance with the STR.

The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

E. Understands that literacy development occurs in multiple contexts through reading, writing and the use of oral language.

F. Selects and uses instructional strategies, materials and activities that focus on functions of print and concepts about print, including concepts involving book handling, parts of a book, orientation, directionality and the relationships between written and spoken words, in accordance with the STR.

G. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to and independently read literature in various genres and to interact with others about literature.

H. Selects and uses appropriate instructional strategies to inform students about authors, authors' purposes for writing and author's point of view in a variety of texts.

I. Selects and uses appropriate technology to teach students strategies for selecting books for independent reading.

J. Understands how to foster collaboration with families and with other professionals to promote all students' literacy.

The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Problem:

During a whole class read-aloud, a kindergarten teacher introduces a big book about the three little pigs. The teacher introduces and points to the title on the cover of the book, the author’s name, and the title page. He uses a pointer to track the print from left to right as he reads. Which concept is NOT being modeled by the teacher during this activity?

A. Directionality
B. Parts of a book
C. Distinguishing text from pictures
D. Relationships between written and spoken words

The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.
**Competency 004: Literacy Development**

The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students’ literacy.

**Answer:**

The correct answer is **C. (Distinguishing text from pictures)**

- Teachers should set up experiences where students are introduced to print and proper handling of books, orientation, book parts, and the relationship between spoken and written words.

**Competency 005: Word Analysis & Identification Skills**

The beginning teacher:

A. Understands that while many students develop word analysis and decoding skills in a predictable sequence, individual variations may occur, in accordance with the STR.

B. Understands the importance of word recognition skills (e.g., letter-sound correspondences, decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and knows a variety of strategies for helping students develop and apply word analysis skills, including identifying, categorizing and using common synonyms, antonyms, homographs, homophone and analogies.

C. Teaches the analysis of phonetically regular words in a simple-to-complex progression (i.e., phonemes, blending onsets and rimes, short vowels/long vowels, consonant blends, other common vowel and consonant patterns, syllabic types), in accordance with the STR.

D. Selects and uses instructional strategies, materials, activities and models to teach students to recognize high frequency words, to promote students’ ability to decode increasingly complex words and to enhance word identification skills of students reading at varying levels.

E. Knows strategies for decoding increasingly complex words, including the alphabetic principle, vowel-sound combinations, structural cues (e.g., morphology, prefixes, suffixes, roots), context words, syllable patterns, and word structures and for using syntax and semantics to support word identification and confirm word meaning, in accordance with the STR.

F. Understands the value of using dictionaries, glossaries and other sources to determine the meanings, usage, pronunciations, correct spelling, and derivations of unfamiliar words and teaches students to use those sources.

G. Understands how to foster collaboration with families and with other professionals to promote all students’ word analysis and decoding skills.
Competency 005: Word Analysis & Identification Skills

The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Context:
While reading a chapter in the 4th grade Social Studies book about the Texas Revolution, Mrs. Baker reviews the final stable syllable – “tion”. She models spelling and reading several words that end with “tion”. She asks the students to do a word hunt for other words with the final stable syllable “tion” as they read. The teacher is providing students with the opportunity to practice:
A. Word Analysis and Identification Skills
B. Phonological Awareness Skills
C. Research and Study Skills
D. Reading Comprehension Skills

Answer:
A is the correct answer.

• Teachers should understand and teach strategies for decoding words and syllables to students they students can independently apply decoding skills to unfamiliar words.

Competency 006: Fluency Reading

The beginning teacher:
A. Knows the relationship between reading fluency and comprehension, in accordance with the STR.
B. Understands that fluency involves rate, accuracy, prosody and intonation and knows the norms for reading fluency that have been established by the Texas Essential Knowledge and Skills (TEKS) for various age and grade levels, in accordance with the STR.
C. Understands the connection of word identification skills and reading fluency to reading comprehension.
D. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas, in accordance with the STR.

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
The beginning teacher:

E. Selects and uses instructional strategies, materials and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction), in accordance with the STR.

F. Knows how to teach students strategies for selecting books for independent reading, in accordance with the STR.

G. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.

H. Uses strategies to encourage reading for pleasure and lifelong learning.

I. Recognizes the interrelationship between reading fluency and the other components of reading, in accordance with the STR.

J. Understands how to foster collaboration with families and with other professionals to promote all students’ reading fluency.

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Problem:
Mrs. Garcia has four students in her 3rd grade class who are reading grade-level material at 60–65 words correct per minute. Which of the follow activities would help improve their fluency?

A. Reading from above grade level material
B. Repeated readings, Reader’s Theaters
C. Round robin reading in small group
D. Reading unfamiliar content daily

Answer:
B is the correct answer. (Repeated readings, Reader’s Theaters)

A reader’s fluency develops through repeated practice reading familiar material independently or participating in group readings, such as reader’s theater.
Competency 007: Reading Comprehension and Applications

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

The beginning teacher:

A. Understands reading comprehension as an active process of constructing meaning, in accordance with the STR.
B. Understands factors affecting students’ reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background/experience, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts), in accordance with the STR.
C. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details, identifying point-of-view), inferential comprehension (e.g., inferring cause-and-effect relationships, moral lessons and themes, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning, explaining point of view).

Competency 007: Reading Comprehension and Applications

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

The beginning teacher:

D. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding text structure, using textual features such as headings and glossaries, appreciating the different purposes for reading) to become self-directed, critical readers.
E. Uses various instructional strategies to enhance students’ reading comprehension (e.g., linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, comparing different versions of the same story, explaining the meaning of common idioms, adages and foreign words and phrases in written English, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
F. Knows and teaches strategies that facilitate comprehension of different types of text (e.g., literary, expository, multistep directions, procedural) before, during and after reading (e.g., previewing, making predictions, questioning, self-monitoring, re-reading, mapping, using reading journals, discussing texts).

Competency 007: Reading Comprehension and Applications

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

The beginning teacher:

G. Knows and teaches strategies that facilitate making connections between and across multiple texts (e.g., summarizing and paraphrasing, locating and distinguishing between facts and opinions, and determining whether the text supports or opposes an issue).
H. Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use these skills to enhance their reading comprehension, in accordance with the STR.
I. Knows how to provide students with direct, explicit instruction and reinforcing activities to promote the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, recognizing sensory details, re-reading) in accordance with the STR.
J. Selects and uses instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others through reading, in accordance with the STR.
Competency 007: Reading Comprehension and Applications

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Problems:
As the 3rd grade students in Mr. Adams’ class read, they generate questions and write their questions on sticky notes. Students place the notes in the story to mark where they occurred. After reading, the class discusses the questions they had as they read. The primary instructional purpose for this activity is to help students:

A. Analyze character development
B. Improve reading fluency
C. Understand their culture and the culture of others
D. Enhance their reading comprehension

Answer:
The correct answer is D. (Enhance their reading comprehension)

- Linking text to their own experiences and other things they've read about helps students increase their comprehension while reading.

The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008: Vocabulary Development

The beginning teacher:

A. Knows how to provide explicit, systematic instruction and reinforcing activities to help students increase their vocabulary, in accordance with the STR.
B. Knows how to use direct and indirect methods to effectively teach vocabulary, in accordance with the STR.
C. Selects and uses a wide range of instructional materials, strategies and opportunities with rich contextual support for vocabulary development, in accordance with the STR (e.g., literature, expository texts, content-specific texts, magazines, newspapers, trade books, technology).
D. Recognizes the importance of selecting, teaching and modeling a wide range of general and specialized vocabularies.
E. Understands how to assess and monitor students’ vocabulary knowledge by providing systematic, age-appropriate instruction and reinforcing activities (e.g., morphemic analysis, etymology, use of graphic organizers, contextual analysis, multiple exposures to a word in various contexts).
F. Provides multiple opportunities to listen to, read and respond to various types of literature and expository texts to promote students’ vocabulary development.

The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.
Competency 008: Vocabulary Development

The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

A third grade teacher wants to develop a language-rich environment in her classroom. However, she has introduced a new science unit to her students and the vocabulary is new and is a challenge for them. How can she create a language-rich environment for them?

A. Give them a pre-test
B. Draw on student's experiences in a manner that is meaningful to them.
C. Allow them to use the internet to define each word.
D. Ask the student to work in groups to define each unknown word.

Correct answer: B.

Utilizing the students' experiences will give more meaning to the vocabulary. It allows them to make a connection with the term and enables them to remember the term and its definition.

The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

Competency 009: Reading, Inquiry & Research

The beginning teacher:

A. Teaches students how to develop open-ended research questions and a plan (e.g., timelines) to locate, retrieve and record information from a range of content-area, narrative and expository texts.
B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphics, organizers).
C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve and record information from technologies, print resources and experts.
D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming, generating questions and topics, using text organizers, making notes, organizing, drawing conclusions, applying critical-thinking skills, providing written processes for reading, listening, responding, evaluating and communicating information; summarizing information; selecting reliable sources of information; using multiple sources of information; recognizing identifying features of sources, including primary and secondary sources, interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement.
Competency 009: Reading, Inquiry & Research

The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

The beginning teacher:

E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth–sixth grades, refine research through use of secondary questions).

F. Provides instruction to develop a topic sentence, summarize findings and use evidence to support conclusions.

G. Understands how to foster collaboration with peers, families and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas.

The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Problem:

• A fourth grade teacher begins a research unit on famous Texans. He teaches students to use the internet, magazine articles, and books to collect data on their assigned Texan. Once students have collected data, the teacher provides instruction and models using their research facts to write a script for the class living museum presentation. The teacher guides students through the drafting, revising, editing, and publishing process to develop their script. This is an example of:

A. Teaching students to locate, retrieve, and retain information from a range of content-area, narrative, and expository texts.

B. Providing students with direct, explicit instruction in the use of strategies to improve their reading comprehension.

C. Selecting and using instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others.

D. Selecting and using instructional strategies, materials, and hands-on activities for the development of the fine motor skills necessary for writing skills.

The correct answer is A. (Teaching students to locate, retrieve, and retain information from a range of content-area, narrative, and expository texts.)

• Students should be given opportunities to gather information from a variety of text types.
Competency 010: Writing Conventions

The beginning teacher:

A. Understands that many students go through predictable stages in acquiring writing conventions (e.g., physical and cognitive processes involved in scribbling, recognition of environmental print, mock letters, letter formation, word writing, sentence construction, spelling, punctuation, grammatical expression), and individual students vary in their rates of development of those conventions.

B. Understands the relationship between spelling and phonological and alphabetic awareness and understands the role of conventional spelling in success in reading and writing.

C. Understands the stages of spelling development (precommunicative writing in which the student understands the function of writing but cannot make the forms, prephonemic, phonemic, transitional and conventional) and knows how and when to support students’ development from one stage to the next.

D. Provides spelling instruction and gives students opportunities to use and develop spelling skills in the context of meaningful written expression (e.g., single syllable homophones, commonly used homophones, commonly confused terms, simple and complex contractions).

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

E. Selects and uses instructional strategies, materials and hands-on activities for developing fine motor skills necessary for writing, according to grade level expectations in the Texas Essential Knowledge and Skills (TEKS).

F. Selects and uses instructional strategies, materials and activities to help students use English writing conventions (e.g., grammar, capitalization, punctuation) in connected discourse.

G. Recognizes the similarities and differences between spoken and written English (e.g., syntax, vocabulary choice, audience) and uses instructional strategies to help students apply English writing conventions and enhance their own writing.

H. Knows writing conventions and appropriate grammar and usage and provides students with direct instruction and guided practice in those areas.

I. Selects and uses instructional strategies, materials and activities to teach correct pencil grip.

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Problem:

A first grader is writing in her draft book. The teacher observes that the student is spelling words with beginning and ending consonant sounds. She is also spelling some high frequency words correctly. Often, the student inserts a medial vowel in a word, but it is not always the correct vowel. She spells “lik” for “like” and “brthr” for “brother.” The teacher plans to work with student in a group with students at the same stage. What stage of spelling development best describes the student’s writing?

A. Prephonemic
B. Phonemic
C. Transitional
D. Conventional
Competency 010: Writing Conventions

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Answer:
B is the correct answer. (Phonemic)

• Teachers should understand the various stages in spelling development and employ strategies to help students develop spelling skills.

The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011: Writing Communications

The beginning teacher:

A. Teaches purposeful, meaningful writing in connection with listening, reading and speaking.
B. Knows how to promote students' development of an extensive reading and writing vocabulary by providing students with many opportunities to read and write.
C. Monitors students' writing development and provides motivational instruction that addresses individual students' needs, strengths and interests.
D. Understands differences between first-draft writing and writing for publication and provides instruction in various stages of writing, including prewriting, drafting, revising (including both self-revision and peer revision) and editing.
E. Understands the benefits of technology for teaching basic writing skills and writing for publication and provides instruction in the use of technology to facilitate written communication.

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

F. Understands writing for a variety of audiences, purposes and settings and provides students with opportunities to write for various audiences, purposes and settings and in various voices and styles.
G. Teaches students to use appropriate conventions to support ideas in writing and to use an appropriate form of documentation to acknowledge sources (e.g. quotations, bibliographical information, differentiation between paraphrasing and plagiarism).
H. Knows grade-level expectations in the Texas Essential Knowledge and Skills (TEKS).
I. Understands how to foster collaboration with families and with other professionals to promote students' development of writing skills.

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
Competency 011: Writing Communications

The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competence in written communication.

**PROBLEM:**
The following is a writing excerpt from a third grader.

I have a dog. he is a big dog. we play together I call him Sam. I like my dog.

Which of the following stages of the writing workshop is the student ready to initiate next?

A. Editing  
B. Drafting  
C. Prewriting  
D. Revising

**ANSWER:**
The correct answer is D. (Revising)

- Students should be given multiple opportunities to develop writing skills through approaches which allow them to go through the step by step process from pre-writing to revising.

Competency 012: Viewing & Representing

The beginning teacher:

A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS).
B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform.
C. Teaches students to compare and contrast print, visual and electronic media, including the level of formality of each (e.g., email, Web-based news article, blogs).
D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings and provides students with opportunities to interpret and evaluate visual images in various media.
E. Knows how to teach students to analyze visual image makers’ choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning.
Competency 012: Viewing & Representing

The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

The beginning teacher:

F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments and technology presentations and to use media to compare black and white points of view.

G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others.

H. Teaches students how to select, organize and produce visuals to complement and extend meanings.

I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium and presentation contribute to the message.

J. Understands how to foster collaboration with families and with other professionals to promote students' development of media literacy.

Ms. Smith, a third grade teacher, is beginning a unit on media literacy. Her focus will be on the symbols, icons, and brands that we see in our society. She begins by introducing the $1 bill. Students research to find out the meaning of the symbols on the one dollar bill. Students will then design their own money, using symbols that are meaningful to them and that represent themselves visually.

The teacher is:

A. Analyzing students' reading and writing performance and using it as a basis for instruction

B. Teaching elements of literary analysis, such as story elements and features of various literary genres.

C. Teaching students to select, organize, and produce visuals to complement and extend meanings.

D. Selecting and using instructional strategies, materials, and activities to help students use English writing conventions.

Competency 012: Viewing & Representing

The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

C is the correct answer.

• Teachers should provide opportunities for students to learn how visuals enhance meaning and select visuals for their own work.
Competency 013: Assessment of Developing Literacy

The beginning teacher:

A. Knows how to select and administer formative and summative assessments and use results to measure literacy acquisition (e.g., alphabetic skills, literacy development, word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, study skills) and address individual students’ needs identified in informal and formal assessments.

B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).

C. Analyzes students’ reading and writing performance and uses the information as a basis for instruction.

D. Knows the state content and performance standards for reading, writing, listening and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring the student’s performance up to grade level.

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Competency 013: Assessment of Developing Literacy

The beginning teacher:

E. Knows how to determine students’ independent, instructional and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students’ selection of independent reading materials.

F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans.

G. Understands the use of writing in assessment of students and provides opportunities for students to self-assess and peer assess writing (e.g., for clarity, interest to audience, comprehensiveness) and ongoing literacy development.

H. Knows how to select, administer and use results from informal and formal assessments of literacy acquisition.

I. Analyzes students’ errors in reading and responds to individual students’ needs by providing focused instruction to promote literacy acquisition.

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Competency 013: Assessment of Developing Literacy

The beginning teacher:

J. Knows informal and formal procedures for assessing students’ use of writing conventions and uses multiple, ongoing assessments to monitor and evaluate students’ development in that area.

K. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students’ performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS).

L. Analyzes students’ errors in applying writing conventions and uses the results of the analysis as a basis for future instruction.

M. Selects and uses a variety of formal and informal procedures for monitoring students’ reading comprehension and adjusts instruction to meet the needs of individual students, including English-language learners.

N. Understands how to foster collaboration with families and how to communicate students’ progress and for ongoing literacy development to parents/caregivers and to other professionals through a variety of means, including the use of examples of students’ work.

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.
A second grade teacher has a student read a passage as she uses a stop watch and counts the number of words read incorrectly. After 1 minute, the teacher stops the student and counts the number of miscues. She determins the number of words read correctly in one minute. The teacher is assessing the student's:

A. Comprehension  
B. Word Identification Skills  
C. Fluency  
D. Alphabetic Skills

The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Answer: C is the correct answer.

- Teachers should employ various types of assessment – formal and informal – to monitor each student’s reading progress.