

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



FLORIDA DEPARTMENT OF EDUCATION
www.fdoe.org

Sixth Edition

Developed, produced, and printed under the authority of the Florida Department of Education.

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Florida K–20 education system, as enumerated in Section 1000.04, Florida Statutes.

Permission is NOT granted for distribution or reproduction outside the State system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to:

FTCE Administrator
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Copyright 2014
State of Florida
Department of State

Contents

1	Test and Test Information Guide Development	1
2	Preparation for the Test	2
3	Test-Taking Advice	4
4	Competencies and Skills and Test Blueprint	5
5	Test Format and Sample Questions	11
6	Annotated Bibliography	29
7	Additional Information	34



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

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

Role of the Test Information Guide

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

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program or persons making a career change. 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.



Preparation for the Test

The following outline may help you 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 for your comfort.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
- 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 work through the questions that require more thought.
 - When you are not certain of the correct 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. For examinations with multiple subtests or sections (such as General Knowledge, FELE, English 6–12, German K–12, Middle Grades English 5–9, and Speech 6–12), you will only be able to review items within that subtest or section. Once you complete a subtest or section, you will not be able to return to that section of the test. You will be alerted to this during testing.

4

Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for both the multiple-choice and written performance sections of the English 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning effective teachers. This table can serve as a checklist for assessing your familiarity with each of the content areas covered in both sections of 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 each competency on both sections of the exam. The test blueprint percentages for each section total 100%.

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)*

Competency

Competency/Skill (Multiple-Choice Section)	Approx. %
<p>1 Knowledge of the effective use of the English language at the postsecondary level</p> <p>1 Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).</p> <p>2 Identify and apply standard English grammar and usage with proficiency.</p> <p>3 Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.</p> <p>4 Identify and distinguish the effective use of sentence variety.</p> <p>5 Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.</p> <p>6 Determine and apply the connotation and denotation of key words.</p> <p>7 Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).</p> <p>8 Identify and interpret figurative language (e.g., idioms, figures of speech).</p> <p>9 Identify and use general academic and domain-specific language.</p> <p>10 Identify and apply methods of effectively assessing language skills.</p> <p>11 Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.</p>	<p>23%</p>

Skills 1–11

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill (Multiple-Choice Section)	Approx. %
1 Knowledge of the effective use of the English language at the postsecondary level	23%
1 Identify and analyze influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).	
2 Identify and apply standard English grammar and usage with proficiency.	
3 Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.	
4 Identify and distinguish the effective use of sentence variety.	
5 Identify and select appropriate reference materials to determine the meaning of a word, its pronunciation (e.g., homonyms, homophones), part of speech, synonyms and antonyms, and etymology.	
6 Determine and apply the connotation and denotation of key words.	
7 Identify and analyze the structure and meaning of words according to their word parts (i.e., prefixes, root words, and suffixes).	
8 Identify and interpret figurative language (e.g., idioms, figures of speech).	
9 Identify and use general academic and domain-specific language.	
10 Identify and apply methods of effectively assessing language skills.	
11 Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach language skills.	

Competency/Skill (Multiple-Choice Section)		Approx. %
2	Knowledge of effective writing skills	21%
1	Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.	
2	Analyze arguments for evidence of logical reasoning and applicable, adequate support.	
3	Identify and analyze effective organizational and stylistic choices in various forms of writing.	
4	Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, publishing).	
5	Differentiate and select appropriate forms of technology to enhance the writing process.	
6	Identify and assess meaningful feedback to student writing.	
7	Identify and apply strategies to instruct students in the selection and evaluation of relevant and reliable information from various resources.	
8	Identify and apply knowledge of the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).	
9	Identify audience and purpose and differentiate how they impact language and writing.	
10	Identify and apply methods of effectively assessing writing skills.	
11	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach writing skills.	

Competency/Skill (Multiple-Choice Section)		Approx. %
3	Knowledge of literacy processes across genres	21%
1	Analyze and apply techniques to understand levels of text complexity.	
2	Evaluate effective strategies to teach analysis of texts (e.g. imagery, semantic and syntactic structures, diction).	
3	Select effective strategies to construct meaning from texts.	
4	Analyze and apply techniques to understand levels of text readability (e.g. quantitative and qualitative methods).	
5	Determine the meaning of a word, phrase, paragraph, or text based on its context.	
6	Identify and apply appropriate strategies (e.g., choral reading, readers' theater) to promote fluency (e.g., accuracy, prosody).	
7	Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.	
8	Analyze reading performance to determine where a student falls on the reading continuum (i.e., frustration, instructional, independent).	
9	Identify and apply methods of effectively assessing literacy processes.	
10	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach literacy processes.	

Competency/Skill (Multiple-Choice Section)		Approx. %
4	Knowledge of a wide range of fiction, nonfiction, and informational texts	23%
1	Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).	
2	Evaluate the characteristics of various genres (e.g., drama, biography, speeches).	
3	Evaluate the characteristics of various texts within and across literary movements.	
4	Select a variety of methods for assessing the understanding of fiction, nonfiction, and informational texts.	
5	Evaluate various texts using a range of critical approaches (e.g., gender, sociological).	
6	Evaluate the characteristics of various texts within and across historical time periods.	
7	Identify and differentiate among a range of historical and contemporary authors and speakers (e.g., American, Latin American, Asian, African, British) within and across time periods and genres.	
8	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach fiction, nonfiction, and informational texts.	
5	Knowledge of critical responses to media	12%
1	Identify and apply effective techniques and technologies for listening, viewing, speaking, and presenting.	
2	Analyze media to evaluate meaning, intent, effect, and technique.	
3	Select appropriate instructional strategies (e.g., collaborative learning, interdisciplinary activities) and technologies to teach listening, viewing, speaking, and presenting.	
4	Identify and apply methods of effectively assessing listening, viewing, speaking, and presenting.	
Multiple-Choice Section Total		100%

Competency/Skill (Written Performance Section)		Approx. %
6	Demonstration of the ability to respond critically through an analysis of a literary selection	100%
1	Demonstrate the ability to organize ideas around a clear and coherent thesis statement.	
2	Incorporate relevant details and ample textual evidence to support the thesis statement.	
3	Demonstrate proficient use of postsecondary level standard written English (e.g., varied word choice and syntax, semantics, language conventions).	
4	Use appropriate style to enhance the reader's interest and understanding.	
Written Performance Section Total		100%



Test Format and Sample Questions

The English 6–12 subject area test consists of two sections: an essay and approximately 80 multiple-choice items. Each section will be independently administered, scored, and reported. Examinees must pass both sections independently in order to pass the English 6–12 subject area examination. 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.

Your work will be scored holistically by two raters. 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 raters will use the categories on the following page when evaluating your essay. The score you receive for your essay will be the combined total of the two raters' scores.

Essay Scoring Categories:

6 The essay is effectively written and presents a thorough critical analysis.

- The essay is unified by an effective thesis statement and well-focused on the assignment.
- The ideas are perceptively analytical, rich, textured, thoughtful, and logical.
- The essay presents ample evidence and numerous relevant, concrete, and textual details to support generalizations.
- Syntax is varied and reflects a strong command of language.
- Organizational strategies enhance clarity and meaning and 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 clearly written and presents a solid critical analysis.

- The essay is unified by a thesis statement and clearly focused on the assignment.
- The ideas are analytical, clear, and logical.
- The essay reliably presents relevant and precise evidence to support generalizations.
- Syntax is sometimes varied and indicates control of language.
- Organizational strategies promote clarity and meaning.
- Usage and word choice are clear and reliable.
- Mechanics are controlled; there may be errors, but they are not serious.

4 The essay is adequately written and presents an adequate critical analysis.

- The essay is, in general, unified by a thesis statement and focused on the assignment.
- The ideas are mostly analytical but tend to be general.
- The essay usually provides an adequate amount of detail to support generalizations.
- Syntax variation may be minimal but is generally grammatically correct.
- Paragraphs are unified, and transitions, though often formulaic, are used to link major ideas.
- Usage and word choice are mostly accurate.
- Mechanics are generally controlled; errors may occur, but only a few are distracting.

3 The essay is lacking in either writing skills or analysis.

- The essay may be partially unified by a thesis statement and focuses to some degree on the assignment.
- The ideas are mostly logical but may not be analytical.
- The essay may contain an insufficient amount of specific detail.
- Syntax may not be varied and may be grammatically flawed.
- Paragraphs are usually unified; some transitions may be used.
- Usage and word choice may be inaccurate or inappropriate.
- There may be many distracting mechanical errors.

2 The essay exhibits weak writing skills and illogical or disjointed analysis.

- The essay has minimal unity and focus, although it attempts to address the assignment.
- The ideas are superficial and often unclear, illogical, ambiguous, or vague.
- Development is often incomplete, consisting of any combination of generalizations, lists, or details that may be irrelevant.
- Syntax is simplistic, disjointed, or both.
- There are few, if any, transitions, and paragraphs may not be related to each other.
- Usage and word choice are often inaccurate or inappropriate.
- There are many distracting mechanical errors.

1 The essay fails to demonstrate writing or analytical skills.

- The essay lacks unity and focus.
- The ideas are unclear, confusing, unreasoned, and/or tenuously connected to the text.
- The essay includes very little, if any, specific and relevant supporting detail.
- Syntax is elementary and often faulty.
- Any organization present fails to provide a discernible sequence of ideas.
- Usage and word choice are irregular and often questionable or wrong.
- Serious mechanical errors impede meaning.

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 choose the best response out of four options, and indicate **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 Question
Direct question Choose the response option that best answers the question.	Question 1, page 19
Sentence completion Select the response option that best completes the sentence.	Question 3, page 19
Text Analysis Study a text and identify a literary feature, such as a figure of speech, style, form, or function, by choosing the best response option.	Question 20, page 24
Command Select the best response option.	Question 26, page 26
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 27, page 26

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

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 follows at the end of 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. The words *gothic*, *vandal*, and *turret* represent which of the following influences on language?

A. religious
B. historic
C. technological
D. social

2. Determine the effect of the use of a semicolon in the student writing sample.

Beowulf is widely regarded as the oldest literary work in the English language. While technically true, this distinction is misleading; *Beowulf* was written in Old English.

A. It asks the reader to make a connection back to the opening sentence.
B. It reflects a lack of understanding of sentence structure.
C. It shows sophistication and variety in writing style.
D. It demonstrates the student's desire for brevity.

3. In a literary text, a willful character was described as *arbitrary*. Students were confused, because their common definition and usage of *arbitrary* is *random* or *inconsistent*. The best resource to confirm the multiple meanings of "arbitrary" is a(an)

A. etymology guide.
B. dictionary.
C. style and grammar guide.
D. thesaurus.

4. In the word *intractable*, the Latin root is *tract*, meaning *pull* or *draw*, and its suffix indicates its use as an adjective. Judging from the prefix *in*, what does the word mean?

A. stubborn
B. pliable
C. stationary
D. amenable

5. In his speech, *I Have a Dream*, Dr. Martin Luther King Jr. refers to the Biblical passage of Isaiah 40:4–5. This reference is an example of the literary element

- A. allusion.
- B. mood.
- C. simile.
- D. hyperbole.

6. What does the following discussion question exemplify?

In what way are *Romeo and Juliet*, *Cry, the Beloved Country*, and Newton's third law (for every action there is an equal and opposite reaction) connected?

- A. collaborative discussion
- B. meaningful discourse
- C. integrating curriculum
- D. reflective questioning

7. To evaluate students' knowledge of gerund phrases with an alternative assessment, the teacher should have the students

- A. identify the gerund phrases in an article from a self-selected magazine.
- B. complete a portion of the grammar exercises in their textbooks.
- C. complete a test in which they circle gerund phrases in a paragraph.
- D. circle gerund phrases in the literature selection they are currently assigned.

8. A student would like to write an essay about a personal event. This demonstrates which of the following types of essay?

- A. persuasive
- B. narrative
- C. informative
- D. argumentative

-
-
9. Which of the following include examples of common logical fallacies utilized when analyzing argument?
- A. equivocation, ad hominem, false analogy
 - B. stereotypes, inference, domain-specific language
 - C. transitional phrases, pacing, dialogue
 - D. red herring, personal experience, rhetorical appeals
10. To improve awareness of the intended audience's effect on writing, the teacher should
- A. ask students to jot down as many types of audiences as they can, select one type, and write a paragraph describing that audience.
 - B. define general audience, specialist audience, and peer audience and then have students individually compose working definitions of the three types.
 - C. assign students to write an article for a self-selected academic or technical journal and encourage them to adopt the particular style of the subject area.
 - D. ask student groups to select and read a specified number of articles from different publications and then discuss the audience each one assumes.
11. Which question should a student be focusing on during the revising stage of writing?
- A. Are there any errors in spelling or grammar in the composition?
 - B. Should the composition be published on the class website, or in the class anthology?
 - C. Is the topic of the composition too broad?
 - D. Will the relationships between the ideas in the composition be clear to a reader?

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

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

Which set of teacher comments would be most productive?

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

13. A student would like to write a paper about recent advances in nursing. Which of the following citation styles should be used?

- A. MLA
- B. APA
- C. Chicago
- D. Turabian

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

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

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

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

-
-
15. In the sentence, "Because they made a \$300 profit, the young entrepreneurs were *content* with the outcome of their fundraiser," which strategy should students use to learn the meaning of the italicized word?
- A. context clues
 - B. decoding
 - C. root words
 - D. etymology
16. Which of the following instructional strategies is most effective for enhancing a student's reading comprehension of an academic text?
- A. asking about the student's knowledge of the topic before the student reads the text
 - B. suggesting that the student read the text slowly and carefully
 - C. suggesting that the student look up unfamiliar words from the text in the dictionary
 - D. asking the student content questions after the student has read the text
17. When targeting words to be used in vocabulary instruction, the teacher should select words
- A. that support the big ideas in the text.
 - B. that were tested on previous state assessments.
 - C. that are from the district's grade level word bank.
 - D. that are bolded, italicized, or annotated in the textbook.
18. If a text contains transitional signal words such as *consequently*, *therefore*, and *thus*, then that text is most likely illustrating which type of structure?
- A. enumeration or categorizing
 - B. chronological sequencing
 - C. descriptive narrative
 - D. cause and effect

19. While reading a novel, a teacher would like students to reflect on the text as they read. Which of the following is the most appropriate method?

- A. exit slips
- B. teacher probing
- C. think-pair-share
- D. double entry journals

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

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

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

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

21. Read the excerpt and answer the question below.

On the day of my first public poetry reading . . . in Miami . . . an older woman motioned me to her table. Thinking (foolish me) that she wanted me to autograph a copy of my brand new slender volume of verse, I went over. She ordered a cup of coffee from me, assuming that I was the waitress.

From "The Myth of the Latin Woman: I Just Met a Girl Named Maria," by Judith Ortiz Cofer. In *The Riverside Reader* (p. 50), by Joseph F. Trimmer and Maxine Hairston, 2002, Boston: Houghton Mifflin.

Which literary device is used in this excerpt?

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

22. Read the excerpt below and answer the question.

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

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

The allusions the poet makes in this excerpt are to

- A. ancient kings.
 - B. fellow writers.
 - C. Greek mythology.
 - D. stormy weather.
23. An instructional unit including the works of John Keats, Walt Whitman, Emily Dickinson, Rudyard Kipling, Robert Frost, and Nikki Giovanni exemplifies
- A. thematic study.
 - B. novel study.
 - C. genre study.
 - D. interdisciplinary study.
24. What is the most effective technique for testing students' knowledge and application of literary terms?
- A. matching term and definition
 - B. multiple choice
 - C. true/false
 - D. matching term and example
25. Which type of literature assessment involves small, student-led book discussion groups that the teacher evaluates on collaboration, participation, progress in reading skills, and products?
- A. informal reading inventory
 - B. literature circles
 - C. literature focus units
 - D. thematic units

-
-
26. Select the writer who lived in Eatonville, Florida, who became a member of the Harlem Renaissance, and whose writing reflects her study of anthropology.
- A. Alice Walker
 - B. Gwendolyn Brooks
 - C. Zora Neale Hurston
 - D. Nikki Giovanni
27. A 10th-grade student has been selected to deliver a speech introducing a local author who has come to speak to an English class. In preparing the speech of introduction, which are the most appropriate guidelines for the student to follow?
- A. Be brief, keeping the focus of the speech on the visiting author.
 - B. Be entertaining, preparing the audience to respond well to the visiting author.
 - C. Be thorough, mentioning the names of all the visiting author's books and any prizes he or she received.
 - D. Be personal, highlighting the author's character and virtue.
28. What resource would be most effective for a teacher to use to help students practice interpreting nonverbal cues as an aid to effective listening?
- A. a description from a classic novel of a character's actions upon hearing tragic news
 - B. an audio recording of a radio play, with sound effects
 - C. a scene from a well-acted movie, with the sound on the video monitor turned off
 - D. a textbook chapter that covers the importance of using nonverbal cues
29. Which statement should a teacher use as an example of a writer's attempt to persuade or manipulate the audience?
- A. Yesterday, the special Senate subcommittee considering the nomination of Robert A. Smith to the Supreme Court failed to reach a decision.
 - B. This morning, Press Secretary Able Baker implied that the President's war on drugs had been an overwhelming success.
 - C. A school board spokesperson today confirmed that the subject of students who carry AIDS-related antibodies will be addressed at Thursday's meeting.
 - D. The local director for UNICEF reported this week that contributions received through United Appeal exceeded the expectation by \$1 million.

-
-
30. During a study of political cartoons as commentary, the teacher wants to ensure that students understand the persuasive elements of cartoons. The most effective assignment would be for the students to
- A. keep a portfolio of cartoons from different newspapers with brief written summaries of each one's persuasive message.
 - B. draw persuasive cartoons about events at their school, collecting them into a portfolio.
 - C. use a Venn diagram to prepare a comparison of two cartoons, posting the results on a bulletin board with the cartoons.
 - D. work in pairs to create a four-panel cartoon for the comics section of the newspaper.

Answer Key

Question Number	Correct Response	Competency
1.	B	01
2.	C	01
3.	B	01
4.	A	01
5.	A	01
6.	C	01
7.	A	01
8.	B	02
9.	A	02
10.	D	02
11.	D	02
12.	A	02
13.	B	02
14.	D	03
15.	A	03
16.	A	03
17.	A	03
18.	D	03
19.	D	03
20.	A	04
21.	A	04
22.	C	04
23.	C	04
24.	D	04
25.	B	04
26.	C	04
27.	A	05
28.	C	05
29.	B	05
30.	A	05



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. Baugh, L.S. (2005). *Essentials of English grammar* (3rd ed.). New York: McGraw-Hill.
Contains general usage rules for parts of speech, punctuation, capitalization, abbreviations, numbers, word division, spelling, and commonly confused words. Also includes style guidelines with tips on how to write with economy, clarity, and accuracy. Useful for review of competencies 1 and 6.
2. Baym, N., ed. (2008). *The Norton anthology of American literature* (7th ed.). New York: W.W. Norton & Co.
Provides a variety of works and thorough editorial analysis of the works. Useful for review of competencies 3 and 4.
3. Benjamin, A. (2008). *Formative assessment for English language arts: A guide for middle and high school teachers*. Larchmont, NY: Eye on Education.
Explores the uses and advantages for applying formative assessments in the classroom. Useful for review of competencies 1-5.
4. Bloom, L.Z. (2004). *The essay connection* (7th ed.). Boston: Houghton Mifflin.
Collection of rhetorically arranged essays by professional and student writers. Stimulates critical thinking on ethical, social, and political issues. Useful for review of competency 2.
5. Brozo, W.G. (1995). *Readers, teachers, learners: Expanding literacy in secondary schools* (2nd ed.). Englewood Cliffs, NJ: Merrill/Prentice Hall.
Presents scenarios of real classrooms to show future teachers how to use language-based strategies to transform uninspired students into active learners. Useful for review of competency 4.

-
-
6. Burke, J. (2008). *The English teacher's companion* (3rd ed.). Portsmouth, NH: Heinemann Boynton/Cook.
Offers 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 all competencies.
 7. Bushman, J.H., & Haas, K.P. (2006). *Using young adult literature in the English classroom* (4th ed.). Upper Saddle River, NJ: Pearson.
Provides future middle and high school educators with guidance to choose adolescent literature and to develop instructional ideas. Useful for review of competency 1.
 8. Dube, A., Franson, J.K., Parins, J.W., & Murphy, R.E. (1983). *Structure and meaning: An introduction to literature*. Boston: Houghton Mifflin.
Supplies a comprehensive introductory study of fiction, poetry, and drama for the student of literature. Useful for review of competency 2.
 9. Eggers, P. (2007). *Steps for writers: Composing essays* (vol. 2). New York: Pearson/Longman.
Discusses the basics of composing solid paragraphs and essays in preparation for freshman composition. Covers finding one's own writing process, writing essays based on one's own experience and perceptions, and writing essays involving texts and research. Emphasizes grammar, proofreading, and peer review. Useful for review of competencies 2, 4, and 6.
 10. Finders, M.J., & Hynds, S. (2007). *Language arts and literacy in the middle grades: Planning, teaching, and assessing learning* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
Addresses language arts and literacy in the middle grades by presenting authentic cases and classroom examples while examining research and theory-based approaches to teaching literacy in the middle school classroom. Useful for review of competencies 1-5.
 11. Galda, L., & Graves, M.F. (2007). *Reading and responding in the middle grades: Approaches for all classrooms*. Boston: Pearson/Allyn and Bacon.
Focuses on practical, research-based approaches teachers can use to help their students hone their reading abilities, learn from what they read, and become competent in responding to sophisticated narrative and expository texts. Useful for review of competencies 1, 3, and 4.
 12. Gates, Jr., H.L., & McKay, N.Y. (2004). *The Norton anthology of African American literature* (2nd ed.). New York: W.W. Norton & Co.
An anthology of the work of 120 writers spanning two centuries covering a variety of genres and medias. Useful for review of competency 1.

-
-
13. Glazer, S.M. (1998). *Assessment is instruction*. Norwood, MA: Christopher-Gordon.
Addresses the merging of literacy assessment and instruction in classrooms. Includes an annotated bibliography of literature for developing readers and writers and a glossary of terms for diverse learners. Contains checklists of behaviors characteristic of learning problems and of skills associated with reading and the language arts. Useful for review of all competencies.
 14. Graves, M.F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.
Offers a comprehensive plan for broad vocabulary instruction to instruct students with varying vocabulary abilities. Useful for review of competency 3.
 15. Gunning, T.G. (2004). *Creating literacy instruction for all students grades 4 to 8*. Boston: Allyn and Bacon.
Gives teachers strategies and sample step-by-step lesson plans for constructing lively, effective reading and writing instruction for all students. Useful for review of competencies 1-3.
 16. Irvin, J.L. (1998). *Reading and the middle school student: Strategies to enhance literacy* (2nd ed.). Boston: Allyn and Bacon.
Addresses the issues that affect middle school students and teachers including their experiences with literacy instruction. Useful for review of competency 1.
 17. James, M., & Merickel, A.P. (2011). *Reading literature and writing argument* (4th ed.). Boston: Longman.
Provides multi-genre reading experiences designed to immerse students in critical and creative thinking as they address problems and issues from multiple perspectives. Useful for review of competencies 2 and 6.
 18. Karchmer, R., Mallette, M., Kara-Soteriou, J., & Leu, D. (Eds.). (2005). *Innovative approaches to literacy education*. Newark, DE: International Reading Association.
Presents instructional possibilities for schools and districts and new ways for teachers to view their work. Useful for review of all competencies.
 19. Kennedy, X.J., & Gioia, D. (2007). *Literature: An introduction to fiction, poetry, drama, and writing* (10th ed.). New York: Pearson Longman.
An introductory anthology containing engaging insights into reading and writing about stories, poems, and plays. Useful for review of competencies 1-3, and 6.
 20. Kinsella, K., Feldman, K., & Stump, C. (2007). *Prentice Hall literature, the American experience*. Upper Saddle River, NJ: Pearson Prentice Hall.
Combines literature analysis with reading skills for 11th graders. Useful for review of competencies 1, 3, and 4.

-
-
21. Kinsella, K., Feldman, K., & Stump, C. (2007). *Prentice Hall literature, the British tradition*. Upper Saddle River, NJ: Pearson Prentice Hall.
Combines literature analysis with reading skills for 12th graders. Useful for review of competencies 1, 3, and 4.
 22. Lunsford, A.A. (2007). *The everyday writer* (4th ed.). Boston: Bedford/St. Martin's.
Addresses strategies that can aid teachers in guiding students through every writing situation. Useful for review of competencies 1 and 6.
 23. Maxwell, R.J., & Meiser, M.J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
Provides sample lessons, classroom ideas, and instructional strategies to give teachers opportunities to explore how theory and research relates to practice. Useful for review of competencies 1 and 4.
 24. Meyer, M. (2008). *The Bedford introduction to literature* (8th ed.). Boston: Bedford/St. Martin's.
Presents literature that is useful for the teaching and learning needs of all literature classrooms. Includes editorial commentary to help with reading, appreciating, and writing about literature. Useful for review of competency 4.
 25. Miller, Jr., J.E., Hayden, R., & O'Neal, R. (1973). *The United States in literature: Glass menagerie edition*. Glenview, IL: Scott, Foresman and Co.
Traces the development of American literature from 1500 to the present. Useful for review of competency 2.
 26. National Council of Teachers of English (1995). *Teaching literature in high school: The novel*. Urbana, IL: National Council of Teachers of English.
A collection of brief lesson plans. Useful for review of competencies 2-4.
 27. O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction* (2nd ed.). Harlow, UK: Longman.
An introduction to the fundamentals of linguistics, balancing engaging aspects of language study with solid coverage of the basics. Useful for review of competency 1.
 28. Probst, R.E. (2004). *Response and analysis: Teaching literature in secondary school* (2nd ed.). Portsmouth, NH: Heinemann.
Encourages teachers to use the power of student-driven interpretation and analysis. Focuses on curriculum that initiates interpretative and critical conversations while exposing students to a variety of genres. Useful for review of competencies 3 and 4.
 29. Raimes, A. (2005) *Keys for writers* (4th ed.). Boston: Houghton Mifflin.
Offers complete coverage of grammar, writing, research, and documentation processes. Useful for review of competencies 1-3.

-
-
- 30.** Royster, J.J., & Lester, M. (1996). *Writer's choice: Grammar and composition*. New York: Glencoe/McGraw Hill.
Provides practice in the use of clauses, modifiers, and tenses for more effective writing. Useful for review of competencies 1 and 2.
 - 31.** Unrau, N. (2008). *Content area reading and writing: Fostering literacies in middle and high school cultures* (2nd ed.). Upper Saddle River, NJ: Pearson.
Presents a diagnostic perspective on teaching and helps teachers see how each student's culture, background, and prior knowledge informs his or her learning and suggests a best practice for each individual learner. Useful for review of competency 2.
 - 32.** Vacca, R.T., Vacca, J.A.L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston: Pearson.
Features real-world examples and research-based practices to aid teachers in the exploration of content literacy for all learners. Useful for review of competencies 1 and 2.
 - 33.** Warriner, J.E., & Griffith, F. (1973). *Warriner's English grammar and composition complete course*. New York: Harcourt Brace Jovanovich.
Emphasizes composition skills and writing techniques using models aimed at high school students. Useful for review of competency 2.



Additional Information

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

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>