

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



FLORIDA DEPARTMENT OF EDUCATION
www.fdoe.org

Sixth Edition

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Test and Test Information Guide Development

Teacher Certification Testing

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

The subject area knowledge tested on the Middle Grades English 5–9 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Middle Grades English 5–9 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university 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 to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

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

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

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

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

Section 5 lists question formats and includes sample test questions.

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

Section 7 identifies a source of further information.

Self-Assessment

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

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

Review

- **Study according to your needs.**

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

Practice

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

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

- **Answer sample test questions.**

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

Final preparation

- **Review test-taking advice.**

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

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

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



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool 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.

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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for both the multiple-choice and written performance sections of the Middle Grades English 5–9 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning 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)*

<i>Competency</i>	Competency/Skill (Multiple-Choice Section)	Approx. %
	1 Knowledge of the characteristics of students in order to make instructional decisions for teaching and learning language arts	12%
	1 Identify the characteristics of cognitive development that impact student learning in language arts.	
	2 Identify the characteristics of social and emotional development that impact student learning in language arts.	
	3 Identify the cultural characteristics that impact student learning in language arts.	
<i>Skills 1–4</i>	4 Apply knowledge of students' characteristics (e.g., cognitive, social, emotional development, culture) in making instructional decisions in language arts.	

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill (Multiple-Choice Section)		Approx. %
1	Knowledge of the characteristics of students in order to make instructional decisions for teaching and learning language arts	12%
1	Identify the characteristics of cognitive development that impact student learning in language arts.	
2	Identify the characteristics of social and emotional development that impact student learning in language arts.	
3	Identify the cultural characteristics that impact student learning in language arts.	
4	Apply knowledge of students' characteristics (e.g., cognitive, social, emotional development, culture) in making instructional decisions in language arts.	
2	Knowledge of applications of evidence-based research and best practices in teaching language arts	14%
1	Identify effective instructional practices that are aligned with state-adopted standards at the appropriate grade level.	
2	Identify and apply evidence-based research to select appropriate technology for language arts instruction.	
3	Identify and apply evidence-based research in the integration of language arts content with other disciplines.	
4	Determine and apply appropriate methods and materials for meeting the diverse learning needs of students.	
5	Determine and apply strategies for incorporating multicultural experiences in reading and writing activities.	

Competency/Skill (Multiple-Choice Section)		Approx. %
3	Knowledge of language arts content	24%
1	Identify and apply the components of text complexity (i.e., quantitative, qualitative, reader and task).	
2	Analyze various literary and rhetorical devices (e.g., symbolism, style, allusion, irony, foreshadowing, tone, figurative language, syntax).	
3	Evaluate the characteristics of various genres (e.g., drama, biography, speeches).	
4	Evaluate various texts using a range of critical approaches (e.g., gender, sociological).	
5	Differentiate among various forms of writing (e.g., expository, narrative, persuasive, argumentative) in various texts.	
6	Identify and analyze effective organizational and stylistic choices in various forms of writing.	
7	Identify and apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, proofreading, publishing).	
8	Identify the characteristics of effective collaborative discussions to enhance speaking and listening opportunities.	
9	Determine multimedia components (e.g., graphics, images, music, sound) and visual displays to communicate and present information.	
10	Analyze media to evaluate meaning, intent, effect, and technique.	
11	Identify and apply standard English grammar and usage with proficiency.	
12	Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency.	
13	Identify and distinguish the effective use of sentence variety.	
14	Identify and interpret figurative language (e.g., idioms, figures of speech).	
15	Determine and apply the connotation and denotation of key words.	
16	Identify and use general academic and domain-specific language.	

Competency/Skill (Multiple-Choice Section)		Approx. %
4	Knowledge of pedagogical content for teaching language arts	24%
1	Select appropriate strategies for teaching the conventions of standard English (e.g., grammar, usage, capitalization, punctuation, spelling).	
2	Select strategies to engage students in a variety of collaborative discussions.	
3	Identify appropriate strategies to teach students how to comprehend literary and informational texts.	
4	Identify appropriate strategies to teach students how to analyze literary and informational texts.	
5	Select appropriate strategies to teach students to analyze and evaluate the purpose of information presented in multimedia literacies and formats.	
6	Determine effective strategies to teach students to speak and listen in collaboration with generating ideas and assimilating knowledge.	
7	Identify and apply strategies for teaching the writing process (i.e., prewriting, drafting, revising, editing, proofreading, publishing).	
8	Identify strategies for teaching the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).	
5	Knowledge of various assessments and use of corresponding data to drive instructional decisions within language arts	14%
1	Identify appropriate and effective, formal and informal assessment tools in language arts.	
2	Select appropriate formal and informal assessments to differentiate instruction as needed.	
3	Analyze results of formal and informal assessments to diagnose students' strengths and needs.	
4	Analyze and evaluate results of formal and informal assessments to prescribe modifications and accommodations appropriate to instruction and student achievement.	
5	Identify ways to share the outcomes of student assessment data with students and stakeholders.	

Competency/Skill (Multiple-Choice Section)		Approx. %
6	Knowledge and application of the collaborative processes of reading and writing	12%
1	Identify and apply appropriate instructional practices to teach the reading and writing processes for a variety of discipline-specific tasks, purposes, and audiences.	
2	Select appropriate instructional practices to teach writing and speaking in response to literary and informational texts (e.g., images, sound, performance, oral presentations).	
3	Apply strategies for teaching the research process (e.g., gathering relevant information, synthesizing, paraphrasing, citing information, avoiding plagiarism).	
4	Identify and determine how text structure (e.g., compare-contrast, cause and effect, chronological) impacts comprehension.	
5	Determine the meaning of a word, phrase, paragraph, or text based on its context.	
Multiple-Choice Section Total		100%

Competency/Skill (Written Performance Section)		Approx. %
7	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 Middle Grades English 5–9 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 Middle Grades English 5–9 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
Sentence completion Select the response option that best completes the sentence.	Question 1, page 18
Direct question Choose the response option that best answers the question.	Question 3, page 18
Command Select the best response option.	Question 6, page 19
Scenario Examine a classroom situation or a student composition. Then select the response option that best answers a question, recommends a course of action, or gives the appropriate evaluation or teacher comment.	Question 14, page 21

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. For a unit on the novel *Touching Spirit Bear*, the teacher prepared an activity that required his 8th-grade students to work in pairs to generate and discuss pros and cons of the judge's decision regarding the main character. This was an effective activity because young adolescents are likely to be in the process of
 - A. becoming concrete thinkers.
 - B. emulating authority figures.
 - C. becoming egocentric in their thinking.
 - D. developing formal reasoning.

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

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

4. To improve students' writing and motivate them to continue striving for mastery, a teacher would employ which of the following strategies most often?
 - A. individual conferencing with specific feedback
 - B. whole group direct instruction in writing
 - C. small group instruction and monitoring
 - D. peer editing and revision sessions

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5. Which of the following language arts activities is facilitated by a word processing program?
- A. diagramming sentences
 - B. free writing
 - C. determining parts of speech
 - D. grammar exercises
6. Identify the best interdisciplinary project to incorporate history, mathematics, and language arts.
- A. summarizing the story of the mathematician and the mathematical problem he solved in the movie *A Beautiful Mind*
 - B. creating a timeline depicting various mathematicians and examples of the mathematical problems they solved
 - C. writing a story about a time-traveler who visits famous mathematicians and helps them solve mathematical problems
 - D. creating a poster about a famous mathematician and the steps she took to solve a famous mathematical problem
7. A team of 7th-grade teachers would like to incorporate technology into a unit that includes science and language arts. Which of the following technology-based activities provides the most opportunities for interdisciplinary experiences?
- A. conducting Internet searches for information about marine life on Florida's Atlantic coast
 - B. creating an interactive website about ecosystems found in the Florida Everglades
 - C. using computer software to produce statistical charts that track the increase in tourism in Florida
 - D. generating on computers different types of demographic charts of major Florida cities

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8. Prior to taking her 6th-grade class on an excursion to an amusement park, which language arts activity should the teacher use to help the English language learners in her class communicate with the vendors at the park?
- A. role-playing
 - B. peer tutoring
 - C. brainstorming
 - D. journal writing
9. The most appropriate technique for teaching students the concept of an author's purpose is to have the students
- A. summarize the content of a long piece of writing.
 - B. circle all the imperative sentences in their compositions.
 - C. identify several pieces of work designed to inform, to persuade, or to entertain.
 - D. identify the speakers in various pieces of literature.
10. A middle school language arts teacher would like to help students understand how a narrative point of view affects the message conveyed in a literary text. Given this purpose, the teacher should have his students do which of the following activities?
- A. selecting a character from the text for whom they prepare a detailed personal history
 - B. highlighting all the words and phrases in a text that reflect a particular perspective
 - C. selecting a part of a text to rewrite from the perspective of a particular character
 - D. forming small groups to dramatize for various audiences the key actions and events in a text
11. Which of the following critical approaches to literature focuses on everyday life in various cultures (e.g., traditions, rituals, celebrations)?
- A. anthropological
 - B. new historicism
 - C. psychological
 - D. formalism

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12. Which of the following is a characteristic of emergent literacy?
- A. understanding that print in English is read from left to right
 - B. using context clues to determine the meaning of a word in a text
 - C. applying knowledge of common spelling patterns in English to decode words in a text
 - D. being able to read aloud from a text quickly and accurately
13. Students are preparing to write a newspaper article about the life cycle of the alligator. Which of the following would be the most likely type of organization that they might use in the article?
- A. spatial
 - B. chronological
 - C. cause and effect
 - D. compare and contrast
14. A 7th-grade teacher wants her students to actively engage in group discussion. However, when she places students in their respective groups, provides them a summary of her expectations, topics, roles and goals, only one group's outcomes are compatible with those she intended. She polls the class and discovers that the groups that erred did not understand their mission.
- Which of the following personal conduct components did she not adequately address?
- A. respect
 - B. listening
 - C. mutual intent
 - D. self-discipline
15. A middle school language arts teacher is presenting a lesson on writing conventions. Which of the following is the best way for the teacher to effectively show students how to use correct proofreading symbols for peer editing?
- A. use a projection device to share how to use proofreading symbols
 - B. provide a proofreading chart for implementation of symbols
 - C. identify sample papers and share with the whole group
 - D. form groups and have students correct their papers

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16. Students in an 8th-grade science class are learning new vocabulary related to the human skeletal system. Which of the following instructional strategies would best help students understand and use the new vocabulary?
- A. using a cloze exercise to teach the vocabulary in context
 - B. showing students what reference sources are useful for science research
 - C. providing a full human skeleton with all bones labeled
 - D. surveying students to determine any prior knowledge of anatomical terms and concepts
17. A 9th-grade English teacher asks each student in class to write a persuasive essay that argues that organic produce is better than nonorganic produce. During the drafting phase of the writing process, students work in pairs, asking and answering a series of questions about the topic. Which of the following questions will best help students support their arguments effectively in writing?
- A. How does organic produce differ from nonorganic produce?
 - B. Why does some organic produce taste better raw than cooked?
 - C. When did the local supermarket begin stocking organic produce?
 - D. What types of organic produce are the most difficult to cultivate?
18. The works of which of the following authors would provide middle school students with the best introduction to the concept of allegory?
- A. Mildred D. Taylor
 - B. C. S. Lewis
 - C. Madeleine L'Engle
 - D. Washington Irving
19. A television advertisement for a remote-controlled toy car shows a 5-year-old boy playing with the car in a kitchen setting. The boy has set up ramps that he then drives the car over to make a series of jumps and crashes. Which of the following changes to the advertisement would make the toy car more appealing to boys ages 7 to 10?
- A. showing a 12-year-old boy playing enthusiastically with the toy car
 - B. adding soothing orchestral music and a long close-up shot of the toy car
 - C. having a voiceover describe the battery requirements of the toy car
 - D. showing a 7-year-old boy smiling as he takes the toy car out of its box

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20. Students who are working independently are analyzing a video on wildlife. Which of the following would be an effective instructional strategy to teach students for analyzing the video?
- A. dramatic retelling
 - B. how to make inferences
 - C. text structure and text features
 - D. how to use plot analysis charts
21. Mrs. Bourdon wants her 8th-grade students to understand how studying poetry is relevant to their lives. What small-group activity below would best address this goal within an integrated approach to language arts?
- A. choosing a song and a poem with similar themes and creating a presentation to facilitate students' understanding of the works
 - B. creating a poetry dictionary that contains examples of figurative language taken from the poems previously studied in class
 - C. creating a dance to the words of a poem previously studied in class
 - D. identifying figurative language in song lyrics and creating a collage to illustrate their understanding
22. A language arts teacher asks students to take out a piece of writing from their writing folder that they want to work on. The teacher tells the students to rewrite their piece of writing from a different perspective or point of view. This is a strategy for which stage of the writing process?
- A. prewriting
 - B. drafting
 - C. revising
 - D. editing
23. A middle school language arts teacher writes informal notes to students that contain questions about subject matter covered in class. The students, in turn, write back to the teacher with answers and questions of their own. This is an example of which of the following methods of assessing student understanding in an integrated language arts class?
- A. dialogue journal
 - B. portfolio
 - C. anecdotal record
 - D. teacher conference

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24. A 5th-grade language arts teacher notices that a particular student always points to each word on a page when reading silently to himself. The teacher uses this information as a basis for designing activities for the student that will help him develop word-recognition skills and fluency. The technique that the teacher uses in this case to assess the student's reading needs and design instruction is called
- A. running record.
 - B. observation.
 - C. learning log.
 - D. checklist.
25. The best method for utilizing the data collected from various classroom activities is to
- A. make decisions about groups of students based on strengths and areas of need.
 - B. identify one area to focus in which to make decisions about groups of students.
 - C. encourage students to monitor themselves and their activities.
 - D. engage students in learning new subject matter.
26. Over the course of a school term, students have undertaken many writing projects. The most effective way to assess individual student growth in writing through the term would be
- A. cumulative assessment.
 - B. peer assessment.
 - C. portfolio assessment.
 - D. self-assessment.
27. According to current research, English language learners are most likely to benefit from language arts instruction that
- A. immerses students in an English-only environment regardless of their level of proficiency in English.
 - B. emphasizes the development of academic skills in English over the development of interpersonal skills.
 - C. separates English-language instruction from content-area instruction.
 - D. recognizes that students' knowledge and skills in their primary language can be transferred to English.

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28. Which of the following are the best instructional practices to teach writing and speaking in response to informational texts?
- A. quiz and debate
 - B. test and speech
 - C. cooperative learning groups and literary analysis
 - D. collaborative writing groups and multimedia presentation
29. Which of the following is a reader and task factor to consider when determining text complexity?
- A. student's motivation
 - B. levels of meaning
 - C. archaic language
 - D. readability
30. A language arts class is studying word relationships. The teacher selects several sets of words to illustrate the concept. Which of the following sets would be INAPPROPRIATE for this lesson?
- A. abhor, abridge, acquainted, acquired
 - B. cognate, cognizant, incognito, recognize
 - C. immortal, mortal, mortuary, post mortem
 - D. centennial, centimeter, century, percentage

Answer Key

Question Number	Correct Response	Competency
1.	D	01
2.	D	01
3.	D	01
4.	A	01
5.	B	02
6.	C	02
7.	B	02
8.	A	02
9.	C	03
10.	C	03
11.	A	03
12.	A	03
13.	B	03
14.	C	03
15.	A	03
16.	A	04
17.	A	04
18.	B	04
19.	A	04
20.	B	04
21.	A	04
22.	C	04
23.	A	05
24.	B	05
25.	A	05
26.	C	05
27.	D	05
28.	D	06
29.	A	06
30.	A	06



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. Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
Introduces the benefits of responsive teaching over traditional teacher centered instruction. Useful for review of competency 4.
2. Beers, K. (2003). *When kids can't read: What teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.
Instructs teachers on how to help struggling readers with comprehension, vocabulary, fluency, word recognition, and motivation. Useful for review of competency 6.
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 2 and 5.
4. Blasingame, J., & Bushman, J. (2005). *Teaching writing in middle and secondary schools*. Upper Saddle River, NJ: Pearson.
Provides research-based strategies as well as classroom-tested activities. Covers the core fundamentals of exemplary practices in writing instruction and demonstrates writing processes and use of rubrics. Useful for review of competency 3.
5. 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 competencies 1 and 3.

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6. 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.
 7. Chappuis, J. (2009). *Seven strategies of assessment for learning*. Boston: Pearson/Allyn & Bacon.
Organizes research-based recommendations about classroom assessment practices around three formative assessment questions and gives a framework to weave assessment for learning practices into daily teaching and assessment activities. Useful for review of competencies 2 and 5.
 8. 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 4, 6, and 7.
 9. 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 and 2.
 10. Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.
Focuses on quantitative and qualitative factors of text complexity as well as ways in which readers can be matched with texts and tasks. Useful for review of competencies 2 and 3.
 11. Fowler, H.R., & Aaron, J.E. (2011). *The Little, Brown handbook* (12th ed.). Boston: Pearson/Longman.
Provides coverage of the writing process, grammar and usage, research and documentation. Also presents discussions of critical reading, academic writing, reading and writing arguments, writing in the disciplines, and public writing. Useful for review of competency 1.
 12. 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.

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13. Gall, J.P., Gall, M.D., & Borg, W.R. (2004). *Applying educational research: A practical guide* (5th ed.). Boston: Pearson/Allyn and Bacon.
Focuses on teaching students how to locate, read, interpret, and apply the findings of educational research studies. Useful for review of competency 1.
 14. 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 competencies 1-6.
 15. Gunning, T.G. (2004). *Creating literacy instruction for all students grades 4 to 8*. Boston: Pearson/Allyn and Bacon.
Offers 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, 2, and 6.
 16. Hacker, D. (2006). *The Bedford handbook* (7th ed.). Boston: Bedford/St. Martin's.
Provides basic explanations of proper grammar, composition, citation and textual analysis. Useful for review of competency 3.
 17. Hairston, M., Ruszkiewicz, J., & Friend, C. (2004). *The Scott Foresman handbook for writers* (7th ed.). Upper Saddle River, NJ: Pearson.
Includes topics such as writing process, writing for academic and public forums, style, visual design, grammar, punctuation, and mechanics. Useful for review of competency 3.
 18. Harris, V.J., ed. (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher-Gordon.
Advocates the infusion of multicultural literature in the classroom as well as providing relevant literature to incorporate into lessons. Useful for review of competencies 1 and 2.
 19. Kinsella, K., Feldman, K., & Stump, C. (2005). *Prentice Hall literature: Timeless voices, timeless themes*. Upper Saddle River, NJ: Pearson/Prentice Hall.
Combines some of the world's best literature with reading and skills instruction. Useful for review of competencies 1, 3, and 6.
 20. Maxwell, R.J., & Meiser, M.J. (2008). *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 for exploring how theory and research relate to practice. Useful for review of competencies 2 and 6.

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21. Murray, D.M. (2004). *The craft of revision* (5th ed.). Belmont, CA: Heinle.
Covers phases of the writing process such as rewriting for focus, structure, and genre. Includes edited sample papers. Useful for review of competencies 4 and 6.
 22. Radford, M.L., Barnes, S.B. & Barr, L.B. (2005). *Web research: Selecting, evaluating, and citing* (2nd ed.). Boston: Pearson.
Provides information on how to judge website credibility, evaluate content, avoid copyright issues, and when and how to cite Internet sources. Useful for review of competency 6.
 23. 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 competency 3.
 24. 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 competency 3.
 25. Tompkins, G.E. (2011). *Teaching writing: Balancing process and product* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
Examines genres and instructional procedures with a strong new focus on differentiating instruction to ensure success for all writing students. Useful for review of competency 4.
 26. 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. Assists teachers in recognizing 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 competencies 3 and 6.
 27. Waterman, S.S. (2009). *Differentiating assessment in middle and high school English and social studies*. Larchmont, NY: Eye On Education.
Offers numerous examples and strategies to aid in assessing student readiness, interests, learning, and thinking styles. Useful for review of competencies 2, 3, and 5.
 28. Wepner, S., Valmont, W., & Thurlow, R., ed. (2000). *Linking literacy and technology*. Newark, DE: International Reading Association.
Designed to help teachers, curriculum consultants, and supervisors meet their students' needs in the 21st century. Presents examples of classroom technology to help teachers support literacy goals. Useful for review of competencies 2 and 3.

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- 29.** Winterrowd, W.R., & Murray, P.Y. (1985). *English: Writing and skills*. San Diego: Coronado.
Includes exercises and examples in order to improve writing and grammar.
Useful for review of competencies 3 and 7.



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/>